Draft 5 Spring 2023 Review





**Ilsington CE Primary School**

**Academy Strategic Improvement Plan**

**(ASIP)**

**2022-23**

***Small school. Big heart, big ideas, big picture***

***Let all that you do be done in love 1 Corinthians (14-16)***

A screenshot of a computer

Description automatically generated with medium confidence

We work together to achieve our school mission through our school’s Christian values *Respect, Friendship, Kindness, Compassion,*

*Honesty & Resilience*

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? |
|  |  |  |  |  |  |

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

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| **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  **To develop a relational approach to promote positive learning behaviour**  Build a shared understanding of the approach across school/ community  Ensuring effective positive relationships across the school  Embed effective learning behaviours across the curriculum | Review and discussion of behaviour policy and how links to Christian values.  Discuss what positive behaviour looks like in our school- across the school  What is the common language we share?  How will we model and teach this language and behaviour?  Pre- reading provided over summer-all teachers  Whole school inset to launch  Children consulted informed and engaged  Circle time and pupil voice  Family and community engagement  Regular planned staff inset  Children’s understanding and voice  Regular assemblies continued  Improved use of learning environment and display | Visits to model/champion schools  Books  Time to research  All adults are responsible for this change in culture  Cost minimal  Sam McCarthy/ Laura Billington to lead | By the end of summer 2023 | By the end of the academic year there will be a clearly evidenced and embedded relational approach to positive behaviour across the school. | **Evidence**  Whole staff understanding of positive relational approach  Pupil voice  Assemblies, use pf Lyfta circle times, videos  Behaviour records.  **Spring term**  *Underlying culture* to be improved with children in welcoming new children and children with difference with more empathy.  **Impact**  All children feel safe and secure in their school  Management of behaviour is effective  No exclusions  All staff and children understand and effectively use and adhere to the agreed behavioural approach  **Still to improve** |
| 2  **To promote oracy, vocabulary and pupil voice to improve oral and written communication.**  **Improved levels of Tier 2 vocabulary used across all age groups** | SLT to share further reading  Research based practise shared across the team.  Regular planned staff inset  Children’s understanding and voice  Further development of children’s leadership in the school- Ethos, Sch council, Sports leads. Eco, Buddies.  Planned, stepped approach across year as per action plan SMP  Using 4 strands | Further visits to model schools- eg Harbs  Research  All adults are responsible for further development of oracy across the school  Cost minimal  Sam McCarthy to lead | By the end of summer 2023 | By the end of the academic year there will be a clearly evidenced and embedded culture of oracy, rich vocabulary and pupil voice across the school. | **Evidence**  Pupil voice, assemblies, circle times, videos  Learning environment  SWAY videos evidencing children’s ability to discuss, reflect and embed knowledge, and to share opinions and ideas.  Children’s written work evidencing writer’s voice, well balanced argument, and confident use of wide and varied vocabulary.  Use of ambitious vocabulary in all classes from FSU upwards – E.g. Let’s go and *convene* on the carpet.  Data drawn from years 2/4/6 will reflect improved usage of Tier 2 words from September to July.  Termly data collated for tier 2 words  **Impact**  The majority of children (80%)across the school will have confidence and a set of skills which they are able to draw on in a range of circumstances to communicate effectively when speaking and writing.  The quantity of Tier 2 words being used by 80% of children in their writing will have increased substantially from September 2022 |
| 3  **To improve and embed metacognition and self-regulated learning.**  To ensure a shared understanding of principles of effective feedback  To ensure a whole school, cohesive approach. | Pre- reading provided over summer -all teachers- Guy Claxton  Children informed and engaged with 4Rs and learning pit  Circle time and pupil voice  Information around 4Rs and learning Pit shared in all classes/ regular assemblies.  Whole school 4Rs offsite experience to embed culture.  Family and community engagement  Research based practise shared across the team.EEF Feedback  Regular planned staff inset  Regular assemblies continued  Improved use of learning environment and display  Planned, stepped approach across year  Term 2 Leadership training EEF | All adults are responsible for this change in culture  Cost minimal  Sam McCarthy/ Laura Billington to lead  EEF training £250 Spring 2023  LB as school based champion | By the end of summer 2023 |  | **Evidence**  SWAY videos of children discussing their learning  Pupil voice, assemblies, circle times, videos  Children’s maths written work evidencing their thought processes in all subjects  Training for LB/ Sam  Effective use and understanding of 4RS and Learning Pit.  Learning environment  Improved maths reasoning and problem solving across the school by July 2023  Evidence of teacher modelling ( videos/ lesson obs)  **Impact**  Children more able to reason and improve own understanding across curriculum  The majority of children (85%) across the school will have confidence and a set of skills which they are able to draw on in a range of circumstances to enable them to meet intellectual challenge  Children are able to identify their own strengths and areas for development as learners.  Children are able to effectively use critical thinking and positive learning behaviours  Parents understand school approach to metacognition  Children with SEND – adapted understanding of own metacognition. |
| 4 **WRITING**  **To embed and further improve effective progression of writing through phonetic and spelling knowledge from EYFS to KS2.**  **Effective progression of writing through a Talk for Writing Approach**  **Improved levels of Tier 2 vocabulary used across all age groups** | Research based practice shared across the team.  Regular planned staff inset  Support and information to be provided to help families to support children | All adults are responsible for this change in culture  Cost minimal  Nicole Willis & Sam McCarthy to lead | By the end of summer 2023 | By the end of the academic year there will be a clearly embedded and effective practice supporting progression of early writing through phonetic and spelling knowledge from FSU into KS2 as needed depending on children’s level of development. | **Evidence**  .  Pupil voice and feedback  Learning environment  Parental engagement  All staff teaching phonics are trained in use of Bug Club are trained in use of phonics  Observations of all practitioners using phonics  A cohesive use of the T4W approach in place across all classes. Evident in planning, lesson obs, books and class displays.  Children are able recognise how a text is structured.  Writing assessments carried out across the school year reflect increased use of  Tier 2 vocabulary used across school  Data from phonics tests, KS1  KS1 Writing SATS results  KS2 spelling SATs results  Reading and AR tests also individual Whole school- children’s phonic/ spelling and writing progress  **Impact**  The majority ( 80 %) of all children are achieving ARE in phonics, reading and spelling by the end of summer 2  KS1 and KS2 SATs results reflect a good standard of spelling against national expectations.  Evidence of substantial increase in percentage of Tier 2 words used in year 2/4/6 Sept- July  By end of summer 2023 there will be a cohesive Talk For Writing approach in evidence across all primary classes, based on research into Pie Corbett’s teaching and adapted to suit Ilsington.  The percentage of children achieving ARE in Writing across the school is as good or better than national expectations.  The amount of children achieving GDS in writing matches national expectations |
| 5  **To develop progression of mathematical reasoning & problem solving from EYFS to year 6** | Research based practised shared across the team.  Regular planned staff inset  Support and information to be provided to help families to support children  Pupil voice and circle time discussions  STEM weeks  Maths project launched Spring 2 2023 *Developing metacognition and self - regulated learning in Maths.* | All adults are responsible for this change in culture  Cost minimal  Laura Billington & Sam McCarthy to lead  Parent Maths workshops x 2 Autumn 2022 and Spring 2023 led by LB | By the end of summer 2023 | By the end of the academic year there will be a clearly embedded and effective practice supporting reasoning and problem solving knowledge from FSU to KS2 | **Evidence**  Data from maths tests, KS1 /KS2 and progress of individuals including GDS  Pupil voice and feedback  Books/ displays  OPD Nov 2022 – Books across school reflect whole school approach and showed evidence of children of all ages developing their understanding of reasoning and problem solving.  Training to support FSU staff in how to support chn in reasoning around numerals 1-5  **Impact**  85% of children across the school are able to evidence their mathematical reasoning through discussion, writing, jottings and to achieve at least ARE |
| 6  **To develop a progression in children's understanding of their own spirituality from EYFS to Year 6** | Research based practised shared across the team.  Regular planned staff inset  Support and information to be provided to help families to support children  Pupil voice and circle time discussions  STEM weeks | Sam McCarthy  Class teachers  Vicar | By the end of summer 2023 | By the end of the academic year children and teachers will be able to explain their understanding of spirituality and to demonstrate examples of how they have explored this together. | **Evidence**  School environment- prayer stations and spiritual / sensory garden used by children.  Children’s Ethos group independent acts of collective worship  Adult Ethos team minutes  Use of Mirrors, windows and doors to explain concepts involved in collective worship  Prayer stations in each class.  Teacher voice  Pupil voice  Parental feedback  Vicar report  Sharon Lord visit report  **Impact**  Children will have the vocabulary, confidence and tools to be able to explore their individual ideas of spirituality and to explain their ideas to others. |

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

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| **Key priority carried over from last year**: | | |
| **Objective** | **Actions required**  **Who, when, cost?** | **RAG**  **Evidence & impact** |
| **Provide sufficient challenge for all pupils including the most able and increase the opportunities for working at greater depth in Maths and Writing** | Embed use of new planning format  Book Looks and planning scrutiny to ensure challenge meets need  Staff training and discussion to support ability to plan for and to stretch most able writers/ mathematicians | Increased amount of children working at GDS in Writing and Maths by end of academic year.  Spring 1 2023  Children are becoming more confident to meet challenge in Maths- using Learning Pit and 4 Rs- metacognition – self regulated learning having impact on children’s confidence in grappling with maths problems. |
|  | Expand across all areas of the curriculum |  |
|  | Development of reasoning and problem solving across the school and use of BLP to support children in meeting challenge |  |
| **Key priority carried over from last year**: | | |
| **Objective** | **Actions required**  **Who, when, cost?** | **RAG**  **Evidence & impact** |
| Improve spelling in KS2 – close gaps that have previously opened and ensure children moving up from EYFS/KS1 have secure base to build on. | Use of No Nonsense spelling approach | Spelling is taught discretely across all classes Children’s books  Ability of children to be able to explain spelling strategies  KS2 SATs results |
|  | Use of Phonics Bug Club to ensure strong phonetic knowledge |  |
|  | Use of non- negotiables shared and understood by each key stage. |  |

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| **Previous Ofsted areas for development and follow up:** | | |
| Objective set within the Ofsted report | Actions to be taken to achieve the objective  Who, when, cost? | RAG evidence and impact  Has it been achieved? |
| 1. Science To ensure Good or better teaching & learning in Science with effective cross curricular links | Subject lead over to oversee planning and teaching of Science across school- embedding good practice | Rewritten and improved Ilsington’s cohesive Science curriculum  Have adopted use of PLAN resources to support planning and to support teacher understanding of prior learning.  We are linking maths/ oracy/ IT / art into Science – but only in a meaningful way when it enhances Science learning |
| 1. Maths- Improve percentage of children achieving GDS in maths – focus on maintaining achievement of able students in maths | Whole school focus on maths reasoning and problem solving to build on strength in fluency and arithmetic from 2021-2022. |  |
| 1. Writing across the curriculum, set high expectations for writing in all subjects especially Science – monitor children’s books for evidence of effective interventions to accelerate less able writers. | Continued focus on use of non negotiables across school and expectation of extended writing in all subjects,  Further development of support to accelerate less able writers. | Monitor children’s books for evidence of effective interventions to accelerate less able writers.  Spring 1 2023 – there is evidence of an effective set of interventions to support writers in KS2.  KS1 children are making good progress and extra support in place and effective. |
| 1. SEND To improve knowledge and understanding of staff in relation to SEND provision |  | Provision for children with SEND is impactful, reflective and embraces *in the moment* planning approach. |
| 1. Attendance- to achieve consistent high percentage - individuals average 95% and whole school average of 97% | A continued focus on improving attendance following low percentages due to Covid.  Half termly attendance trawl and letters to follow up and inform  Letters and information on website to promote and encourage good attendance.  Phone calls and meetings to support parents if pattern of attendance causes concern | Attendance has improved this academic year., to date, despite Scarlet fever, Strep A, Covid and Noravirus. |