

Nursteed Primary School
School Improvement Plan September 2022 – August 2024
Updated following OFSTED Spring 2023

Our Core Values – to ensure we all Thrive

- Kindness
- Teamwork
- Determination

OFSTED 28th February/1st March 2023

What does the school need to do to improve?

1. Leaders must identify the knowledge they want pupils to know in all subjects, including reading beyond phonics, and sequence this so that pupils know more and remember more over time.
2. Leaders must ensure the curriculum teaches pupils tolerance and respect. Leaders should establish commonly understood expectations and effective systems for managing behaviour.
3. Leaders, including governors, need to ensure they accurately evaluate the impact of any actions on pupils’ learning.

Overview of Priorities:

Area 1: The Quality of Education	<i>Key entitlement is to high-quality teaching and learning in all subjects, that enables <u>all</u> children to make good progress to reach or exceed national expectations and to be prepared for their next stage of education.</i>
Area 2: Behaviour and Attitudes	<i>Key entitlement is a safe, calm, orderly and positive learning environment where children’s behaviour supports their learning and the learning of others in all areas of school life.</i>
Area 3 Personal Development	<i>Key entitlement is of a broad and rich curriculum that promotes all aspects of each child’s development, nurturing their wellbeing and preparing them for the next stage of their lives.</i>
Area 4: Leadership and Management	<i>Key Entitlement is for all leaders (including governors) to positively impact on the quality of education provided for the children in all subjects and to ensure the aims of the SIP are met.</i>
Area 5: Early Years Foundation Stage	<i>Key Entitlement is for all children to make good progress from their starting points and be ready to start the National Curriculum when they move to Y1.</i>

Area for Improvement 1 – To Ensure The Quality of Education Is High

Key entitlement is to high-quality teaching and learning in all subjects, that enables all children to make good progress to reach or exceed national expectations and to be prepared for their next stage of education.

Success Criteria/Impact indicators

1.1 By July 2023 and then 2024 90%+ of children make at least expected **progress** from their starting points in Reading, Writing and Maths (YR-Y6).

End of Term 3 2023 Evaluation

- End of Term 3 Reading data shows: Y1,3,4 are on target; Y2,5,6 are not on target to meet this (see data).
- End of Term 3 Writing data shows: Y1,3,4, 6 are on target; Y2+5 are not on target to meet this (see data).
- End of Term 3 Maths data shows: Y1,3,4 are on target; Y2,5,6 are not on target to meet this (see data).

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

1.2 By July 2023 and then 2024 **progress** measures for Y6 are in line with or better than national averages for Reading, Writing and Maths (0+).

End of Term 3 2023 Evaluation based on in school measure:

- R 86% on target to make expected progress, 18% on target to make accelerated progress. This is expected to bring us close the national level.
- W 89% on target to make expected progress, 25% on target to make accelerated progress. This is expected to bring us close the national level.
- M 75% on target to make expected progress, 4% on target to make accelerated progress. This is not currently expected to bring us close the national level and therefore further action is needed to accelerate progress in maths.

End of Term 6 2023 Evaluation based on DFE measure

End of Term 3 2024 Evaluation based on in school measure

End of Term 6 2024 Evaluation based on DFE measure

1.3 By July 2023 and then 2024 the % achieving the **greater depth** standard in **Y6** is at least in line with the national for Reading, Writing, Maths and GPS.

End of Term 3 2023 Evaluation

- R GD = 27% compared to N for 2022 of 28%. This is within a child of the national level.
- W GD = 17% compared to N for 2022 of 13%. This is above of the national level.
- M GD = 10% compared to N for 2022 of 22%. This is below the national level.
- GPS GD = WE do not have a mid year result for GPS % compared to N for 2022 of 28%.

We are therefore on target for Reading and writing, but not for maths.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation**End of Term 6 2024 Evaluation**

1.4 By July 2023 and then 2024 the % achieving the **greater depth** standard in **Y2** is at least in line with the national for Reading, Writing and Maths.

End of Term 3 2023 Evaluation

- R GD = 20% compared to N for 2022 of 18%. This is within a child of the national level.
- W GD = 13% compared to N for 2022 of 8%. This is above of the national level.
- M GD = 13% compared to N for 2022 of 15%. This is within a child of the national level
- GPS GD = We do not have a mid year result for GPS % compared to N for 2022 of ??%.

We are therefore on target for Reading writing and maths higher standard at KS1.

End of Term 6 2023 Evaluation**End of Term 3 2024 Evaluation****End of Term 6 2024 Evaluation**

1.5 By July 2023 and then 2024 Attainment gaps between PPG and non PPG children are narrowing compared to **2021 end of T6 data** in Reading, Writing and Maths.

	T6 2021 gaps between PPG and ALL children ATTAINMENT Y1-6 (% at expected standard+).			T6 2022 gaps between PPG and ALL children ATTAINMENT YR-6 (% at expected standard+).			T3 2023 gaps between PPG and ALL children ATTAINMENT YR-6 (% at expected standard+).			T6 2023 gaps between PPG and ALL children ATTAINMENT YR-6 (% at expected standard+).			Commen ts
	% Average All Ch	% Average PPG	% Gap	% Average All Ch	% Average PPG	% Gap	% Average All Ch	% Average PPG	% Gap	% Average All Ch	% Average PPG	% Gap	
Reading	81	74	7	86	67	19	76	66	10				
Writing	79	67	12	79	57	22	73	53	20				
Maths	74	60	14	78	70	8	72	65	7				

Evaluation: End Term 3 2023 This target is being met for Maths but not Reading and writing.

1.6 By July 2023 Good progress over time can be seen in children's work for Science, History and Geography (subjects in focus) as measured by Work Scrutiny. Children know more and remember more over time (as measured by assessments).

End of Term 3 2023 Evaluation

History – no evidence collected by the end of T3

<p>Geography – T3 Planning and Book Look shows us that work is begin carried out regularly in all year groups according to the plans. There is now a need to ensure ‘quizes’ are re-visited so that we can show that children are remembering more over time.</p> <p>Science - no evidence collected by the end of T3</p> <p>End of Term 6 2023 Evaluation End of Term 3 2024 Evaluation End of Term 6 2024 Evaluation</p>						
Monitoring Who, How, When	See <ul style="list-style-type: none"> Monitoring and Evaluation Timetable Governor Visits Timetable for details. 	Evaluation Who, How, When	<p>Outcomes from in year assessments (T3, 6) will be used to evaluate progress being made to achieve success criteria.</p> <p>Teaching and Learning committee will evaluate the impact of this section of the SIP and of the related Action Plans at its meetings (at least three times a year) taking into consideration all available evidence.</p>			
People Involved	Kay Vousden(HT), All Leaders – see list at the end of the plan	Other Monitoring	School Improvement Advisor (SIA) visits 6 times a year and will look at and feedback on aspects of this plan.			
Pupil Voice	<ol style="list-style-type: none"> Impact of aspects of Maths Action Plan. End T2 Impact of aspects of English Action Plan. End T3 Impact of teaching in non core subjects – led by each subject leader at least annually. 					
Actions		Lead Person	When	How measured?	Resources/ Cost to school	Status End T3
1A.1	Further improve the quality of teaching and learning by ensuring lesson plans follows the agreed formats with a particular focus during 2022-23 on: English, Maths, Science, History, Geography.	KV, AD, CG, JK	From T: 2 2022	T5/6 review of lesson plans and work scrutiny with written feedback.	Leadership time Staff meeting time CPD given as required.	Lesson plan updated and being used
1A.2	Further improve the quality of teaching and learning by ensuring the key aspects of Mark for Impact are carried out consistently across the school: <ul style="list-style-type: none"> Pupil Conferencing (three blocks a year, carried out during PH Sports led sports lessons), Class Conferencing, 	KV, AD, CG, JK	T: 2/4	Termly review of lesson plans and work scrutiny with written feedback.	Leadership time Staff meeting time CPD given as required.	

	<ul style="list-style-type: none"> Focus on SMART targets in Learning Steps Booklets. 					
1A.3	Further improve the quality of teaching and learning by using Lesson Observations and Appraisals for SLT to agree key areas of development for each teacher. Follow up with mid and end of year review.	KV	T1,3,6	Lesson observations include areas of development for teaching. Evaluation of targets set.	Leadership time	Teachers have been set targets, these need to be checked on.
1A.4	Further improve the quality of teaching and learning by ensuring key children have access to Tutoring.	KV	T1-6 2022/23	Review data for those who receive tutoring following assessments at the end of T3/6.	Tutoring time to be paid for from Tutoring Grant (60%) and PPG (40%)	In place and reviewed at the end of T£ with data
1A.5	SLT carry out 5 a day training and disseminate to all teachers through staff meetings. <ol style="list-style-type: none"> Explicit Instruction Cognitive and metacognitive strategies Scaffolding Flexible Grouping Using Technology 	KV	T1-6	KV, JK, AD, CG lead staff meeting.	CPD budget	
1A.6	Further improve the quality of teaching and learning by ensuring we have robust assessment systems in place for each subject that identify what children know, have remembered over time and what they still need to learn. Update the Assessment Policy with these new procedures and ensure any assessment leads to changed outcomes in terms of teaching and learning.	KV	All in place by T6 2023. Analyse data during 2023/24	Assessment Policy updated and fully implemented. 2023/24 T3/6 summary of data shared with FGB	Leadership and staff meeting time	Assessment Policy needs updating. New format needed for teacher assessments

1B	<p>Draw up ENGLISH Action Plans to support improvements in key areas identified through monitoring and evaluation. Key Focus for 2022/23: Ensure new Phonics Scheme is consistently taught to a high standard by all members of staff responsible for teaching whole class, groups and individuals.</p> <p>Key Focus for 2023/24: Ensure Reading at KS2 is taught to a high standard, leading to good progress in all year groups – ie at least 90+% make expected progress from their starting points</p>	AD	T1 2022 Update T6 2023	Rag rate following data collection T3/6	Leadership time.	In place, monitor end T3/6
1C	<p>Draw up CURRICULUM Action Plans to support improvements in key areas identified through monitoring and evaluation.</p> <p>Key Focus :</p> <ol style="list-style-type: none"> 1. Leaders to agree the important knowledge pupils should learn and the order they should learn it so pupils know more and remember more over time. (OFSTED next steps 2). 2. Further develop the curriculum to ensure children have opportunities to learn about prejudice so that they know what is acceptable and what is not. (OFSTED next steps 3). 	KV	T1	Rag rate T2/4/6 to ensure ongoing progress.	Leadership time.	In place, monitor end T3/6
1D	<p>Draw up MATHS Action Plans to support improvements in key areas identified through monitoring and evaluation. Key Focus 2022/23: To improve the teaching of ration and proportion and algebra in KS2 (taken from question level analysis for 2022 maths SATs)</p> <p>Key Focus 2023/24 tbc based on end of year assessments</p>	CG	T1	Rag rate following data collection T3/6	Leadership time.	In place, monitor end T3/6
1E	<p>Draw up DISADVANTAGED LEARNERS Action Plans to support improvements in key areas identified through monitoring and evaluation. Key Focus: to improve teaching and learning across the school, with all staff understanding what we do on purpose in every lesson to support children eligible for PPG.</p>	KV, AD, CG, JK	T1	Rag rate following data collection T3/6	Leadership time.	In place, monitor end T3/6

1F	Draw up SEN Action Plans to support improvements in key areas identified through monitoring and evaluation.	JK	T1	Rag rate following data collection T3/6	Leadership time.	In place, monitor end T3/6

Area for Improvement 1 – To Ensure The Quality of Education Is High

End of Term 3 2023 Evaluation

- We are currently not on target to meet our end of year progress target for reading, writing and maths, specifically for Y2,5,6. Through Pupil Progress meetings with each class teacher, we have identified key actions to accelerate progress for those children who are not where they need to be. This includes things like re-directing tutoring time to Y2 and 6, changing the focus of specific interventions and carrying out catch up work in key areas. We have also included things to support social and emotional issues such as HT having focus children who she meets with weekly to offer emotional support and discuss work targets.
- Y6 progress is largely on target for reading and writing but is a concern for maths.
- Y6 performance at greater depth is in line with our target for R and W but not maths.
- The gap between PPG and NON PPG has grown since the end of T6 2021 in Reading and Writing but has shrunk in Maths. Each child is worth a large %, so this data must be looked at in context.

NEXT STEPS

1. Teachers to carry out agreed actions from Pupil Progress Meetings.
2. Y6 need a greater focus on maths in lessons and tutoring to focus on maths for key individuals leading up to SATs. This includes a focus on supporting more children to reach GD.
3. Review attainment for PPG children in RWM to see which children are currently at 'just below' to ensure they are targeted to ensure they get back on track.
4. History and Science – carry out a book look to review learning and to see learning over time.
5. Geography – Feedback given to individual year groups. Key themes include prior/future knowledge elements being added to for each year group and some sequences of lessons need to be reduced.

Area for Improvement 1 – To Ensure The Quality of Education Is High

End of Term 6 2023 Evaluation

NEXT STEPS

- **Pupil Voice tells us...**
- **Lesson observations tell us**
- **Works scrutiny tells us..**
- **Learning walk...**
- **SIA visit reports**
- **Governor monitoring tells us**
- **Data tells us....**

Area for Improvement 1 – To Ensure The Quality of Education Is High

End of Term 3 2024 Evaluation

NEXT STEPS

Area for Improvement 1 – To Ensure The Quality of Education Is High

End of Term 6 2024 Evaluation

NEXT STEPS

Area for Improvement 2 – To Ensure Good Behaviour and Attitudes to Learning

Key entitlement is a safe, calm, orderly and positive learning environment where children’s behaviour supports their learning and the learning of others in all areas of school life.

Success Criteria:

2.1 Behaviour in lessons supports learning as seen by lesson observations and monitoring visits from Governors and external bodies such as the LA.

End of Term 3 2023 Evaluation

- Lesson observations between 1/9/22 and 10/2/23 tell us that for the large majority of lesson (16/18 observed) routines are established and behaviour supports learning. In the two lessons where this was not as effective as would be expected, follow up visits showed an improvement.
- Drop in observations (largely focused on the teaching of phonics) tell us that the large majority of the children are engaged with their learning and routines for the lesson format are established. In the Autumn Terms, some teachers were less confident with the format of the phonics lesson and this affected their pace in some lessons, however this is shown to be improving as the teaching improves. TAs were largely noted to be supporting lessons well. On the odd occasions where it was noted children were not fully engaged it was the Reception children in the Autumn Term or the ECT leading the lesson, as well as one teacher in Y2 who received support to improve this. All areas have improved.
- Observations of TAs tells us that when young children take part in interventions in the afternoon they can be tired and sometimes struggle to focus, however the TAs work hard to ensure they make progress. Data shows us that those having a phonics intervention are making good progress.
- Pupil voice tells us that 83% of those who responded said that they behave well and 27% said they ‘mainly behave well’, showing that they understand the importance of good behaviour in school (Jan 2023).
- Parent Voice tells us that 11/14 respondents said that children behave well (Oct 22).
- Governor visits tell us; ‘children left school in an orderly and safe manner’ 28.11.22, JS. ‘The children greeted me. They were polite and happy.’ NP 8.2.23
- SIA Notes of Visits tell us: 5.10.22 SIA recommended school review accessibility of resources to support transitions and maximise learning time. This has taken place, but has not yet been reviewed by SIA.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

2.2 Behaviour at play times and lunch times is good with incidents of poor behaviour being managed and recorded consistently and effectively.

End of Term 3 2023 Evaluation

We moved to recording behaviour information on CPOMS from 13.9.22. A report from 15.9.22 until 10.2.23 shows a large number of incident being logged at lunch times with all MDSAs, TAs and Teachers being vigilant in recording incidents. This has led to training for TAs in Restorative conversations in line with our Behaviour Policy and MDSA Performance management including finding positive ways to encourage good behaviour at lunch time.

The report shows 232 behaviour related incident logged about 67 children. one disabled, two homophobic, three racist.

We will need to compare this data with end of year data to see if there is any improvement.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

2.3 Behaviour when moving around the school is orderly and supports learning in class.

End of Term 3 2023 Evaluation

Anecdotal evidence shows this to be good. Occasionally standards slip and we re-focus on maintaining a high standard around school so that learning is not interrupted. Governors report seeing good behaviour when they visit.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

2.4 Incidents of bullying are rare and are dealt with effectively

End of Term 3 2023 Evaluation

CPOMS between 15.9.22 and 10.2.23 show 25 children involved in bullying incidents with 12 victims and 7 perpetrators. Several of these incidents are really friendship incidents, rather than bullying. We will review how to categorise these going forward.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

2.5 Attendance is good (95+%) or improving for all groups. Currently lower than 95% for all groups

End of Term 3 2023 Evaluation

Attendance at the end of T3 was 94.75, which round up to 95%, so is in line with the target. This is slightly above the national and Wiltshire averages which is 93.6%. There is room for improvement with this target, but we are on track to achieve it. See Attendance data and folder for more details.

End of Term 6 End of Term 3 2024 Evaluation End of Term 6 2024 Evaluation								
2.6 The large majority of children (97%+) are punctual to school and support is given to those who are regularly late. End of Term 3 2023 Evaluation Evidence needed End of Term 6 2023 Evaluation End of Term 3 2024 Evaluation End of Term 6 2024 Evaluation								
Monitoring Who, How, When	Review led by HT T3/6 Gov Visit with focus on behaviour T2+5			Evaluation Who, How, When	C of G will evaluate impact following monitoring reports from HT and governor review.			
People Involved	HT and all other staff.			Other Monitoring	SIA visits 6 times a year, any comments on behaviour will feed into the evaluation of the success criteria.			
Pupil Voice:	Pupil questionnaire – views on behaviour and bullying End T2 2022 then 2023 Pupil voice to find out if children understand the rewards and consequences T6 2023 then 2024							
Action				Lead Person	When	How measured? Impact	Resources/ Cost to school	Status
2A.1	Review the Behaviour Policy to ensure all staff, especially new teachers, understand our Restorative Practice ethos and the focus on sharing good behaviour publically and dealing with examples of negative behaviour privately. Share this policy with parents in the Autumn.			KV	T2 2022	All staff are aware of the policy and are applying it consistently	Staff meeting time. TA and MDSA meetings .	Following the review it was agree to return to this in T3/4 to finalise rewards and sanctions

2A.2	Review the Behaviour Policy to ensure the rewards and sanctions are clear and are understood by all and are used consistently.	KV	T3 2023	Review of behaviour in lesson obs shows consistent use of rewards and consequences.	Leadership time.	Trail being carried out. Review end of T4
2A.3	Carry out lesson drop ins to see if the rewards and consequence are known by children and staff, and are being used consistently	SLT	T6 2023 T2 2023 T4 2024	Report written at end of each round of drop ins	Leadership time.	
2A.4	Carry out lesson drop ins to monitor low level disruption in lessons and to provide feedback to class teachers.	SLT	T6 2023 T2 2023 T4 2024	Report written at end of each round of drop ins	Leadership time.	
2B.1	Systems and routines for play times and lunch times are taught explicitly to children by class teachers during Term 1.	KV	T1 22 and 23	Children of all ages understand expectations at play and lunch	Staff Meeting time MDSA and TA meeting time	In place for 22/23. Repeat annually
2B.2	MDSAs receive training on how to report incidents using CPOMS to ensure a whole school system for recording behaviour incidents is in place.	KV	T3 2023	CPOMS has records from all staff.	OT for MDSAs	
2B.3	Training is given to MDSAs to support positive lunch times, led by Behaviour Support team from LA	BS	T6 or T1 2023	MDSAs have a positive attitude to behaviour management	OT for MDSAs	
2B.4	Incidents of poor behaviour are logged on CPOMS in a consistent manner so that data can be analysed. 'How to log behaviour incidents on CPOMS' will be shared with staff. HT feeds back to FGB termly on summary of behaviour incidents and looks to improve CPOMS recording following the review	KV	Termly from T3 2023	Behaviour Section in HT report or minutes of FGB	Leadership time	Work started but will continue in T4/5/6/1
2B.5	Teachers and sports coaches teach team building skills and playground games to enhance the playtime experience.	KV	T2 2023	Children know the children in their class and know some games they can play together.	Leaders' monitoring time.	

2C	Termly reminders are given to children to walk quietly through the school with hands behind their backs. All adults support this rule, to ensure movement around school does not negatively impact learning.	KV	Termly ongoing	Gov and LA visits are able to comment on positive behaviour of children while moving around school	Gov and LA monitoring time.	Anecdotal evidence shows this is working
2.D 1	Remind children, staff and parents of the definition of bullying and what they should do if they, or someone they know feels they are being bullied or abused. Teachers should log and share with the headteacher ALL allegations of bullying.	KV	T2 2022 then T2 2023	Anti bullying policy reviewed, updated and shared on website.	Meeting time Newsletter	
2.D 2	From T6 2023 Termly reports on bullying are shared with the FGB with a review of how these incidents are being dealt with	KV	T6 2023 then termly	Incidents of bullying are reducing over time, as seen in HT report to FGB	Leadership time and FGB meeting time	
2.D 3	Carry out survey of pupil, staff and parent views on behaviour and safety, and consider what more needs to be done to enhance this. Include a questions to see whether children feel that incidents are being dealt with effectively and monitor the response to this over time.	KV	T2/3annually	Results of surveys show improvements year on year	Admin and SLT time	Completed for 2022/3
2.E 1	Class teachers talk to children termly about who has 100% attendance so far and who is in line to get 100% attendance certificate at the end of the Autumn/Spring/Summer terms. Encourage good attendance by discussing the benefits of not missing school. Weekly give out the attendance tiger to the class with the best attendance.	CT	Each term	Review attendance by class over the 6 terms	Admin and CT time	ongoing
2.E 2	Members of SLT review Working together to improve school attendance and continue to look for further ways to enhance attendance.	SLT	T2/5 from 2023/24	Feedback at staff meetings and gov meetings	SLT time	

2.F	Work with parents of children whose attendance or punctuality are a cause for concern to overcome barriers and improve the situation over time.	KV, DM (PSA)	End T2 202 onwards	Termly review.	Leadership time	Key families are difficult to move!
<p><u>Area for Improvement 2 – To Ensure Good Behaviour and Attitudes to Learning</u> End of Term 3 2023 Evaluation</p> <ul style="list-style-type: none"> Evidence shows that behaviour in class is largely good and supports learning. This can always be built upon and improved as we are aiming for outstanding learning behaviour. Behaviour around school is generally very good. We have a large number of behaviour incidents reported at lunch time – this is an area for further development. <p>NEXT STEPS</p> <ul style="list-style-type: none"> Carry out observations to ensure resources are suitably stored to allow easy access and to support learning. Carry out ‘drop ins’ to ensure low level behaviour is managed quickly and effectively by all teachers so that it does not impact learning. Check in with those teachers/classes where pupil engagement has not been consistent. Carry out a review of racist behaviour incidents and consider updating the reporting options for this category. Seek support for how to encourage more positive behaviour at lunch times. Look for ways to help those children who are regularly late. 						
<p><u>Area for Improvement 2 – To Ensure Good Behaviour and Attitudes to Learning</u> End of Term 6 2023 Evaluation</p> <p>NEXT STEPS</p>						
<p><u>Area for Improvement 2 – To Ensure Good Behaviour and Attitudes to Learning</u> End of Term 3 2024 Evaluation</p> <p>NEXT STEPS</p>						
<p><u>Area for Improvement 2 – To Ensure Good Behaviour and Attitudes to Learning</u> End of Term 6 2024 Evaluation</p> <p>NEXT STEPS</p>						

Area for Improvement 3 – To Improve The Personal Development Of All Children

Key entitlement is of a broad and rich curriculum that promotes all aspects of each child’s development, nurturing their wellbeing and preparing them for the next stage of their lives.

Success Criteria:

3.1 Pupil Voice shows Children are increasingly physically active and understand the benefits of this. This will be measured in the annual pupil Questionnaire and also through pupil voice with comparisons being made year on year.

End of Term 3 2023 Evaluation

This was not included in the T3 pupil questionnaire so a separate Questionnaire will be compiled for completion in T6.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

3.2 Pupil voice shows that Children know how to support other people in need through raising funds and other charity work. Regular fund raising activities take place across the year.

End of Term 3 2023 Evaluation

Pupil voice did not ask about this in T3, however we have raised funds for a variety of charities including Macmillan, foodbank,

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

3.3 Pupil voice shows Children understand and can talk about the benefits of equality and diversity and know what to do to tackle prejudice.

End of Term 3 2023 Evaluation

Pupil voice did not ask about this in T3, so it will be addressed during T4-6. Assemblies and PSHE lesson regularly cover themes themes.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

3.4 Pupil voice shows Children understand the need for tolerance and respect

End of Term 3 2023 Evaluation

Pupil voice did not ask about this in T3, so it will be addressed during T4-6. Assemblies and PSHE lesson regularly cover themes themes.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

3.5 Children know age appropriate strategies to use to support their mental health and well being.

End of Term 3 2023 Evaluation

Pupil Voice has not yet addressed this. This will be visited in T4-6

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

Monitoring Who, How, When	See <ul style="list-style-type: none"> • Monitoring and Evaluation Timetable • Governor Visits Timetable for details. • Sports Premium Grant Review end T3/6 • PPG Reviews end T3/6 • Nominated Governor for Safeguarding will feedback termly to FGB 	Evaluation Who, How, When	C of G will evaluate impact following monitoring reports			
People Involved	HT All other staff	Other Monitoring	SIA visits 6 times a year.			
Pupil Voice	1. T2/5 to cover all aspects covered below.					
Action		Lead Person	When	How measured? Impact	Resources/ Cost to school	Status

3.A	Sports Premium Grant is used to enhance all children's physical activity, understanding of different sports and gives opportunities to excel as part of a team or through individual performance.	LM	T1 onwards	Evaluation of impact of SPG grant end T3/6	Leadership time SP Grant	
3.B	All children are involved in fund raising activity so that the school supports local, national and international charities.	CT	T1-T6	Evidence shared in newsletters	PPA	
3.C	Through assemblies, PSHE scheme of work and use of agreed videos, discuss themes of equality, diversity, protected characteristics and tackling prejudice. Equality Target for 21/23 Ensure all children have an age appropriate understanding of the concept 'different families, same love', will have learnt about the LGBTQ community and will understand the importance of showing tolerance for people's views when they differ from their own.	KV CG	T1 ongoing	Pupil Voice shows Pupils able to talk about prejudice and what they do to tackle it.	PPA Leadership time	
3.D 1	Through assemblies, review of British Values, review of Protected Characteristics, PSHE scheme of work and use of agreed videos discuss themes of tolerance and respect.			Pupil Voice shows Pupils able to talk about tolerance and respect and what that means for them in school	PPA Leadership time	
3.D 2	Curriculum Documentation shows how tolerance and respect and an understanding of the Protected Characteristics and prejudice will be taught across the school, year by year and subject by subject.	CG	T6 2023	Document in place, known by all and pupil voice shows it is known.		
3.E	Through PSHE lessons and wider curriculum, teach children ways to enhance their mental health and wellbeing.	KV and ALL CT	T1-6 2022/23	Pupil voice Doc setting out of this is covered in the curriculum	CT PPA time CG leadership time	Postponed until 23/24

3.F	Through PSHE including RSE, assemblies and the wider curriculum children are taught about personal boundaries; what this means, how to respect these and what to do if people invade these.	KV, CT, CG	T6 2023	Pupil voice Doc setting out of this is covered in the curriculum	CT PPA time CG leadership time	

Area for Improvement 3 – To Improve The Personal Development Of All Children

End of Term 3 2023 Evaluation

Through assemblies and curriculum lessons we have carried out much work on the key themes above however we have not yet carried out enough pupil voice to find out the impact of this work.

NEXT STEPS

T4-6 carry out enough pupil voice to find out the impact of this work.

Area for Improvement 3 – To Improve The Personal Development Of All Children

End of Term 6 2023 Evaluation

NEXT STEPS

Area for Improvement 3 – To Improve The Personal Development Of All Children

End of Term 3 2024 Evaluation

NEXT STEPS

Area for Improvement 3 – To Improve The Personal Development Of All Children

End of Term 6 2024 Evaluation

NEXT STEPS**Area for Improvement 4 –To Develop the Effectiveness of LEADERSHIP AND MANAGEMENT (inc Governance)**

Key Entitlement is for all leaders (including governors) to positively impact on the quality of education provided for the children in all subjects and to ensure the aims of the SIP are met.

Success Criteria

4.1 Leaders at all levels, including governance, ensure systems are in place to make effective progress to complete the Next Steps noted in the OFSTED Inspection Spring 2023

End of Term 3 2023 Evaluation

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

4.2 *Leaders, including governors, accurately evaluate the impact of any actions on pupils' learning.*

End of Term 3 2023 Evaluation

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation

End of Term 6 2024 Evaluation

4.3 Staff well being and work life balance have a high profile within the school with all leaders looking for ways to reduce work load while maintaining the high quality of education for all.

End of Term 3 2023 Evaluation

Governors carried out a Staff Wellbeing Questionnaire in December 22/January 23. A summary of the results was shared. The majority of the feedback was positive, however workloads continues to be high and a cause for concern for some staff. Leadership looks for ways to reduce this in SLT meetings and seeks views of staff in staff meetings. Work is ongoing.

End of Term 6 2023 Evaluation

End of Term 3 2024 Evaluation						
End of Term 6 2024 Evaluation						
Monitoring Who, How, When		HT and leaders RAG rate action plan three times a year, share with FGB and agree next steps.	Evaluation Who, How, When		Governors through the T+L committee and Resources committee evaluate the impact of work in specified areas relating to SIP and Action Plans.	
People Involved		HT AI Leaders – see list at the end of the plan	LA Monitoring Other Monitoring		SIA visits 6 times a year.	
Pupil Voice		Pupil Voice used to gather the views of DL children and the impact of the work to help this group of children thrive.				
Action		Lead Person	When	How measured	Resources/ Cost to school	Status
4.1 A	Following the School's Monitoring and Evaluation Timetable and the Governors' Visit Timetable, Leaders (including governors) monitor actions and give effective feedback to staff. All monitoring activities include a review of the impact for PPG/DL. See the following documents updated for 2022/23 <ul style="list-style-type: none"> The Leader's Monitoring Form (for staff) Leadership non contact timetable Monitoring and Evaluation Timetable (including Governors) Governor Visits timetable 	KV, SLT, CoG	ongoing	Written reports are used to evaluate action plans and to develop next steps	Leadership time	See minutes of FGB 30.11.22 for update - ongoing
4.1 B	Develop a rigorous CPD programme that ensures all staff and Governors have the relevant skills, knowledge and support to carry out their role to a high standard.	KV	Ongoing.	List kept. Evaluation forms completed	CPD budget	ongoing
4.1 C	Build on previous collaboration with local schools to support Leaders in their role through carrying out monitoring activities together.	KV	ongoing	Monitoring forms produced identifying next steps	CPD budget	Investigating working with

						other schools as part of a hub and also the benefit of joining a MAT
4.1 D	See Safeguarding and Child Protection Action Plan	KV	ongoing	Report in HT report to FGB	Leadership and staff meeting time	ongoing
4.1 E	See Health and Safety Action Plan	AG	ongoing	Report to R committee	Leadership time	ongoing
4.2	Following the School's Monitoring and Evaluation Timetable and the Governors' Visit Timetable, Leaders evaluate the impact of actions to assure themselves that they are having the desired effect.	KV and CoG	T3/T6	Evaluation of impact to be written	Leadership time	Evaluation of impact not yet written for T3
4.3	Leaders, including governors, review the impact of the adoption of the Education Staff Wellbeing Charter on their area of leadership.	All leaders	T3/6	Evaluation of impact to be written	Leadership time	Postponed to 23/24

Area for Improvement 4 –To Develop the Effectiveness of LEADERSHIP AND MANAGEMENT (inc Governance)

End of Term 3 2023 Evaluation

- We are not yet evaluating the impact of actions being carried out effectively – how can this be improved?
- The last two actions have been postponed until 2023/24

NEXT STEPS

- Update the format of the SIP and Action Plans to include prompts to evaluate (these have been added into this version).

- Continue to look for ways to support staff to have a healthy work life balance.

Area for Improvement 4 –To Develop the Effectiveness of LEADERSHIP AND MANAGEMENT (inc Governance)

End of Term 6 2023 Evaluation

NEXT STEPS

Area for Improvement 4 –To Develop the Effectiveness of LEADERSHIP AND MANAGEMENT (inc Governance)

End of Term 3 2024 Evaluation

NEXT STEPS

Area for Improvement 4 –To Develop the Effectiveness of LEADERSHIP AND MANAGEMENT (inc Governance)

End of Term 6 2024 Evaluation

NEXT STEPS

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Area for Improvement 5 –EYFS

Key Entitlement is for all children to make good progress from their starting points and be ready to start the National Curriculum when they move to Y1

Success Criteria:

By July 2023 and then 2024 all EYFS learners make good progress from their starting points and are ready for the Y1 curriculum. (Measured mid year with internal data and discussed in Pupil Progress Meeting end T3 and T6)

5.1

Monitoring Who, How, When	HT and leaders RAG rate action plan three times a year, share with FGB and agree next steps.	Evaluation Who, How, When	Governors through the T+L committee and Resources committee evaluate the impact of work in specified areas relating to SIP and Action Plans.
People Involved	HT AI Leaders – see list at the end of the plan	LA Monitoring Other Monitoring	SIA visits 6 times a year.
Pupil Voice	Pupil Voice used to gather the views of EYFS children and the impact of the work to help this group of children thrive.		

Action		Lead Person	When	How measured	Resources/ Cost to school	Status
5.1 A	Embed the systematic approach to teaching synthetic phonics and ensure all staff in EYFS and beyond have the necessary training and are confident to teach this effectively.	AC+AD	T1 2022 onwards	Phonics progress measured termly	Cost covered in PPG Action Plan	ongoing
5.1 B	Ensure EYFS block planning highlights key vocabulary to be taught in the seven areas and find ways to revisit and review this over the year so that children move this knowledge to their long term memory and can apply it in different contexts.	AC/LM	T12023	Pupil voice to find out what they remember	PPA time	Need evidence
5.1 C	Teachers new to EYFS have opportunities for CPD and to liaise with and learn from colleagues in other schools.	AC/LM	T2 2022 then annually	CPD		We have not yet found a

Area for Improvement 5 –EYFS**End of Term 3 2023 Evaluation**

- Observations of the teaching of phonics has shown improvements in the quality of teaching in EYFS as the year progresses (teachers showing more confidence and sticking more rigidly to the script) and the children are engaging longer in their lessons.
- Data review at the end of January 2023 showed that children are progressing with the majority of those initially identified as ‘vulnerable’ making good or better progress. Data review at the end of T3 showed that some children need to be re-positioned on the reading books to match their current knowledge.

Next Steps

- Ensure all children are on the appropriate book and train teachers and TAs in EYFS on where to pitch this.
- Evidence needed on the use of vocab on block planning.
- Ensure EYFS staff get the chance to visit another school thought to show ‘best practice in EYFS’.

End of Term 6 2023 Evaluation**Next Steps****End of Term 3 2024 Evaluation****Next Steps****End of Term 6 2024 Evaluation****Next Steps**

AfL – Assessment for Learning
 ARE – Age Related Expectations
 CPD – Continuing Professional Development
 CT – Class teacher
 CoG – Chair of Governors
 DL Disadvantaged Learner (those in receipt of PPG)
 (D)DSL – (Deputy)Designated Safeguarding Lead

EL – English Leader
 ELSA – Emotional Literacy Support Assistant
 EYFS – Early Years Foundation Stage
 FGB – Full Governing Body
 GWR – Governor with responsibility for...
 HT – Headteacher
 LA – Local Authority (Wiltshire)

ML – MATHS Leader
 M&E – Monitoring & Evaluation
 M – MATHS
 NG – Nominated Governor for Safeguarding and Child Protection
 PPG Pupil Premium Grant (eligible for)
 Interchangeable with DL
 PSA – Parent Support Advisor
 R – Reading
 R Committee – Governors’ Resources Committee

SENCO – Special Educational Needs Co-ordinator
 SIP – School Improvement Plan
 SL – Subject leader
 TD – Teacher Development
 T - Teacher
 T+L – Governors’ Teaching and Learning Committee
 TA - Teaching assistant
 TMA – The Most Able
 W – Writing

E – English		RWM – Reading, Writing, Maths	
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Areas of Leadership

Member of Staff	Leadership Area	Governor Link
Amy Cope	Deputy Headteacher, DDSL, PPG, Music, Computing Assessment Lead.	Music – Michael Harper Computing - Martin Armitage
Louise Mackenzie(PT 2 days)	PE/Sport	PE and SPG – Maria Hoult
Kirsty May Rew	EYFS, RE	EYFS – Jim Smith RE – Andy Geddes
Rhianne Collings	DT	DT – Paul Dyer
Lise James(PT 2 days)	Art+Design	Art and Design – Paul Dyer
Carla Garrett	Maths, PSHE	Maths – Jim Smith PSHE – TBC
Jasmine Kennedy	SEND, Geography	SEND – Nicola Parry Geography – Martin Armitage
Mandy Dunstone	Deputy Headteacher, KS2 lead, English, History	English – Andy Geddes History - Andy Geddes
Amy Townsend (PT 3 days)	Science	Science – Sam Shore
Kay Vousden	Headteacher, Curriculum Lead, DSL, Disadvantaged Learners lead (Shared with DHT and ESL and MSL),	
Rebecca Wilson (PT 1.5 days)	MFL and shadowing SEN	
Megan Dunn and Lucy Pottinger	ECTs – so no area of leadership	

Documents linked to the SIP:

- Action Plans for
 1. English
 2. Maths
 3. Curriculum

4. SEND
 5. Disadvantaged Learners
 6. Health and Safety
 7. Safeguarding and Child Protection
- Governor Monitoring Visits Timetable 2022-2023
 - Monitoring and Evaluation Timetable 2022-2023