



School Improvement Plan 2017 – 18 (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 2017 – 2018

1. Teacher assessment analysis from 2016-2017 cohort
2. Foundation stage profile data for the 2016-2017 cohort
3. School tracking documents
4. Knowledge of vulnerable groups
5. Predictions based on teacher assessments
6. Performance Portal data
7. Head teacher observations / teacher appraisal
8. Subject leader action plans, monitoring and impact statements
9. SEN/D

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 Early Years leader) and the School Business Manager. SMT has a strong focus on curriculum and standards, gaining value for money, pupils, personnel and strategy.
2. Continuing the involving staff in coaching activities through 'lesson study' will help staff to share good practice and learn from each other's strengths.
3. 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 will be recorded and kept as a 'CPD journal' by each individual

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



The following information is a brief summary of our current SIP.

Main priorities for 2017-2018

- *Overall Effectiveness:* Emotional Health and Well Being (EHWB) of Staff and Pupils
- *Outcomes:* Gender gap with a particular focus on writing and spelling
- *Outcomes:* More Able
- *Leadership and Management:* Middle leadership focussing on developing the skills and leadership qualities of teachers new to role
- *EYFS:* More able children; moving and handling (fine motor skills); PSE; writing (understanding the EY writer)

Area	Leadership and Management	Quality of teaching, learning and assessment	Personal development, behaviour and welfare	Outcomes for Pupils	Early Years provision
PRIORITIES FOR DEVELOPMENT	<p>To further develop leadership skills of staff new to role to ensure standards continue to improve across the school.</p> <p>To develop middle leadership capacity, skills and knowledge of areas of leadership so that there is a consistent impact on standards. Use coaching to support leadership and management</p>	<p>To improve learning behaviours and challenge for all children across the school with a particular focus on the more able children.</p> <p>Develop strategies for independent learning and flexible teaching groups so that children are able to challenge themselves To improve challenge and independence to secure good progress in writing.</p> <p>To provide continued outstanding SEND provision and practice across the school</p>	<p>To ensure an effective programme for promoting EHWB is a whole school approach and implemented continuously and consistently for pupils and staff.</p> <p>Continue to develop work around nurture to support children with EHWB needs</p>	<p>To improve attainment of pupils and achievement in writing through enhanced spelling teaching and learning.</p> <p>To continue the % of pupils achieving the phonics screening test.</p> <p>To develop the provision for our most able pupils.</p> <p>Ensure greater opportunity for children to apply R,W and M skills across the whole curriculum</p>	<p>To improve challenge and independence in child initiated play throughout the curriculum to secure national expectations in GLD.</p>
RATIONALE AND EXPECTED IMPACT	<p>Distributed leadership will be developed and this will be supported by knowledgeable and able leaders who have a clear vision for children in all areas of the curriculum and for all groups of</p>	<p>Children will demonstrate excellent learning behaviours and will challenge themselves in their learning.</p> <p>Children will be more independent in their learning.</p>	<p>Happy and motivated pupils and staff who get more out of school life.</p> <p>Effective programmes to promote EHWB will make a direct contribution to school</p>	<p>Children will make at least 'Good' progress in all subjects and across the school and in all groups.</p> <p>A larger % of children who are targeted to be working within the greater depth</p>	<p>Children in EYFS have met National expectations at the end of F2 and progress will continue to be Good.</p>



	children. New SMT members are confident in delivering policy, procedure and vision of the school.	Good progress will be evident in all areas, including SEND and writing.	improvement.	statements will achieve greater depth.	
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Area of Development – Overall Effectiveness: Emotional Health and Well Being (EHWB) of Staff and pupils:

- ✚ EHWB is included in assemblies, SEAL lessons on resilience
- ✚ Discreet lessons teach children how to be independent; how to use appropriate communication skills; 'Brilliant Breathing' techniques
- ✚ A worry plaque, box, monster is introduced 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
- ✚ Staff have a clear understanding of the language of EHWB
- ✚ Bubble time is implemented 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.
- ✚ Each staff member to have a 'Secret Angel' to get to know and support throughout the term informally
- ✚ Children are involved more fully in the way the school operates and pupils views are incorporated into policy and practice
- ✚ Children understand and value the differences between people and respecting the right of others
- ✚ Children are recovering from setbacks and persisting in the face of difficulties
- ✚ Whole school communication is stronger.

Area of Development - Outcomes: Gender gap with a particular focus on writing and spelling:

- ✚ During writing monitoring activities, it will be clear through feedback and marking that all staff have high expectations
- ✚ To investigate possible schemes for English KS1
- ✚ Highlighted children are identified using baseline data and interventions put in place to accelerate progress.
- ✚ To investigate: 'Read, Write, Perform'
- ✚ Reading 'buddies' to share pieces of work each term
- ✚ Planning monitoring and book scrutinies will show sustained pieces of writing
- ✚ Moderation in year groups will be opportunities to share expectations
- ✚ Staff meetings to share ideas and resources to develop writing skills across classes and year groups
- ✚ Through observations, children will display more confidence towards writing activities
- ✚ Classroom displays reflect the writing attainment in each class



Area of Development - Outcomes: To develop the provision for the More Able children .

- ✚ Children will be continually encouraged to think 'creatively', where possible developing own ideas
- ✚ Written learning objectives are a focus for all written work (cross curricular)
- ✚ Progress and attainment is rigorously monitored and impact of interventions and actions is reviewed and reported on
- ✚ Lesson study will allow an in depth focus of the learning of our more able to be shared and analysed. Following lesson study observations, innovative approaches to the teaching and learning of our more able pupils will be implemented
- ✚ An audit of good practice will be shared with staff
- ✚ Teachers to allow the more able children to take more risks with their learning and occasionally fail. Allowing them to make mistakes will challenge them and encourage them to learn from where they went wrong
- ✚ A new school policy on the teaching and learning for our More Able children will be written in collaboration with all stakeholders
- ✚ Shared training with William Lilley will take place
- ✚ Data analyse of progress and attainment of our highlighted more able children will show that an increased % of children are on track to achieve working at greater depth
- ✚ Planning for the more able will be focussed on encouraging children to think more deeply about current content, focus being on depth of knowledge
- ✚ Greater depth 'focus groups' are established in lesson
- ✚ More able register will be updated and reviewed regularly by staff

Area of Development – Leadership and Management: Middle leadership focussing on developing the skills and leadership qualities of teachers new to role:

- ✚ To review leadership roles and responsibilities and ensure all middle leaders are held to account for their subject areas / areas of responsibility.
- ✚ For new subject / area leaders to fully understand standards and achievement within their subject area / role of responsibility.
- ✚ For all subject leaders to monitor and improve standards within their subject area.
- ✚ For middle leaders to undertake relevant training and development to fully utilise all improvement opportunities.
- ✚ Core subject leaders to hold at least termly meetings to analyse data, identify key children and report on impact of interventions.
- ✚ Performance targets are challenging and are related to improving the quality of teaching, learning and assessment and improving outcomes for pupils, focussing on the gender gap and attainment in writing.
- ✚ To ensure that leaders, including governors, rigorously hold staff to account for the targets they have been set.
- ✚ To carry out staff surveys to analyse if staff feel valued, well managed, well supported by relevant and timely CPD



Area of Development – EYFS: More able children; outstanding EYFS practice, improving standards in writing particularly for boys and implementing 30 hours extended nursery provision:

- ✚ To identify and extend our most able pupils in a developmentally appropriate manner
- ✚ Lesson study outcomes will focus on ways to extend more able through continuous provision.
- ✚ To further develop parental involvement – hard to reach parents who do not regularly engage in nursery/school activities and parents of more able pupils supporting them to recognise ways to extend their child
- ✚ To embed speech records and extend practitioner skills in identifying difficulties and developing speech and language.
- ✚ To incorporate baking and woodwork as an integral and continuous element of the EYFS curriculum
- ✚ To embed story-scribing and spotlighting to extend practitioner skills in recording children's stories and developing writing for a purpose
- ✚ In Nursery, to reflect on the effect of thirty hours provision

A full copy of our SIP is available on request.