

**Ilsington Church of England Primary School**

**School Improvement Plan**

**2021-2022**



**Part of the**

This plan has been created by the Academy Head, in consultation with staff. It identifies our strategic areas for development for the academic year 2021-2022 and was written following consideration of:

* Feedback from the most recent SIAMS and OFSTED inspections, monitoring and professional discussion within school and within MAT leadership
* Local & National developments, and MAT key priorities
* Our school vision, values and Christian distinctiveness

**Our mission Statement: Small school: big heart, big ideas, big picture.**

**Our core Christian values:**

**Friendship**

 **Resilience**

 **Kindness**

 **Compassion**

 **Honesty**

 **Respect**

At Ilsington CE Primary School, we are preparing our children to be citizens of the future with 21st century skills. Our enquiry-based curriculum supports them in developing a growth mindset and they are able to adapt with resilience to the opportunities and experiences that life presents.

**We will develop the children’s ability to think and to talk about their learning using**

 **BLP approach – Resilience, Reciprocity, Resourcefulness and Reflectiveness.**

**Our Curriculum Promise:**

Every child will:

* benefit from weekly outdoor learning sessions
* experience performing for a live audience annually
* represent their house/school at sporting events
* belong to a mixed-aged family house group
* broaden their knowledge and understanding of the world by half termly trips off-site or visitors into school.
* develop their citizenship through engagement with community and charitable events.
* visit an art gallery, a theatre and a large city by the end of key stage two.
* have the opportunity to take part in an annual residential in key stage two to develop their independence, resilience and expand their horizons.
* participate in half-termly multi-cultural experiences celebrating diversity and the bigger picture.
* experience the loving Christian ethos of our school.

**Progress through the SIP in 2021-22**

Please refer to annotations on the last ASIP

**THE PLAN FOR 2021-22**

This plan is in three parts.

* **Ofsted section details targets set, actions and outcomes following the last inspection**
* **Section A details both our Multi-Academy Trust and individual school Key Improvement Priorities.**
* **Section B is our maintenance plan. This details aspects of the school that require continuous and updated attention in order to sustain and improve current standards.**

Individual subject leader action plans link with the main school action plan.

**Ofsted inspection feedback, February 2016:**

**What does the school need to do to improve further?**

**Maths**-Improve percentage of children across the school achieving GDS in maths, with particular focus on maintaining high achievement of able students moving up into KS2.

**Writing across the curriculum**- Set high expectations for writing in all subjects, especially Science and monitor children’s books to for evidence with particular focus on provision of effective interventions to accelerate less able writers.

**Science**- To ensure Good or better teaching & learning in Science with effective cross curricular links

**SEND** – To improve knowledge, skills and understanding of staff in relation to SEND provision.

**Attendance**- to achieve consistent high percentage Individuals ave of 95% attendance whole school attendance of 97%

( Nat ave 96%)Aspire to Ofsted statement-

“*Pupils have high attendance, come on time to school and are punctual to lessons.’*

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| **PRIORITY 1** | **PRIORITY 2** | **PRIORITY 3** | **PRIORITY 4** | **PRIORITY 5** | **PRIORITY 6** | **PRIORITY 7** |
| **Quality of Education** | **IT and Computing** | **Curriculum** | **Behaviour and Attitudes** | **Leadership and Management** | **Premises** | **Community****& Church** |
| **To improve the spelling and vocabulary that is spoken, read and written across the school.****June 2022****Improved spelling/vocab and teaching of spelling objectives but will continue to focus on spelling across KS2 – a bottom up approach has been adopted for 2022-2023** | **Develop and embed the computing curriculum for all primary aged children and further develop build IT skills and confidence for pupils and staff.** | **Provide sufficient challenge across a broad and balanced curriculum to ensure that Greater Depth learning can be achieved by the most able learners.****Broad and balanced curriculum –further focus is needed on BLP and metacognition to support children in meeting challenge.** | **Encourage pupil’s ability to talk and to think about their learning****and what they think, feel and believe****.** | **Development of staff leadership team through Link Academy hubs and involvement with schools across the trust.** | **Develop outdoor environment on site to allow effective, engaging outside learning, encouraging eco -friendly awareness.** | **To continue to strengthen the links between the school and its church, local and global community.**  |

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| **Key Priority 1** |
| **Quality of Education** |
| **To improve the spelling and vocabulary that is spoken, read and written across the school.** |
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| **Objective****Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Impact** | **Monitoring****RAG** |
| * Specific vocabulary is planned for in every lesson
* Staff to use **Vocabulary Ninja** every day
* Vocabulary displays evident in all classes
* **No Nonsense spelling** system to be used throughout the school
* **Phonics Bug Club** to be used across EYFS and KS1 to support children’s phonics, spelling and reading skills KSU.
* **Oracy project began Spring 2022**
 | All teachers and TAs | No Nonsense SpellingPhonics Bug Club online and decodable bks | Half termly classroom monitoring | Children will be taught consistently across the school. They will discover the origin of words, which can help them to develop a rich and varied vocabulary. |  |
| In the classroom:* Pupils will have access to dictionaries and online resources
* Vocabulary working walls and topic related mats
* Older paired reading buddies share text and encourage wider vocabulary in younger peers.
* Summer term **spelling intervention programme**- increased staffing.
 | SMP & Teachers | Free- online dictionary via IPads.New Dictionaries-FRIENDS to finance? | Half termly classroom monitoring | Pupils will develop increased vocabulary skills and a deeper understanding of etymology by independently accessing information |  |
| All staff will complete CPD, as appropriate, in the following:* Online vocabulary training for all staff
* Staff meeting training- led by subject lead – Vocabulary Ninja
* Bug Club training and support for EYFS team
 | All staff | Performance management time | Set targets at Performance Management meetings | Staff will be upskilled and develop pupils’ vocabulary with confidence |  |
| Embed accelerated reader, restock and improve book choices and quality Analyse data from the Accelerated Reader Vocabulary quiz diagnostics reports.Staff and volunteer team in place to run AR system | JBarker, E.Long, LBillington McCarthy | Subject Leader timeAR training online – twilight time to repayExtra books to be purchased in key areas- early and able readers. | Half termly analysis | Teachers will have specific vocabulary data to track impact of teaching of vocabulary. |  |

**SECTION A SCHOOL DEVELOPMEN**

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| **Key Priority 2** |
| **IT and Computing** |
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| **To further develop staff IT skills and confidence and to improve the computing curriculum for all primary aged children at the school.** |

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| **Objective****Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Impact** | **Monitoring****RAG** |
| Provide training to all staff members in using:* Immersive Reader Functions in MS Word (web browser version) to support learners.
* Phonics Bug , Accelerated Reader and Kinetic letters software are effectively used by teachers and HLTAs to effectively support teaching & learning.
* Teachers and HLTAs are effectively using functions of IWB to impact positively on teaching & learning.
* SWAY used to document children’s learning across the school by subject leaders.
* Teachers- use SWAY/ website/ Facebook to publicise and promote the school
* SharePoint & OneDrive
* MS Teams
* Sway
* MS Forms
* PowerPoint (web browser version)
 | NW, SMPAll staff members | School owned IT equipment | INSET daysMAR calendar and Progress& Standards meetings.Online training | Teachers and TAs can maintain and develop IT skills which enable effective blended learning to enhance class learning and to be prepared for a return to lockdown/ self- isolation.Children across the school with barriers to reading/ writing are confidently accessing IT tools to support their needs- eg immersive reader via Teams. Dragon speak etcDiversity- virtual visits supported by use of IT- Children are offered opportunities to interact with other children and other countries, cultures and religions online in class to promote their knowledge and understanding of the world.Teachers can easily contribute to the weekly school newsletter.Teachers and subject leads are using SWAY to record children’s learning.Padlet is used to communicate information and resources within the staff team.School website and Facebook are up to date and engaging due to staff input |  |

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| **Curriculum** |
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| **Provide sufficient challenge for all across a broad and balanced curriculum including for pupils capable of achieving Greater Depth** |

**Key Priority 3** |
| **Objective****Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Impact** | **Monitoring****RAG** |
| **Planning – to be used to ensure that *Curriculum Promise* is kept and broad and balanced curriculum is taught**Planning to be shared, discussed and assessed for impact as part of MAR.Staff attend Link Academy Hub meetings to keep abreast of local and national developments and to work with specialist practitioners.Planning to be further developed in line with Curriculum Promise and need for *cultural diversity.*Regular  | Academy HeadLead teacherSubject leadsTeachers | Subject Leader time | Curriculum Hub meeting datesMAR calendarProgress & Standards Meetings | The school will be able to demonstrate how it has met its Five Star *Curriculum Promise* and how it has provided a broad and balanced curriculum for the children through:BooksPupil voiceCommunity voiceWebsiteBook LooksLearning Walks |  |
| **RSE- is effectively taught with confidence**All staff to complete RSHE online trainingJIGSAW curriculum to be taught for first time throughout all classes for the entire cycle of the academic year.Weekly class assemblies to link into PHSE training | Academy HeadLead teacherSubject leadsTeachers | Subject Leader time | As above | As above |  |
| **Improved use of learning environment to raise standard of teaching and learning.**On site development of outdoor areas-to support teachers ability to teach engaging, effective outdoor lessons on site.Use of effective classroom displays- high standards to be agreed with staff team. | Academy HeadLead teacherSubject leadsTeachers | Subject Leader time | As above | As above |  |
| **The school’s Christian Values are embedded within its curriculum**Planning formats to include Christian value  | As above |  | As above | Pupil voiceBooks- feedback givenCelebration Assemblies | Still to be consistent part of planning |
| **New EYFS Curriculum-** to be read, discussed, and taught effectively. Use of team meetings and SWAY to share research and best practice. NW , Cc, SMP to continue to research and to visit outstanding settings. | Academy HeadEYFS leads | Subject leadership time | As above | Lesson obs, Learning Walks, Book Looks, Progress& Stds meeting minutes. |  |
| **Global awareness promoting an open mindset providing opportunities for children to learn about the wider world. (Linked in the school’s Global Neighbours initiative)** | All staff |  | As above | Pupil and community voice, Learning environment and books. |  |

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| **Key Priority 4**

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| **Behaviour and Attitudes** |
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| **Encourage pupil’s ability to talk and to think about their learning****and what they think, feel and believe.** |

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| **Objective****Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Impact** | **Monitoring****RAG** |
| Develop pupil confidence to “Speak up and Speak Out” | Academy HeadAll staff | **Pupil voice board** | **Continued focus all year** | All children are empowered and confident to speak up and to question .  |  |
| **Encourage Challenge Culture and use** **of *Building Learning Power.***Visual reminders in class of BLP and frequent discussion in assemblies/ class/ House groups. | Academy HeadAll staff | Display resources |  | Children develop resilience and confidence to take on learning challenge,Children are able to reflect on their own learning and how to improve it. |  |
| **Continue to put the school’s Christian values at the heart of the school.**Build on work done last year to reset and engage children and school community with its school Christian values through collective worship, staff modelling ethos of school, inclusion in planning. | Academy HeadAll staffS.Lord*Open the Book* team, Living library volunteer. | Display and assembly resources |  | Children know their school’s Christian values and can refer to them within their learning environment.Children can link their school values to Christian teaching and stories.Children demonstrate their understanding of their school Christian values in their daily behaviour.Families and local community can reflect on the impact of the children’s Christian school values have on children’s behaviour outside of school. |  |
| **Encourage pupil understanding of need to be resilient, punctual and to attend school.**Continue to motivate pupils and families about the importance of regular attendance through:* Celebrating the weekly attendance figures in the Friday assembly and reward the highest attending class NA Covid
* Provide an engaging curriculum so that pupils want to come to school.
* Consistently and vigorously follow up instances of lateness and non-attendance escalating to issuing a Link Trust format letter and involvement with the EWO if necessary
 | Academy HeadAdminClass teachersEWO if needed |  | Half termly attendance data | Whole school attendance to be 97% as minimumGood attendance will improve pupil progressPupils will be engaged in their learning   | **Much improved but Covid was still a factor this year** |

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| **Key Priority 5**

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| **Leadership & Management** |
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| **Developing future leaders** **and providing opportunities in school and through The Link Multi Academy Trust.**  |

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| **Objective****Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Impact** | **Monitoring****RAG** |
| All staff to be given training opportunities which support their professional development and are inline with achieving the objectives of school SIP.Teachers / subject leads to be given opportunities to lead/ attend Link Academy Hub meetings.Staff inset – inhouse and together with other schools to provide specialist support and advice.Staff encouraged to share own research through progress & standards meetings.Development of school research library for staff to use and contribute titles to. | Academy HeadLead teacherSubject leadsTeachers | Subject Leader time | Curriculum Hub meeting datesProgress & Standards MeetingsStaff Performance Management meetings | Staff will be able to demonstrate how they have moved their own practice forwards through their own research and through attending hub meetings/ training.Hub leaders/ Subject leaders will be able to demonstrate the impact that they have had on teaching and learning in the school.Staff will be encouraged and supported in their own professional development.Future leaders identified and developed. |  |

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| Key Priority 6

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| Premises |
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**Develop outdoor environment on site to allow effective, engaging outside learning-** **encouraging eco friendly awareness.** |
| **Objective****Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Impact** | **Monitoring****RAG** |
| Zones to be created – “classroom” area close to composting area.Log pile. Bug hotel, small pond, long grass swards. Seeded wildflower areas. Bee/ butterfly friendly planting . Reflective / Reading area created. Story circle and story chair.Shelter – sail/ gazebo set up.- seasonal due to high winds | Academy HeadTeachersTAsVolunteers, families and local community | Subject Leader time | Love your school daysGardening calendar  | The school field will be developed into zones to provide opportunities for Science/Maths/ creative writing, reading and reflection. |  |

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| **Key Priority 7**

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| **Community & Church** |
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**To continue to strengthen the links between the school and its church local and global community.** |
| **Objective****Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Impact** | **Monitoring****RAG** |
| The school will invite local people including parishioners in to join in with collective worship, celebrations and special events.Members of the community will be invited to share their skills, talents and experience with the children.The school curriculum will be designed to include local history and culture, and the local environment.The school will be represented at local events including key church occasions. The families and community will be invited to collective worship in the church every Wednesday and a celebration Assembly and coffee at the village hall every Friday. | Academy HeadTeachersTAsVolunteers, families and local community | Hire of village hallBaking for Fridays | School & Christian calendar  | The school will develop/ strengthen ties between itself and the church and local community by being involved in the annual calendar of village and church events. ( Now Covid restrictions are ending).Local people and parishioners will be invited into the school to take part in collective worship. Special events- ie Opening ceremony. |  |
| To become a Bronze accredited school through Christian Aid - Global Neighbours scheme and demonstrate the children’s awareness and engagement with wider world issues. | As above |  | As above | Children at the school will develop an open minded , inclusive approach to others and a generosity and practical support for those less fortunate than themselves. | Focus on “big picture introduced charity focus and Virtual visits- whole community support for Ukrainian family |

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| **Section B: School Maintenance Plan for 2021-2022** |
| **Area for maintenance** | **Objective** | **Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Success criteria** | **Monitoring****RAG****A Sp Su** |
| 1. Quality of Education
 |
|  | **WRITING** | A consistent focus to be maintained throughout the year- to ensure improvements from last year are built on and effective teaching of vocabulary- across all subjects. | JBSMPLBNW |  |  | High standards in Writing across all subjects. |  |
|  | **READING** | Accelerated Reader is further developed across the school- led by subject leadContinued- embedded use of VIPERS/ daily 30 mins reading | JBLBSMPNWELJH | Supply money to be used |  | All children are accessing appropriate text throughout week to extend reading skills – knowledge and vocabulary |  |
| **1a** | **SCIENCE** | Science- end of Autumn audit to be carried out on teaching and learning in Science to assess strengths and areas for improvement**Ofsted 2016- area for improvement** | SMPLBJBNW |  | Sept 2020 | All teaching and learning in Science is Good or better.Science is taught in a cross curricular way that enhances children’s understanding and engagement with Science and other curriculum areas**.** |  |
| **1b** | **MATHS** | Use of BLP to support children’s ability to face challenge. Effective differentiation to extend able to GDS.Most able to be challenged- slow movers to be given extra support by most Maths lead. | SMPLBJBNW |  |  | Children have developed the resilience and confidence to face maths challenge and to make accelerated progress | BLP and visible learning to further embed across the school |
| 1. Behaviour and Attitudes
 |
| **2a** | Whole school focus on the school’s Christian distinctiveness- the vision and values | The school’s Christian values are consistently referred to within the learning environment and throughout the school day by adults and children with a specific focus on the Christian value in focus each half term. | SMPLBJBNW |  |  | All children can explain the Christian motto- intent of school and how they apply it to daily lifeSmall school, big heart, big ideas big picture |  |
| **2b** | Relationship & Sexual Education RSE | RSE and the Jigsaw curriculum is taught confidently, effectively throughout the academic year | SMPLBJBNW |  |  | Children are able to confidently discuss aspects of RSE in lessons and there is evidence of their understanding in their own/ class books. |  |
| **2c** | Attendance | Regular updatesNo holidays authorisedMonitor half termly with administrator Policy followedAttendance monitored by Head and letters sent out where necessary each half term and meetings held with parents if persistently absent. | SMP SH |  |  | School attendance to be at least in line with Devon and National averagesAim for attendance will be above the national average. | **Improving after Covid and new measures in place** |
| 1. Personal Development
 |
| **3a** | To provide support staff and teachers with up to date training and CPD opportunities relevant to school improvement priorities and to keep inline with H&S/ safeguarding. | Paediatric first aidLevel 2 safeguardingL3 safeguarding DSL/ DDSLIntroduction to blended learningUse of Plan Do ReviewUsing social storiesVisits to relevant settings for key stage/ subject | SMP |  |  | All staff have benefitted from CPD that develops their practice to the benefit of the children.The school is safely run by qualified and informed practitioners. |  |
| **3b** | To provide NQT+1 with up to date training and CPD opportunities  | NQT-two year programme p run by Link Academy.Focussed observations between supportive colleaguesWeekly mentoringWhole school inset sessions. | SMP |  |  |  A two year NQT programme is in place and all support available to ensure good progress made by the NQT. |  |
| **3c** | To provide CPD for subject leaders, linked to school improvement priorities | EYFSITMathsWritingScience | SMP |  |  |  |  |
|  | Keep standards in quality first teaching high; with new teaching staff, ensure all teaching is at least good. | Learning walk and lesson drop ins support performance management in early autumn -Inset timetable is focused on staff development and raising standards-Early career teacher to attend the MAT programme-Timetables to be reviewed for best impact on the day-NQT provision and support in place | SMPLBJBLLSC | NQT and early career attencance cover  |  | All teaching and learning will be at least goodNQT +1 teacher well supportedPupils are making good progressBooks are of a good quality and high standard Teachers and learners will be confident to try new things and take risks. | **One teacher on support plan** |
| 1. Leadership and Management
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| 4a | SAFEGUARDING To ensure current safeguarding systems and processes are consistently reflected on, reviewed and embedded by DSL &deputy DSL and shared effectively with staff team. | DSL L3 trainingRegular safeguarding input and updates from Link safeguarding officer | SMPLBAW |  |  | New administrator supported and confident in use of SCR and safeguarding practice and policies in school.Safeguarding at the school is effectively led by the DSL/ DDSLAll staff know their responsibility to safeguard the childrenChildren know how to stay safe and how to ask for help.Children feel safe and happy at school.Families and the wider community have access to supportive information on safeguarding via the school website and newsletters and know their responsibility for keeping all children safe. |  |
| 4b | SEMHTo ensure that all staff feel valued and safe at work and know how to access support for SEMH if needed | Effective communication between leadership and staff  | SMPLB |  |  | Staff feel valued, safe and know how to access help if needed.Staff wellbeing is a consistent focus at the school |  |
| 4c | **Work strategically to increase numbers on roll,** following a reduction in numbers aiming to increase to pan | Use of open days, love your school days, community involvement, videos and social media to promote the school and engage the communityEncourage and promote positive word of mouth publicity including daily meet n greet.Improve school website for information and promotionPromote school through local media  Continue to work with admin/ The Link on marketing and promotion | SMPLBJP |  |  | A minimum of 60 on roll – aim for 70 by September 2022 | 68 for Sept 2022 |
| 1. Early Years Provision
 |
| 5a | Staff understand and are using the new EYFS curriculum effectively.Develop use of learning environment to enable learners. | Explore and reflect on ways in which continuous provision can be achieved outside in all weathers.Develop an engaging, enabling indoor provision that meets the needs of Year 1 and EYFS pupils.Develop and promote outdoor learning as the school’s USP | SMPCCJB |  |  | Both the inside and outside learning environments are utilised in highly effective ways that engage and enable learners.Practitioners feel enthusiasm and pride in the environment they have created and can explain how it enhances T&L. |  |
| 5b | Carry out continued research into best practice  | Develop a culture of professional research and exploration to enhance KSU of staff and engagement and learning of children. | SMPCCJB |  |  | The EYFS team are well informed and up to date with current practice. The EYFS team have explored and learnt from a wide range of other settings and practitioners and are adapting their research for their own setting.Children are able to express their individuality and their emotional needs are met |  |
| 1. Community and Environment
 |
| 6a | To continue to build on and to strengthen the strong links between the school,the church and the community of Ilsington | Consistent positive communication from the school.Offering the community opportunities to link in with its schoolSchool is represented at church and village eventsCommunity is welcomed into school and encouraged to attend its weekly events in church/ village hall. | SMP |  |  | Questionnaires reflect that families and the wider community feel involved with and valued by their school.Positive comments book reflects how the community feels about its school.Social media and the school’s learning environment reflect the depth of connection between the school and its families/ community/ church | Questionnaire not used prior to Ofsted but parent feedback taken via parent meeting. 1-1, via governors etc  |
| 1. Premises
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| 7a | The learning environment across the school supports children’s learning and positive behaviour.The Christian character of the school is reflected in its learning environmentThe exterior areas of the school present a welcoming, tidy, cared for image.The field area and school pond are developed, maintained effectively to provide engaging learning opportunities for the children. | The communal learning areas are reorganised to provide the best possible learning opportunities for children.Development of library, break out spaces, Nurture space, accessible outdoor provision for EYFS and other classes.The learning environment is adapted to ensure that it is ASD friendly in key areas.There is a good standard of safety and safeguarding across the learning environment. All learning spaces reflect the high expectations of the school.The front of the school and the playgrounds are attractive and well maintained. | SMPLBNWJBCC |  |  | All communal areas are effectively used and enjoyed by the children and staff using them.All areas used for learning are safefor children and staff.Appropriate provision for children with SEND is made in school to allow access to calm, quiet spaces as needed..The interior and exterior of the school reflect its high standard of expectation. |  |