

November 2023 review

Ilsington CE Primary School

Academy Strategic Improvement Plan

(ASIP)

2023-24

Our school is committed to a consistent, small step improvement to achieve

ambitious, effective and cohesive drive for school improvement.

“The whole principle came from the idea that if you broke down everything you could think of that goes into riding a bike, and then improve it by 1 percent, you will get a significant increase when you put them all together.”

Sir David Brailsford- British cycle team

ASIP rationale:

-This plan is in two parts.

**Section A Key Improvement Priorities.**

**Section B is our maintenance plan.** This details strategic plans that require continued attention.

-3 or 4 trust annual key strategic priorities will form the ATSIP (Academy Trust SIP) be interpreted by each individual school and built into ASIPS (Academy SIP).

-2 or 3 school key priorities will be set by individual school leaders

-Each key priority could be broken down into achievable parts, as indicated within the format.

-Key priorities should not exceed 6 in number.

-Trust priorities are based on the principle of ‘collective autonomy’ – considered together, interpreted individually, move together.

-Key priorities 1-3 will inform curriculum hubs, learn/support/challenge days and general school improvement.

-The maintenance section should be copied over from the previous year for anything that is purposeful or useful to the AH. There could be none.

-Church schools should include their core values and vision statement at the start.

-Previous Ofsted actions and evidence of their completion should form the first table.

-The format should not be changed without bringing it for discussion to an Academy Head meeting.

-Subject specific action plans should be developed by subject leaders to support this ASIP. Format/headings as follows:

|  |
| --- |
| **Subject:**  |
| **Objective**What are we trying to achieve? | **Action to be taken**How will the objective be met? | **Staff & cost**Who is responsible? How much will it cost? | **Timescale**When will this action be completed?  | **Success criteria**What will success look like? | **RAG** **evidence & impact**Has it been achieved? |
| 1. Curriculum- improve and increase the opportunities provided to ensure that the curriculum effectively develops pupils’ understanding of all aspects of cultural diversity in the UK, to prepare them to take their place in modern Britain.
 | End of summer 2023 teachers discuss how plans will adapt to achieve this aim from September.Black History month- focus on UKPlans to be shared with AH early in new termEvidence of how Topics, images, text will be used to meet objective discussed.Hooks, trips, visitors to align with curriculum focus across year.Information to be shared with families and published onlineAssemblies , virtual visits, celebrations and festivals across the year to align with planning.RE planning to link to visits to trips to synagogue/ mosque/ ROC churches.Termly review to reflect on progress and rag rate. | All teachers have responsibility:Topic lead L.B.R.E Lead SMPEng Leads SSW & SMPArt Lead SMPPlanning & resourcing- Some cost in purchase of new texts- class reader and |Topic books.Library-extra books with diversity as theme for library £4005/6 residential | To be implemented from September 2023.Reviewed termlyOPD July 2024 | *How have we ensured that the changes we have made are meaningful and long lasting?**Children’s books, conferencing children, parental surveys, library and school environment.* | Aut 1 2023Clear evidence of teachers choosing class texts and topics carefully to support this focus.Assemblies- Black History month, diversity within UK.Circle time assemblies further supporting this and including Prevent and British values. Year 5/6 Bristol trip designed to support children’s awareness of urban diversity. |
| 1. **Relational Approach to Behaviour Management.**

To further develop and embed research led relational approach across the whole school. | Teachers to read research piece as shared in summer 2023.Paul Dix – When Adults change read by SLT| and shared across team.Attachment based mentoring inset Aut 2023Early Sept inset – Exeter racecourse- Relational approach.Agreed policy on a page to begin termStaff training module 1& 2Termly review | All staff have responsibility for developing their own relational approach to positive behaviour management. | To be implemented from September 2023.Reviewed termlyOPD July 2024 | *How has the relational approach improved relationships across our school and how does it reflect our school Christian ethos?**How has a relational approach affected our work with children with challenging behaviours?*Pupil conferencingStaff reflectionOPD | All staff attended insetResearch and reading shared with staff teamParent meeting held to explain approach- online resource on websiteAH has joined RA group run by RH( IH).Autumn 2Relational Approach- Audit – staff meeting 1st week of halfterm. |
| 1. Metacognition

To build on previous discussion and research and to embed a metacognitive approach across the school | Teachers to revisit previous research and to discuss and schedule timetabled introduction of elements that will scaffold development of children’s metacognitive approach to learning.AssembliesCommunication with parentsDisplayMonthly focus during Thurs assembly slot | Laura Billington lead- class teachers/ SMP all to have responsibility. | Monthly assembly and class focus led by LB | Can I explain how I use a metacognitive approach to my learning? ( Pupil conferencing- termly.OPDSWAY evidence LB/SMP | Autumn 1 2023Continued development of this focus.Staff worked with children across the school to develop whole school poster to support children’s displayed in each class and referred to use of metacognition |
| 1. Oracy

To continue to build on last year’s achievements and continue to move towards the majority of children being able to use Tier 2 words as 15% of their text. | A renewed focus on :extending and developing the children’s knowledge of words and their etymology. Providing a range of opportunities for children to discuss and share their ideas verbally.Introduction- via settling in sessions in September.Think pair share- prep for cold calling.Cards/ numbers to ensure all use their voice.Hands down/ cold calling approach to questioning and discussion.Regular Word of the WeekA vocabulary rich learning environment.Teachers sharing engaging, high quality text.Providing appropriate challenge and engagement in books through a well-stocked school library.Providing rich learning experiences to stimulate engagement and discussionProviding verbal feedback and encouraging discussion and reflection on learning in classDebates, drama, storytelling. | SMPLBAll teachers | By the end of summer 2024 there will be a demonstrable increase in the number of tier two words children are using across the school. | More children will be able to choose, use and explain more exciting and ambitious words.Rich vocabulary will be evident, purposeful and relevant in children’s speech and writing across the school.Timetabled writing assessments | Autumn 1Whole school review of Tier 2 words and usage. Teacher’s promoting and tracking use of vocabulary in writing.Circle time assemblies weekly promote oracy for all ages.Use of discussions and debates – eg- This house believes girls should not take part in sport. Wb 20/10. |
| 1. Christian distinctiveness and spiritual development.

To be able to demonstrate that the children have a good understanding of their own spirutuality | To develop the children’s ability to be able to explain, discuss and reflect on their own spirituality to enable them to better grow and flourish as individuals | Staff reading and insetChild led collective worshipFurther development of prayer spacesWMD approach in adult led collective worshipClass discussionsArt workRE lessonsChurch services including Messy ChurchChild led Christian library.Staff able to discuss how RE supports spiritual development | By the end of summer 2024 the school will be able to evidence against the SIAMs SEF that children are aware of and able to discuss their spirituality and express it through art, conversation or writing. | By the end of summer 2024 the school will be able to evidence against the SIAMs SEF that children are aware of and able to discuss their spirituality and express it through art, conversation or writing.RE/ Ethos SWAY | Autumn 1School worked together with church to run a Messy Church session for KS1/ EYFS.SIAMS SEF underway and supporting evidence being collated. |

|  |
| --- |
| **Previous Ofsted areas for development and follow up:** |
| Objective set within the Ofsted report | Actions to be taken to achieve the objectiveWho, when, cost? | RAG evidence and impactHas it been achieved? |
| 1. Leaders should ensure that…teaching staff continue to improve the outcomes for pupils, especially the most able, to enable them to achieve the highest standards in mathematics and writing
 | Actioned | Writing moderation for KS1 in 2022 reported all teacher assessments Good and therefore good levels of achievement in R/W/M.Ofsted 2023 found the standard of teaching and learning to be good.Summer 2023, DCC writing moderation found all teacher assessments correct and found all year 6 writing to be Good- ARE.**Year 2 2023 22% achieved GDS in RWM****Year 6 2023 28% achieved GDS in R/M** |
| 1. Leaders should ensure that…the quality of the teaching of science across the school improves
 | Actioned | This was reviewed in a deep dive by Ofsted, April 2023 and found to be Good |
| 1. Leaders should ensure that….staff continue to monitor closely the attendance of pupils and work with parents to reduce levels of absence.
 | Actioned | Ofsted 2023 – no concerns raised over attendance.Continued vigilance and tracking, employment of Link Academy systems.Attendance improving year on year 2022 to 2023. |
| Current Ofsted areas for development and follow up |
| Objective set within the Ofsted report | Actions to be taken to achieve the objective | RAG evidence and impactHas it been achieved? |
| 1. Too few pupils benefit from opportunities to develop beyond the academic.

Consequently, they do not all develop a range of talents and interests. Leaders must develop a wider range of opportunities for pupils to nurture and develop a breadth of interests and ensure that as many pupils as possible participate in these. | A wide range of clubs to continue be offered to the children taking into account pupil voice. |  |
| 1. The curriculum has not sufficiently developed pupils’ understanding of all aspects of cultural diversity in the UK. As a result, some pupils lack knowledge of the experiences of others across modern Britain. Leaders must ensure that the curriculum provides pupils with sufficient opportunities to develop their knowledge of people from a range of cultural backgrounds across the UK so that they are fully prepared for life in modern Britain.
 | See Priority One |  |

Part 1 – key priorities (up to 6 in total. School’s interpretation of the trust priority/own priorities broken down into achievable parts)

|  |
| --- |
| **Key priority 1 – interpretation of trust priority:** |
| **Curriculum****Innovation Phase** | **Actions required****Who, when, cost?** | **RAG****Evidence & impact** |
| **Starting point:**Prior to the Ofsted visit in April 2023 the school had worked on developing a cohesive, broad and balanced curriculum , referred to by Ofsted in their report as “a broad, ambitious” and as carefully considered.**Intent**Moving forwards into the 2023-24 academic year, the school will improve and increase the opportunities provided to ensure that the curriculum effectively develops pupils’ understanding of all aspects of cultural diversity in the UK, to prepare them to take their place in modern Britain.The school also plans to further develop RE, Art & Design and DT curriculums and to continue to make incremental and reflective changes to its wider curriculum over the year. | **Implementation**Teachers to plan topics, art projects and Literacy schemes to include text, images and learning opportunities that reflect the diversity of modern British culture. To be implemented from September 2023Autumn Curriculum overview to be shared with families and published on school website.Teachers to plan visits, visitors and residentials where it is possible to make relevant links between the curriculum and the diversity of modern Britain.Links to be made between larger, more racially diverse church schools across the UK and Ilsington.Costs to be consideredTAs to attend key meetings as part of twilights | Autumn 2023 |
|  |
| **Key priority 2 – interpretation of trust priority**:  |
| **Relational Approach****Development phase** | **Actions required****Who, when, cost?** | **RAG****Evidence & Impact** |
| **Starting point September 2023**In 2022-2023,the began to discuss this approach in light of previous inset. Sanctions and rewards have changed and a relational and restorative approach has begun developing. The team now needs to refine and ensure an agreed, cohesive relational approach based on a share understanding by all parties.***Spring 2023 Ofsted reported:****At Ilsington Church of England Primary School, pupils develop ‘big hearts and big ideas’... Pupils are well known and understood by adults and encouraged to do their best. They know what is expected of them. The focus on developing learning behaviours is helping pupils to participate more readily and actively in lessons. Relationships between adults and pupils are nurturing and positive. Everyone is accepted at this school. As a result, pupils learn to value others who may be different to themselves. They treat each other with kindness and dignity.*AUT1 Attachment based mentoring sessions to be delivered by C&I teamSummer reading- Babcockldp.co.uk-relational-learning-provided for all staff prior to Sept. **Intent**We want our whole school ethos and Christian vision 1Corinthians, ***Let all that you do be done in love***.to be reflected in our approach to managing behaviour.As a school supporting a number of children with high needs we have a carefully considered and caring approach to managing behaviour and effectively co- regulating with our pupils.We want to take this further to develop a cohesive and mindful, approach to behaviour management using a relational approach reflective of our school’s Christian ethos.We also aim to continue to encourage and empower our female students to speak up and to share their ideas and views. | **Relational approach to be focus for the Autumn term****Implementation**4/9/23 Link Academy Trust inset led by Matt Jones & DunnettWhole staff attendance5/9/23- Whole staff discussion around reading.TAs to attend key meetings as part of twilightsDevelop a shared language and understanding of what a relational approach isCreate policy on a page- how we can apply this approach within our own school. Shared reading- ***When adults change, everything changes-*** by Paul Dix. Continued drip feed into staff meetings over Autumn term.End of Autumn 1 reflect and discuss progress so far and any further development needed.Autumn 2- Effective home/ school communication of the school’s relational approach.Staff training via DCC across academic year- continued reflection, discussion and adaptations to be made across the academic year.Further training and developing understandingTraining via DCC for staff team <https://devoneducationservices.co.uk/products/1655/>Modules Termly reflection on:How the school is effectively using a relational approach and the benefits for its pupils and adults.The development of more confidence and leadership amongst girls. | Autumn 2023 |
|  |
|  |
| **Key priority 3 – interpretation of trust priority**:  |
| **Metacognition****Development phase** | **Actions required****Who, when, cost?** | **RAG****Evidence & impact** |
| **Starting Point September 2023**The school began exploring Building Learning Power in 2022 with the introduction of the 4Rs (Resilience, Reciprocity, Resourcefulness and Reflectiveness). In Spring 2023, the SLT took part in the EEF training programme on Metacognition. In Summer 2023, SLT led a whole team morning about metacognition. Staff and pupils began to discuss and explore a metacognitive approach to learning.Autumn 2023A class poster was introduced in each class to remind children of key skills to use when meeting challenge.**Intent**To develop pupils’ ability to monitor, direct and review their own learning through a range of focus areas, including learning powers, feedback and challenge; to empower pupils in their learning and foster agency. | **Implementation**Autumn 1 – week 1Pupil survey to be carried out to elicit current understanding of a metacognitive approach to learning.Weekly focus and resources to be shared by lead- Laura BillingtonTermly pupil conferencing and discussion to assess impact of the project.( Training costs- incurred in last academic year)TAs to attend key meetings as part of twilights | Autumn 2023 |
|  |
|  |
| **Key priority 4 – individual to school**:  |
| **Oracy****Development phase** | **Actions required****Who, when, cost?** | **RAG****Evidence & impact** |
| **Starting point**The school has begun developing its approach to oracy and encourages its pupils to be heard.Ofsted report Spring 2023:*Leaders teach pupils to ‘speak up and speak out’. They value pupils’ views and opinions and encourage them to take part in votes that shape decision-making in the school.* The school can evidence use of reflective conversation to assess end of unit knowledge, to move learning forwards (pupil conferencing).The children’s use of Tier 2 words is increasing across the school.**Intent**To empower our pupils to own and use their voice.To respond confidently and present themselves eloquently to get their needs met as well as advocate for others in an ever-changing society.To grow pupil vocabulary, including knowledge of etymology and morphology through a tiered approach. | Using trust anchor document-allocate timings from anchor document.<https://sway.office.com/0RwK3FJM3ucvxYY3?ref=email>Aim 15% use of tier 2 words in forensic analysis by end of year.Choose oracy progression documentIn the Spring term, Oracy will take the place of Relational Behaviour Approach as the focal point across the term, regularly included in Progress & Standard meetings. Its development will be discussed, reviewed and evidenced alongside the other teaching and learning discussions.Staff will continue to build in meaningful opportunities for children to discuss their learning and understanding.“Cold calling” will be discussed by the staff team and implemented as a method of engaging **all** pupils in contributing to lessons.Staff will share extracts from- ‘Closing the Vocabulary Gap.’ By Alex Quigley.The school will continue to develop ways to encourage its pupils to have their say- ie votes, discussions.Staff will revisit Harbertonford to gain more ideas about how to further extend and develop its approach to leading oracy across the school. |  |
|  |
|  |  |  |
| **Key priority 5 – individual to school**:  |
| **Objective:** To develop the children’s ability to be able to explain, discuss and reflect on their own spirituality to enable them to better grow and flourish as individuals | **Actions required****Who, when, cost?** | **RAG****Evidence & impact** |
| **Starting point**The school has a clear vision statement and a set of Christian values, known by the pupils.Collective worship is delivered using WMD formatThere are good links with church and community.The school provides practical and charitable support for families in need.The school’s behaviour management approach is in line with its Christian values.The school is beginning to develop opportunities for children to develop and explore their own spirituality with class prayer bears and a quiet spaces set up on site. (bell tent, spiritual/sensory garden).**Intent**To promote a distinctively Christian ethos at the school and to enable pupils to explore their spirituality whether they are of faith or not. | **Spirituality and Christian distinctiveness wil be the main focus for the summer term****Development** SIAMS SEFRecords of progress and evidenceMore pupil/ community voiceUnpacking spirituality with childrenTraining to support Sam via diocese. |  |

Part 2 – maintenance plan (copied/pasted from last year, plus any annotations made throughout the year. Keep purposeful and strategic!)

|  |
| --- |
| **Key priority carried over from last year**:  |
| **Objective** | **Actions required****Who, when, cost?** | **RAG****Evidence & impact** |
| OracyTo continue to build on last year’s achievements and continue to move towards the majority of children being able to use Tier 2 words as 15% of their text. | Word of the WeekA vocabulary rich learning environment.Teachers sharing engaging, high quality text. | More children will be able to choose, use and explain more exciting and ambitious words. |
| A renewed focus on :extending and developing the children’s knowledge of Tier 2 words and their etymology. Providing a range of opportunities for children to discuss and share their ideas verbally. | Providing appropriate challenge and engagement in books through a well-stocked school library.Providing rich learning experiences to | Rich vocabulary will be evident, purposeful and relevant in children’s speech and writing across the school. |
| By the end of summer 2024 there will be a demonstrable increase in the number of tier two words children are using across the school. | Stimulate engagement and discussion, providing verbal feedback and encouraging discussion and reflection on learning in class. | Timetabled writing assessments and SWAY evidence will reflect the children’s improving oracy skillsMore children will be able to choose, use and explain more exciting and ambitious words.Rich vocabulary will be evident, purposeful and relevant in children’s speech and writing across the school.Timetabled writing assessments |
|  |  |  |
| **Key priority carried over from last year**:  |
| **Objective** | **Actions required****Who, when, cost?** | **RAG****Evidence & impact** |
|  | **See plans above** |  |
| Oracy | **See plans above** |  |
| Metacognition | **See plans above** |  |
| Continues improvement to curriculum | **See plans above** |  |
| Further development of Christian Distinctiveness and Spirituality | **See plans above** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |