

School Improvement Plan



2021-2022

School Improvement	Whole School Priorities
1—Quality of Education Governors: DH YR AD KJ MC	<p>1.1 – To introduce a systematic programme of vocabulary across school.</p> <p>1.2 – To embed the use of floor books across KS1 and KS2 to embed experiential learning</p> <p>1.3 - To establish continuous provision across KS1</p> <p>1.4 To improve the sequencing of the curriculum within: Science AT1, PE, DT and computing.</p>
2—Behaviour and attitudes Governors: DH SC COG	<p>2.1 To consistently apply the school behaviour policy and school rules to reduce low level behaviour issues</p> <p>2.2 To provide clear attendance monitoring and guarantee persistent absence is reduced.</p> <p>2.3 To promote the independence and resilience of children through the role of sports leaders, play leaders and the chatty council enabling pupils to have a voice.</p>
3—Personal development Governors: DH KW SC	<p>3.1 To increase after school club provision and participation to raise aspiration.</p> <p>3.2 To embed P4C / SRE into current PSHCE curriculum</p> <p>3.3.To inspire healthier lifestyles through in depth cookery sessions.</p>
4 - Leadership and Management Governors: DH YR KW	<p>4.1 To further develop the monitoring role subject leads and their impact.</p> <p>4.2 To ensure thorough SEN records and kept and are GDPR compliant.</p>
5—Early Years Governors: DH MC KJ	<p>5.1 To ensure that provision and planning systems are in line with expectations of the new framework.</p> <p>5.2 To establish a clear focus on vocabulary and a tiered programme across EYFS.</p>

Quality of Education			
1.1	To introduce a tiered programme of vocabulary across all subjects		
Milestones	Lead	Timescale	Costs
Chris Quigley vocabulary training given to all staff.	AM	Autumn 1	£300
Middle leaders to refine their vocabulary overviews in line with guidance following training.	AM SB SB	Autumn 2	
Key words to be implemented into classroom practice and vocabulary should be reflected within the classroom.	SB SB	Spring / Summer	
Staff to be made aware of the vocabulary links to EYFS and ensure the vocabulary thread is evident across all key stages from EYFS.	AM	Summer	
Success Criteria	Monitoring activities		
Vocabulary progression planning is evident across school Vocabulary is being delivered effectively as part of everyday classroom practise.	Learning walks – termly Feedback to governors in curriculum meeting – Autumn Lesson observation - summer term Vocabulary subject overview scrutiny		Govs: YR AD

Quality of Education			
1.2	To embed the use of floor books across KS1 and KS2 to embed experiential learning		
Milestones	Lead	Timescale	Costs
Floor book changes made to reflect changes needed for year A of two year cycle.	AM	September 21	
CPD provided to staff about how to show the child's voice and individual progress through the use of floor books.	SB SB	Autumn 1	Release time
CPD provided to staff about use of continuous provision and how that should be reflected in floor books.	SB	Autumn 1 INSET 4 th January	£300 training £1000 provision

CPD and moderation provided to staff ensuring assessment systems within floor books are used thoroughly and track progress.	SB SB	Autumn 1 Termly moderation	
Moderation of floor books to ensure consistency and progression across year groups.	AM ER	Termly	
Success Criteria	Monitoring activities		
Floor books are consistent across classes Progression is seen across year groups Child's voice and assessment can be seen within books	Moderation of books – half termly Feedback to governors in curriculum meeting – Spring	Govs: YR AD	

Quality of Education			
1.3	To establish continuous provision across KS1		
Milestones	Lead	Timescale	Costs
To promote a staff member to a middle leader position to embed provision from EYFS – Year 2	ER AM	September 2021	£2833 TLR
To create a clear progression document showing provision need across KS1 and why.	CN SB	Autumn 1	
To model and support other teachers to arrange and use the provision within KS1 in an efficient manner.	SB	Autumn Spring	Release time
To liaise with KS2 about how some aspects of provision can be used effectively and to challenge within KS2.	SB SB	Spring Summer	Release time
To use the provision effectively to create sensory friendly classrooms to help meet the needs of SEN learners.	SB COG CS	Ongoing all year	£3000 sensory costs plus OT SLA
Success Criteria	Monitoring activities		
Continuous provision is evident across KS1, used consistently and progressive Continuous provision elements are evident within KS2.	Learning walks – termly Feedback to governors in curriculum meeting – Autumn and Summer	Govs: DH MC KW	

Quality of Education			
1.4	To improve the sequencing of the curriculum within: Science AT1, PE, DT and comp		
Milestones	Lead	Timescale	Costs
To research into the wider curriculum and how milestones can be incorporated into foundation subjects.	ER AM	September 2021	£1000 training
To provide science training to all staff looking into effective scientific working.	ER COG	October 2021	£500 training
To create clear guidelines on what AT1 experiments should be taught and when and make links to maths explicit.	ER COG	October 2021	
To ensure DT is taught in a linear fashion including in food technology.	ER SB	January 2022	
To up-skill staff in PE and DT and computing so that lessons are progressive and tied in to the skills ladder.	ER SB	July 2022	Release time
Success Criteria	Monitoring activities		
Continuous provision is evident across KS1, used consistently and progressive Continuous provision elements are evident within KS2.	Learning walks – termly Feedback to governors in curriculum meeting – Autumn and Summer		Govs: DH MC KW

School improvement	Governor action	Impact
1.1 To introduce a tiered programme of vocabulary across all subjects	A – Leads to present to governors in Autumn curriculum meeting B – Learning walk in Spring term to look at vocabulary within environment	
1.2 To embed the use of floor books across KS1 and KS2 to embed experiential learning	A – Moderation of floor books alongside SLT termly B – Lead to present to governors in Spring term curriculum meeting	
1.3 To establish continuous provision across KS1	A – Leads to present to governors in Autumn curriculum meeting B - A – Leads to present to governors in Summer curriculum meeting C- Learning walk in Spring term	
1.4	A – Leads to present to governors in Autumn curriculum meeting B - A – Leads to present to governors in Summer curriculum meeting	

Behaviour and attitudes			
2.1	To consistently apply the school behaviour policy and school rules to reduce low level behaviour issues		
Milestones	Lead	Timescale	Costs
To re-establish behaviour policy and expectations from staff at the start of the new academic year.	ER TD	September INSET	
To ensure all classrooms have clear classroom rules on display and used in the classroom linked to the school rules.	ER TD	September	
To embed the clipboard system so children are presented with a systematic response to low level behaviour which is dealt with at class teacher level.	ER TD	Autumn 1	
To provide zones of regulation training and support to support staff to deal with behaviour in a positive manner.	CS ER	January INSET	£500
To create sensory friendly classrooms to help meet the needs of learners.	SB COG CS	On going all year	£3000 sensory costs plus OT SLA
Success Criteria	Monitoring activities		
Low level incidents of behaviour at dealt with at a class teacher level Incidents of more aggressive / dangerous behaviour remains low Feedback from parents / children on behaviour improves.	Monitoring of clipboards weekly HT termly report to governors		Govs: SC COG DH

Behaviour and attitudes			
2.2	To provide clear attendance monitoring and guarantee persistent absence is reduced.		
Milestones	Lead	Timescale	Costs
Weekly assemblies every Monday to praise good attendance and timekeeping. Incentives and rewards given for improved attendance alongside 100% attendance	TD	Weekly all year	£500 incentives
Ticket system to encourage all children to get to school on time	TD GT	Weekly all year	

Office staff to chase up all periods of absence every day and ensure medical proof is provided.	GT	Weekly	
Regular meetings to be scheduled with AIT to ensure leaders can be swift when	GT	Half termly	
Success Criteria	Monitoring activities		
Attendance to be higher than previous years analysis. Attendance to be closer to national average.	Termly meetings between pastoral team, SLT and Chair of governors.		Govs: DH

Behaviour and attitudes			
2.3	To promote the independence and resilience of children through the role of sports leaders, play leaders and the chatty council enabling pupils to have a voice.		
Milestones	Lead	Timescale	Costs
To re-establish the chatty council creating regular meetings at least twice a term with measurable impact.	ER CS	Autumn term	£100 set up
Sports leaders allocated from the children to ensure OPAL equipment is being used and children play correctly.	SB AB	Autumn term	£300 equipment
OPAL systems and zones re-embedded at playtime and lunchtime	AB	Autumn term	
Digital leaders in place to help support with ICT across school.	EH	Autumn term	£100 set up
Success Criteria	Monitoring activities		
OPAL systems and zones are being used at playtimes and lunchtimes Pupils have a visible voice within school and there is an impact to their work	Chatty council to meet with HT termly Chatty council to meet with governing body Learning walk – playground Autumn		Govs: COG SC

Governor monitoring – Behaviour and Attitudes		
School improvement	Governor action	Impact
2.1 To consistently apply the school behaviour policy and school rules to	A – Governors to monitor attendance termly through termly HT report in FGB meetings.	

reduce low level behaviour issues		
2.2 To provide clear attendance monitoring and guarantee persistent absence is reduced.	<p>A – Termly meetings between safeguarding governor and pastoral team to discuss action in regard to attendance</p> <p>B – Weekly informal monitoring by all governors through newsletter being set to governing body weekly.</p>	
2.3 To promote the independence and resilience of children through the role of sports leaders, play leaders and the chatty council enabling pupils to have a voice.	<p>A – Health and safety governor to complete termly learning walks looking specifically at OPAL and safety within school grounds</p> <p>B- Summer special governing between for FB and chatty council to monitor impact of chatty council and model how a governing body works.</p>	

Personal Development			
3.1	To increase after school club provision and participation to raise aspiration.		
Milestones	Lead	Timescale	Costs
To liaise with the INEOS project to provide funding to widen the school offer to children.	TD	September	
To provide a wider range of clubs to all children every week particularly sporting clubs.	ER SB	Autumn 1	£5000 INEOS
To create a free of charge holiday club programme to raise aspiration and combat hunger.	ER TD	October half term	£7000 INEOS
To participate in school football tournaments, Easington SSP tournaments and local inter-school tournaments.	SB	All year	£500 sports premium
Success Criteria	Monitoring activities		
A higher proportion of children attending after school clubs term on term A higher proportion of children attending holiday clubs term on term	Termly report by INEOS lead to go to governor finance committee Monitoring of after school club participation		Govs: DH

Personal Development			
3.2	To embed P4C / SRE into current PSHE curriculum		
Milestones	Lead	Timescale	Costs
New scheme of work to be allocated and personalised to school to ensure ARE is incorporated into school PSHE SOW.	ER CS	Autumn 1	£950 Kapow
OT training to all staff on how to incorporate wider SEN need into PSHCE curriculum	ER CS COG	INSET 22 nd October	Part of SLA
P4C training to establish set rules and routines in PSHCE sessions.	CS	INSET 4 th January	£500
Liaison with external services about embedding zones of regulation into PSHE systems.	CS COG	Summer 2	£200
Success Criteria	Monitoring activities		
PSHCE scheme meets national expectations and is being taught regularly.	Feedback to curriculum governors meeting – Spring		Govs: SC KW

Wider PSHE offer meets the need of more vulnerable learners.	Planning scrutiny – Autumn 1 Learning walk – Spring 1	
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Personal Development			
3.3	To inspire healthier lifestyles through in depth cookery sessions.		
Milestones	Lead	Timescale	Costs
Cookery sessions timetabled for y1-6 and planned to ensure coverage of the national curriculum.	ER	September	
Schemes of work planned to ensure children have coverage of key cookery skills and meals.	SB	September	Cook oncosts extra to current kitchen staff
Adaption of initial schemes of work to ensure progression across year groups.	SB	Summer 2	
Success Criteria	Monitoring activities		
All classes cooking on a regular basis and taking home finished products	Pupil questionnaire - cookery		Govs: SC YR

Governor monitoring – Personal Development		
School improvement	Governor action	Impact
3.1 To increase after school club provision and participation to raise aspiration.	A – Monitoring of INEOS spend termly by finance committee	
3.2 To embed P4C / SRE into current PSHE curriculum	A – PSHCE lead to present to governors in Spring curriculum meeting	
3.3 To inspire healthier lifestyles through in depth cookery sessions		

Leadership and Management			
4.1	To further develop the monitoring role subject leads and their impact.		
Milestones	Lead	Timescale	Costs
Support from LA advisory team to develop the role of subject leaders.	ER	September	CPD8 hours
Links set up with local schools to further develop the role of subject leads.	ER	Autumn 1	Release time
Monitoring time and expectations shared with all subject leads and CPD to ensure this is continually tied into the school ethos.	ER	Ongoing	Release time
LA support sought for specific subjects where more coaching and mentoring is needed.	ER	Autumn 1 and 2	CPD8 hours
Success Criteria	Monitoring activities		
All foundation subjects judged by leaders as being deep dive ready Monitoring shows foundation subjects to be consistent.	Moderation across foundation assessments Autumn and Summer term All foundation leads to speak to governors in curriculum meetings.		Govs: YR AD

Leadership and Management			
4.2	To ensure thorough SEN records and kept and are GDPR compliant.		
Milestones	Lead	Timescale	Costs
Temporary SENCOS appointment to cover maternity leave and to organise systems	ER AM	September	TLR 3
LA CPD for new to role SENCOS and bespoke support brokered	ER	September	TLR 3
All SEN records to be stored upon CPOMS and recording of SEN info and referrals to be systematic.	CS COG	Spring 2	
SEN files and support plans to be purposeful, used by staff and stored safely – including moderation of SEN support plans in line with intervention model.	CS COG	Spring 2	
Success Criteria	Monitoring activities		

<p>All current data stored on CPOMS Learning walks to find no SEN information stored in accessible places All SEN classroom files to be up to date and relevant</p>	<p>SENCO to feedback to HT and governors termly at FGB Moderation of SEN files Spring</p>	<p>Govs: DH KW</p>
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Governor monitoring – Leadership and Management		
School improvement	Governor action	Impact
<p>4.1 To further develop the monitoring role subject leads and their impact.</p>	<p>A – Middle leaders and core subject leads to feed back to governors termly in FGB B- Subject leaders to feed back to governors once over academic year in curriculum committee</p>	
<p>4.2 To ensure thorough SEN records and kept and are GDPR compliant.</p>	<p>A – SEN monitoring Autumn 2 Spring 2. Moderation and discussion with SENCO</p>	

Early Years			
5.1	To ensure that provision and planning systems are in line with expectations of the new framework.		
Milestones	Lead	Timescale	Costs
EYFS lead to attend all new framework training and disseminate to EYFS staff	CN /AM		
Planning systems changed in line with new expectations including in core subjects	AM		
Provision across EYFS to be in line with EarlyExcellence expectations with clear labelling, shadowing and progression	CN / AM		
Floor books and assessments systems changed and feedback disseminated to staff.	AM		
Fortnightly meetings within the EYFS team to assess and monitor according to new framework expectations	AM		
Success Criteria	Monitoring activities		
EYFS is compliant with new framework changes	Learning walks half termly to assess provision and individual areas of EYFS EYFS lead to feed back progress to governors termly		Govs: DH KJ MC

Early Years			
5.2	To establish a clear focus on vocabulary and a tiered programme across EYFS.		
Milestones	Lead	Timescale	Costs
Chris Quigley vocabulary training given to all staff.	AM	Autumn 1	£300
Vocabulary overview established across EYFS and specific vocabulary interventions such as BLAST timetabled.	AM	Autumn 1	

Key words to be implemented into classroom practice and vocabulary should be reflected within the classroom provision.	AM	Autumn 2	
Staff to be made aware of the vocabulary links to EYFS and ensure the vocabulary thread is evident across all key stages from EYFS.	AM	Summer	
Success Criteria	Monitoring activities		
Vocabulary progression planning is evident across EYFS Vocabulary is being delivered effectively as part of everyday classroom practise and seen within provision.	Learning walks – termly Feedback to governors in FGB meetings Lesson observation - summer term	Govs: DH KJ	

Governor monitoring – Early years		
School improvement	Governor action	Impact
5.1 To ensure that provision and planning systems are in line with expectations of the new framework.	A - Learning Walks Autumn and Summer term B- Feedback from EYFS lead to each FGB meeting	
5.2 To establish a clear focus on vocabulary and a tiered programme across EYFS	A – Learning walk Spring term	

Monitoring and Evaluation Timeline						
All monitoring scheduled here is in addition to weekly monitoring by SLT						
Autumn 1						
Priority Focus	1.1.	1.2	2.3	3.1	3.2	5.1
Monitoring	Learning walk vocabulary	Moderation – floor books	Learning walk - OPAL	After school club attendance analysis	Planning scrutiny - PSHCE	Learning walk -EYFS environment
	ER AM	SB SB YR	ER AB COG	ER TD	ER CS	AM DH
Autumn 2						
Priority Focus	1.2	1.3	2.2	5.1	4.2	5.2
Monitoring	Moderation – floor books	Learning walk – KS1 provision	Attendance meeting	Learning walk -EYFS environment	SEN moderation	Learning walk – EYFS vocabulary
	ER AM	AM SB	TD DH	AM	ER KW	AM
Spring 1						
Priority Focus	1.1	1.2	2.3	3.1	3.2	5.1
Monitoring	Learning walk - vocabulary	Moderation – floor books	Learning walk - OPAL	After school club attendance analysis	Learning walk -PSHCE	Learning walk -EYFS environment
	ER AM DH	SB SB AD	ER AB	ER TD	ER CS	AM
Spring 2						
Priority Focus	1.2	1.3	2.2	5.1	4.2	5.2
Monitoring	Moderation – floor books	Learning walk – KS1 provision	Attendance meeting	Learning walk -EYFS environment	SEN moderation	Learning walk – EYFS vocabulary
	ER AM	AM SB KW	TD ER DH	AM	ER KW	AM MC
Summer 1						
Priority Focus	1.1	1.2	2.3	3.1	5.1	
Monitoring	Learning walk - vocabulary	Moderation – floor books	Learning walk - OPAL	After school club attendance analysis	Learning walk -EYFS environment	
	ER AM	SB SB YR	ER AB	ER TD	AM DH	
Summer 2						

Priority Focus	1.2	1.3	2.2	5.1	5.2	
Monitoring	Moderation – floor books	Learning walk – KS1 provision	Attendance meeting	Learning walk -EYFS environment	Learning walk – EYFS vocabulary	
	ER AM	AM SB	TD ER DH	AM	AM	