



## **School Improvement Plan 2018 – 19 (summary)**

Our school improvement plan is a pivotal document in the development of the life and activities in our school. It focusses on the achievement of pupils, the quality of teaching, leadership and management and the behaviour and safety of pupils. The improvement plan anchors all the strands within a context. We have looked closely at consolidating what is good and successful and building upon these to generate further successes. This improvement plan identifies areas of development that need to be addressed in the short and medium term and generates a sense of purpose and direction. All staff and governors have been involved in its preparation and teaching staff have evaluated their own roles areas of responsibility and drawn up action plans for these. The full document is available for parents to read upon request. All stakeholders can share in the forward movement of Banks Road Infant and Nursery School, helping to create a climate for improvement and achievement. We are working together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self- discipline and respect for others
- Provide a welcoming, secure, stimulating and enriched culture for learning
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

The plan is a working document which will be subject to change and amendment throughout the year. As a working document it will be subject to ongoing review and evaluation at various levels within school including Governors' Committees, Senior Leadership Team and subject leaders. A minimum termly review is expected.

### **Issues and Influences considered to identify priorities for 2018 – 2019**

1. Assessment data analysis from 2017-2018 cohort
2. Foundation stage profile data for the 2017-2018 cohort
3. School tracking documents
4. Knowledge of vulnerable groups
5. Predictions based on teacher assessments
6. Performance Portal data
7. Teaching and Learning observations / teacher appraisal
8. Subject leader action plans, monitoring and impact statements
9. SEN/D
10. Local and National initiatives

### **CPD**

1. We have a secure leadership organisation in the school. The senior management team is made up of HT, two AHTs (one full time and one part time at 0.6), two TLR2 (SENCo and Curriculum/Maths lead) and the School Business Manager. SMT has a strong focus on curriculum and standards, gaining value for money, pupils, personnel and strategy.
2. Our CPD coordinator will ensure that all teaching staff have regular professional development time which will facilitate the opportunity for staff to seek out opportunities for the development of their own good practice and then share these initiatives with others. These CPD activities are recorded and feedback given to whole staff.

**BANKS ROAD INFANT AND NURSERY SCHOOL**  
**“A Home for Learning, Laughing, Caring and Trying**



Area	Leadership and Management	Quality of teaching, learning and assessment	Personal development, behaviour and welfare	Outcomes for Pupils	Early Years provision
<b>KEY PRIORITIES FOR 2018-2019</b>	<p>To lead school through a successful Ofsted inspection</p> <p>We will increasingly be engaging with the wider community and develop and extend our links with community partners to embed the school even more fully into community life</p> <p>Our collaboration with William Lilly will continue to develop to deliver relevant CPD opportunities and collaborative experiences for teachers</p>	<p>Further develop outdoor learning: Forest School – continue to encourage a curriculum that features out door learning</p> <p>Even sharper focus on the curriculum to showcase our curriculum to be ‘robust and courageous’.</p> <p>Implement a curriculum with ‘intent’ ‘implementation’ and ‘impact’ statements.</p> <p>We will further develop our moderation exercises involving local schools</p>	<p>Continue to develop work around nurture to support children with EHWP needs by further developing the school improvement plan (2017-2018) ensuring time and importance of listening &amp; talking to children, monitoring behaviour and supporting classes with activities based around Emotional Resilience and low to moderate levels of Anxiety in children. Nurture for children in need will continue to be an important part of our EHWP strategies</p> <p>Improve the quality of experience for children over lunchtime by introducing a ‘Canteen’ service. Hold regular meetings with MDS.</p>	<p>Being in our third year of working on our Maths Mastery Approach we have successfully been selected by the East Midlands West Maths Hub to participate in a Teaching for Mastery Work Group Launch. Alongside this we will continue to participate in the East Midlands West Maths Hub Early Years steering group and two maths teaching projects for Early Years during the year.</p> <p>Children targeted to achieve GD in R,W and Maths will continue to be monitored closely. % of children achieving GD in <b>reading</b> will be a focus.</p>	<p>Staff to have a clear understanding of EYFS policy and have a good understanding in all areas of EYFS including increased subject knowledge in the mastery approach</p> <p>TAs to be effective in facilitating children’s learning during child initiated and in questioning children</p> <p>Teachers/TAs share expertise both within school and with Collaboration school to promote excellence in Early Years pedagogy.</p>
<b>RATIONALE AND EXPECTED IMPACT</b>	<p>Ofsted Outstanding judgement.</p> <p>Wider community involvement.</p> <p>Teachers will continue to share good practice and have confidence in their leadership skills.</p>	<p>The curriculum will have ‘Breath and Balance’.</p> <p>An in depth knowledge of ‘whys’ and ‘hows’ will be communicated to all stakeholders. Implementation of the curriculum will translate our ‘intent’ into practice.</p> <p>Assessment judgements will be secure and accurate.</p>	<p>Happy and motivated pupils and staff who get more out of school life. Effective programmes to promote EHWP will make a direct contribution to school improvement.</p> <p>Class behaviour monitoring / recording will allow all staff to highlight persistent behaviour traits and put strategies in place support to promote appropriate behaviours</p>	<p>Children will use varied fluency activities in key stage 1 maths which will allow them to work through intelligent practice rather than mechanical repetition. Our foundation stage children will engage in maths daily dollops and develop representations of number through play.</p> <p>We will ensure a consistent approach across all year groups so that all staff can support groupings of children during guided reading sessions, implementing ‘inference’ intervention when required. The % of children achieving GD in reading will improve.</p>	<p>Targeted children in EYFS have met National expectations at the end of F2 and progress will continue to be Good.</p> <p>PSED, Managing Feelings and the behaviour elements of the development matters framework is slightly below LA and National and through our whole school EHWP priority we aim to raise these at EYFSP.</p>



The following information is a brief summary of our current SIP

Key Objectives:

- *Personal Development, Behaviour and Welfare*: To promote the Emotional Health and Well Being (EHWB) of pupils and staff, with a focus on supporting others to nurture their emotional resilience
- *Outcomes*: to increase the number of children achieving age related in Writing with a sharp focus on spelling, including the transference of learned phonics skills in independent writing
- *Quality of Teaching, Learning and Assessment*: to consolidate high standards of attainment in Maths and further embed the Mastery of Maths approach throughout Foundation Stage and Key Stage 1
- *Overall Effectiveness*: to review and develop whole school curriculum content through a sharp focus on our 'Intent', 'Implementation' and 'Impact', working within the context of Banks Road and utilising our community resources to ensure the curriculum is 'robust and courageous'.
- *Outcomes*: to increase the number of children achieving greater depth in Reading across all year groups
- *EYFS*: - to close the gap of highlighted vulnerable groups through targeted intervention, ensuring our assessment procedures are robust and accurate through regular moderation with our collaboration school and other local schools.
  - to continue to embed the maths mastery approach. To ensure SSM is well planned for with the shift in importance and focus on number.
  - to share good practice with staff changes to FS

**Area of Development** *Personal Development, Behaviour and Welfare*: **To promote the Emotional Health and Well Being (EHWB) of Pupils and staff, with a focus on supporting others to nurture their emotional resilience**

- ✚ Pupils to be effective and successful learners by equipping children with the knowledge and skills to have an impact on their own well being
- ✚ To focus children on how they can improve their own happiness and learning and how they can improve the wellbeing of others
- ✚ To make and sustain friendships and deal with and resolve conflict effectively and fairly and to be able to solve problems with others and alone
- ✚ EHWB to be included in assemblies, SEAL/SCARF lessons on emotional resilience
- ✚ Discreet lessons teach children how to be independent; how to use appropriate communication skills; 'Take 5', 'Brilliant Breathing' techniques
- ✚ Worry plaques, box, monster are used in each class
- ✚ Staff meetings have researched EHWB and what it will look like at Banks Road
- ✚ Current issues around EHWB are considered and ideas about what can be done about them are shared with all staff
- ✚ Action plan is taken back to staff for feedback and discussion
- ✚ All Staff have a clear understanding of the language of EHWB
- ✚ Bubble time is embedded across the school to allow children informal time to talk to the trusted adults in their class
- ✚ Both formal and informal communication methods are ensuring staff are better informed.
- ✚ Secret Angel – adapted for new and existing staff



• **Area of Development - *Outcomes*: To increase the number of children achieving age related in Writing with a sharp focus on spelling, including the transference of learned phonics skills in independent writing**

- ✚ To use a wide variety of approaches to writing and spelling
- ✚ To investigate possible schemes for Spelling for FS2 & KS1. Talk to local schools: what are other schools doing? How are they working with parents?
- ✚ To provide well-targeted support for low attaining groups that offers challenge whilst maintaining learners' self-esteem
- ✚ To promote classroom practice that helps children develop and share their independent writing.
- ✚ To provide structured support for writing that builds in time to prepare, think, talk and reflect with peers to ensure meaningful engagement with the task
- ✚ To provide pupils opportunities to write for sustained periods of time
- ✚ Through curriculum planning, focus on closing the gender gap through high quality teaching of writing and spelling
- ✚ To further develop accuracy rates in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum
- ✚ Encourage teachers to plan more 'boy friendly sessions' including outdoor learning of spellings
- ✚ SENCo to monitor SEND writing and spelling interventions half termly and offer support to interventions
- ✚ Involvement of parents through information sharing on spelling scheme, how they can help at home and expectations at the end of each year group
- ✚ Assessment of spelling and phonics is linked to non negotiables in SPAG planning

**Area of Development - *Quality of Teaching Learning and Assessment*: To consolidate high standards of attainment in Maths and further embed the Mastery of Maths approach throughout Foundation Stage and Key Stage 1**

- ✚ Pupils to be successful and motivated mathematicians
- ✚ To develop key stage 1 teaching staff confidence and competence in subject knowledge for maths, specifically the technical vocabulary and small steps involved in subject areas
- ✚ To develop foundation stage teaching staff confidence and competence in subject knowledge for maths, specifically the technical vocabulary and representations and models that are used in key stage 1
- ✚ To develop a consistent and manageable approach to maths planning across key stage 1
- ✚ To further develop teaching of maths across key stage 1 to develop reasoning and problem solving skills
- ✚ To further develop varied fluency activities in key stage 1 which allow children to work through intelligent practice rather than mechanical repetition
- ✚ To further develop teaching and learning in mathematics in foundation stage with particular emphasis on the use of manipulatives in maths daily dollops and developing representations of number through play
- ✚ To further develop the use of counting collections and mathematical snack in foundation stage.
- ✚ To develop recording and evidencing of maths across key stage 1
- ✚ To increase the time and improve methods children are given to independently apply their maths in key stage 1



- **Area of Development – Overall Effectiveness: To review and develop whole school curriculum content through a sharp focus on our 'Intent', 'Implementation' and 'Impact', working within the context of Banks Road and utilising our community resources to ensure the curriculum is 'robust and courageous'.**

**To raise the profile of Banks Road school as part of the Toton community**

- ✚ To review our curriculum statement to ensure our intent is clear and accessible for all stakeholders
- ✚ To review and develop our cross curricular themes to ensure we are making it motivating and engaging for all pupils
- ✚ To review the impact of curriculum changes to ensure we are providing the best possible opportunities for our children
- ✚ To maintain and extend existing community partner relationships
- ✚ To identify further partners and resources within the local community
- ✚ To develop links with potential new community partners
- ✚ To get involved in at least two community events as a school
- ✚ To develop a central resource of community partners for all staff to access
- ✚ To increase participation of parents and carers through regular volunteering and one off visits to school for events or to share a skill

**Area of Development – Outcomes: To increase the percentages of children achieving greater depth in Reading (KS1). To close the gender gap of children working at the expected standard at the end of KS1. To continue to achieve the above average % of children achieving Exceeding (EYFSP) in READING**

- ✚ To ensure clear expectations for each year group are shared to ensure a consistent approach and that all staff can support groupings of children during guided reading sessions, implementing 'inference' intervention when required
- ✚ To continue the improvement of support staff subject knowledge through in house CPD opportunities
- ✚ All staff to demonstrate high quality modelling of reading strategies throughout the curriculum and to produce clear guidance on expectations for children's reading within the wider curriculum
- ✚ Through a cross curricular focus on reading, extend the more able children e.g. children have opportunities to share favourite texts
- ✚ To ensure all children are accessing regular guided reading sessions
- ✚ To continue to develop the 'reading buddy' system
- ✚ To introduce and develop a 'reading challenge' across the school
- ✚ To improve reading response language development linked to oral and written comprehension skills in guided reading
- ✚ To develop effective sequence of guided reading sessions and independent activities for developing reading skills
- ✚ To improve development of individual reading skills through parental support
- ✚ To use moderation in house and with local schools to ensure assessment of reading is robust and accurate



**Area of Development - EYFS:**

- **To close the gap of highlighted vulnerable groups through targeted intervention, ensuring our assessment procedures are robust and accurate through regular moderation with our collaboration school and other local schools.**
  - **To continue to embed the maths mastery approach. To ensure SSM is well planned for with the shift in importance and focus on number.**
  - **To share good practice with staff changes to FS**
- 
- + To highlight all summer born children across FS2 and target those children to achieve GLD
  - + Highlight those children with SEND and carry out half termly assessments on their progress across all areas with a particular focus on Speaking and PSED
  - + To improve the attainment of children with EAL and our BME children through intervention strategies such as 'Talking to Learn'
  - + To embed the maths mastery approach in FS by ensuring there is a daily maths dollop using: manipulatives; stem sentences; using models; ten frames; part / part whole and bar modelling.
  - + To develop the outdoor provision further by introducing maths outdoor packs similar to the writing tubs
  - + To implement more DT / Woodwork based activities in the shared and outdoor areas
  - + To develop the proposed baking area in the FS2 shared area
  - + To continue to embed parental involvement through workshops, information evenings and stay with your child events
  - + To ensure assessments judgements are in line with other schools through moderation meetings
  - + Continue to promote interventions as well as continuous provision activities based around Physical Development with a focus on Moving and Handling and fine motor skills
  - + To increase the % of children exceeding across all areas

**A full copy of our SIP is available on request.**