


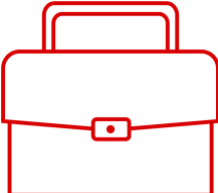





# School Improvement Plan Summary 2022 2023

Each area of the School Improvement Plan has a word or phrase that helps stakeholders to remember the key areas that are being improved.

Ofsted Area	Anagram	Representation	Picture
Quality of Education	Rake & Co	Reading, Assessment, Knowledge, Experiences, Culture, Outdoors	
Behaviour and Attitudes	A ram	Attitudes, Relationships, Attendance, Monitoring	
Personal Development	Space	Safety, Pupil Premium, Aspirations, Character, Enrichment	
Leadership and Management	Cases	Community, Attendance, Steakholders, Equality, Spaces	
Early Years	Swats	Sequential curriculum, Words and vocabulary, Adults (in play), Transition, Sticky Learning	



**R**eading: To ensure that all staff are confident with the new reading approaches and that these are deeply embedded across the school. This will lead to 80% of children reaching ARE in every year group.

Due to us having 4 new teachers, we will ensure (through training provided) that all staff are experts in reading and phonics and that they are confident in the school's 3 step approach (contextualising a book and pre teaching, reading and re-reading.) This will be monitored closely, and peer coaching (amongst staff) will take place. We will also continue to hold regular workshops for parents. The school will continue to ensure all children are read to at least twice a day and we will ensure 'Treasured Texts' are displayed in the library and classrooms. Through increasing staffing, we will work to ensure that any child who falls behind is quickly supported to 'catch up' with their peers. This will be through our specialist reading recovery teachers and our speech and language teacher. We will continue to promote the love of reading and will purchase a system so we can open our very own library. We will open this up to families once per week, in the hope it helps families to enjoy stories together.

**A**ssessment: To implement a new assessment policy, which will allow teachers to assess foundation subjects accurately.

Ensure all staff receive training so that they have the confidence to use continuous provision to allow children to play, explore and discover. We will work to improve the engagement between staff and children so that the play stretches the learning, is purposeful and allows opportunities to correct misunderstandings. Staff coaching to occur so that teachers are confident to make judgements about how successful the teaching and learning has been, over time. Subject Leaders to ensure that end point data is analysed and there is triangulation between teacher assessment, pupil voice/observation and data. We will ensure all feedback is taken into consideration and that knowledge and skill progression documents are added to and amended, if appropriate. Key questions and misconceptions to be added onto the medium-term plans so that teachers can regularly check for understanding.

**K**nowledge: Further develop the knowledge of staff in all subject areas, particularly in music and computing so that they are confident to teach every subject well.

The school has addressed the barrier to the Computing Curriculum (of a lack of laptops and power points) by investing in a resourced Computing Room, with 15 laptops. The Computing Leads will now raise the profile of the subject by setting up a Computing Club. They will monitor the use of the Computing Room and will check that teachers apply the knowledge they have learnt (through training) to deliver high quality teaching to children. Music clinics will continue, and the Music Lead will provide coaching for staff. Every child will be given the chance to learn to play a musical instrument during the course of the year. Regular revisitation of the purest sounds in phonics will continue to occur. Training and sharing of subject action plans, research and progress planned in. We will develop the school's website so it is user friendly and provides parents with up-to-date information and videos regarding how children can be kept safe online.

**E**xperiences: To implement a sequential experience plan across the school which enhances education for children.

Curriculum Leads and Year Group Leads to work together so that the plan is mapped closely to the bespoke knowledge and skill progression documents – available here: <https://www.alvaston.derby.sch.uk/curriculum>  
The impact will be evaluated and reviewed. To ensure a balanced diet of experiences, each year group will have a minimum of: 1 enrichment trip (linking to topic), 3 love of reading events, a full half term of life skills (Forest School), 3 art and culture events, 4 experiences relating to beliefs and faiths, 2 community cohesion experiences and 4 performances. There will be clear justification and evidence of the impact these trips have had upon the children's education.

**C**ulture: To develop successful links in the community so that children celebrate difference, develop respect and learn about the lives of others.

We will aim to build on the work we have done regarding the African Adventure the school contributed to. Children will continue to revisit this knowledge and the school will look to send teachers out to Kenya, once again The SMSC Lead and Arts Lead will work with year group leads to plan in intergenerational project. These actions will help to educate the school community regarding other cultures. The Headteacher to lead on developing a 'Diversity Committee' and plan events, including a 'Diversity Show' (at the Robert Ludlam Theatre) whereby different cultures are celebrated. Inclusion Leads to purchase resources and all class teachers to ensure they consider images and resources so that every child can 'see themselves' at Alvaston Infant and Nursery School.

**O**utdoors: To improve outdoor learning.

The school will consider more opportunities for outdoor learning, which will motivate children to want to learn. Further training and staff development. At the request of the children, we will purchase a pond and monitor the use of this.



**A**ttitudes: Ensure the provision allows children to truly understand and apply the attitudes for learning.

The school will ensure that all children can talk about the attitudes they need to become successful individuals now and in the future. Our values of: resilience, respect, teamwork, independence, creativity and reflection will be constantly referred to and interwoven throughout all that we do. Each of these values have a child friendly character and story. These will be reviewed and read to children more frequently. The school improvement work will ensure that children can give examples of how they can practise all of these values and more monitoring of these values will be undertaken. E.g. setting up Independence Stations. The school values purposeful play and last year saw how this impacted children's education positively in Nursery, Reception, Year 1. The curriculum lead will work with staff to create a 'Continuous Provision Vision' which will document how Continuous Provision is mapped across the school, all the way up to Year 2. This will nurture children's motivation and independence. Change the start of the school day and introduce 'Calm Starts', to help children set themselves up for the day 'calmly'. This will involve families arriving in school and entering classrooms for 8:45am until 9am. Children to be given opportunity to eat breakfast and engage in an accessible activity during this time.

**R**elationships: Implement a new 'Relationships Policy' (which will encompass behaviour) and fully embed restorative justice and emotional coaching across the school. This will lead to children being more confident to solve conflicts themselves and that they are given time to reflect on their behaviours.

The school will prioritise developing excellent relationships with all children. Staff will be educated and will be supported to implement the new relationship policy, whereby we will strive to 'make the weather for the children.' Training will be given to help staff to 'look behind' behaviours children are displaying and we will work together to ensure that specific praise is given. We will always try to praise in private and or public (depending on the child) and we will always seek to 'reprimand' in private. Staff will be encouraged to send home 'post cards' specifically documenting why the child has done something wonderful, this approach will replace 'stickers' which sometimes greatly demotivate children. As a result of parent and child voice, we will introduce a new approach towards star of the week. Each week, class teachers will nominate 3 children to be celebrated. The categories for selection will be: Target (a child who has worked hard on their individual target), Improved (the most improved child or a child who has improved with something) and Always (a child who always adheres to a specific Alvaston Attitude. All staff will receive training on 'Restorative Justice' and we will agree a new approach whereby we will support children to resolve conflicts with increasing independence. The introduction of a 'What's right for me bag' will help children to 'calm down' when they find themselves in more challenging situations. In addition, the school will ensure that the new Talk and Sort Lead has comprehensive training and is given time to develop relationships with parents, as well as children, should they need any support.

**A**ttendance: Improve attendance across the school so that it is 98%.

The school will continue with the new attendance strategy so that it monitors attendance more closely, this will be extended to nursery. Children with attendance below 96% will be placed into an 'Amber Group' and any child with attendance below 91% will be placed into a 'Red Group'. Weekly meetings will occur between the Attendance Officer and the Headteacher to evaluate whether attendance is improving. When a child falls into the red group, a formal meeting will be held with the Headteacher, Class Teacher and other professionals, if needed. Attendance will be an agenda item at every SLT meeting and the year group leads will be informed of the children in each category. The school aims to have 98%+ attendance at the end of the year.

**M**onitoring: Improve monitoring so that we can assess the impact of work done.

Last year, the school made lots of improvements and changed systems and approaches, however, we do not feel these have not been fully monitored and evaluated. The school now needs to ensure that monitoring is conducted to evaluate the impact of works, identify further areas of development and share staff expertise. Leaders will look at behavioural trends and patterns to plan the curriculum accordingly. This will involve child and parent voice.



**S**afety: Ensure that the provision offered supports everyone to feel physically and emotionally safe and that they are taught about ways that they can be safe, happy and healthy.

The children are educated about their rights and know how to keep themselves safe. Most recent self-evaluation has demonstrated that some children are accessing inappropriate games and apps. Therefore, our curriculum will be adapted to ensure that this is regularly revisited and that children know how to keep themselves safe online. Further work will be completed regarding how children can ensure that they are as healthy as possible e.g. eating well (school dinners and education about what foods are being offered), how they can help themselves ('What Is Right For Me?' bag, who can help them, cleaning teeth etc. The new Talk and Sort Lead will work more closely with parents who may have children who need additional emotional support and we will ensure parents can fill out a Talk and Sort Referral form. The SMSC Lead will review the curriculum so that children are taught about the protected characteristics at an age appropriate level.

**P**upil Premium: Ensure that the most disadvantaged pupils are strategically tracked across the school and are given every chance to catch up / keep up with their peers. Improve monitoring so we can track impact of support in greater detail.

The school will make improvements to the Pupil Premium Strategy and will track 'disadvantaged children' more closely through the use of a flight path. The school have allocated time and increased staffing to ensure that children are given the right support, in the right place, at the right time. This is in the form of: Phonics Support, Talk and Sort, Personalised Targets, Physical Development, Reading Recovery, Leadership and Speech and Language. We will work closely with the link Governors to improve monitoring of the Pupil Premium Strategy and the impact of this. Class Teachers will ensure that parents are aware of the support their child is receiving in school.

**A**spiration: Ensure that the provision teaches children to appreciate that everyone in society is 'needed' and instil them high hopes and aspirations.

The school will ensure that plans to raise children's aspirations are part of our practice. This will include working with the community e.g. careers days. It will also involve children knowing about the subjects they are taught and jobs that the subject relates to.

**C**haracter: Further develop children's character so that it is worthy of being shared with others.

The school will work hard to ensure that it is a 'hub' of the community. E.g. involving residents in projects, visiting care homes, helping to protect the environment, working with other schools and charities. The new behavioural approach and curriculum design will be implemented and should contribute towards children developing their character and becoming responsible, kind individuals.

**E**nrichment: Improve the enrichment opportunities offered to children so they can nurture their talents.

The school will make improvements so that subject leaders are aware of children's individual talents and will consider additional provision for these children e.g. attending a breakdancing club. The school will set up half termly talent assemblies and will work with children who have 'talents' in certain areas so that they can perform solo / duet pieces in the whole school performance. The school will set up lunchtime clubs so that children can access indoor / outdoor play or downtime. E.g. Computing, recorders, reading, mindfulness. Derby County Community Trust will be employed by the school one day per week and this will focus on competitive games. The school aims to ensure 100% of the children are offered the opportunity to attend a club. Subject Leaders will ensure identification of talented pupils takes place and that there is a provision for these pupils, which will support them to continue to excel. A talent section on the website will be a place to showcase talents and raise aspiration and will also aim to direct parents to extra-curricular clubs/activities.



**C**ommunity: To become a hub of our community.

The school will aim to work more closely with the community, including residents, parents and working alongside local schools. The school will consider what the community 'needs' and will aim to put on events e.g. parent/child Zumba, information events etc. The school will work with all stakeholders so that they are aware of what we need to do to improve and we will seek the views of others to help us with this.

**A**ttendance: To improve attendance so that it is 96%+

See attendance points above.

**S**takeholders: To ensure the staff work with the Governors so that they are fully aware of the school's strengths and priorities and can articulate the strategic direction of the school.

Leaders to ensure that they work with Governors so that they have the knowledge to talk about school improvement and priorities. Implement a Governor action plan and further involve Governors so that a Lead Governor is allocated to each area of the SIP and is fully involved in reviewing it. This will involve establishing a Curriculum Committee. . Subject Leaders to ensure they work closely with their link Governor to share individual action plans, guidance and monitoring. We will create child friendly School Improvement Plan that encompasses their voice and this will be reviewed with them at least half termly.

**E**quality: To improve the provision for any child or adult who has a 'need'. To improve the progress made for disadvantaged and SEND children.

The school will work alongside parents to create a home school agreement and will rethink its approach towards SEND and will introduce Inclusion Leaders, within the school. The school will implement a tiers of support for parents so they are aware of the guidance and help school (and other institutions) can provide. The school will invest in a Specialist SEND TA 2 days per week, who will work with children who may require additional support. Intervention trackers will be introduced so we can track the impact of interventions / support given. Any pupil premium child who falls behind will be fully supported so they are given every possible chance of catching up and this will improve their outcomes. A new flight path will be introduced and the Headteacher will be oversee disadvantaged children's progress. The SEND budget will be fully broken down and all SEND parents will know what the school is doing to help support their child.

**S**paces: To ensure that the school offers parents and families what they need in terms of Nursery provision.

The school will review the nursery provision and offer so that we are providing families with what they 'need'. This will include offering non-term time provision and an extended offer. Parents will be consulted and the school will respond appropriately to offer a flexible provision. Stay and play sessions will be offered for the wider community and siblings in order for us to get to know children before starting with us.



**S**equential Curriculum: To ensure that the curriculum is coherently sequenced so that learning can be built upon.

All subject leaders to ensure that the curriculum is well developed and taught effectively from EYFS. Training to commence for all teachers regarding how each subject progresses across the school. This will be disseminated to all other staff and curriculum plans will be adapted as a result. This will also involve sharing expertise and ensuring monitoring is conducted. The school will review 'continuous provision' across the school and we will ensure that this is built upon from Nursery, to Year 2. The curriculum will be designed and reviewed so that it is meaningful, experience driven and relevant to all children.

**W**ords and vocabulary: To prioritise words and vocabulary so children can access the full curriculum provision.

Identify the key words and vocabulary that we expect the children to learn and ensure the school is communication friendly. Conduct monitoring to ensure that children are secure with these words and that they can use them in context. New reading approaches implemented to ensure children can comprehend and relate to the stories. Key words to be mapped out on all medium term plans and knowledge and skill progression documents.

**A**dults in play: To ensure all adults are aware of and can respond to the children 'in the moment' so that learning can be extended.

As a school we see the value of play and learning. We will work with the expertise in the school to create a vision for our continuous provision offer. This include having adults in 'play' in every class room. Training will be provided for staff and feedback will be given so we can ensure we are teaching children how to play effectively.

**T**ransition: To improve transition across the school so children are ready for their next stage in education.

Improve transition arrangements so that children are ready for the next stage in education. This will involve working with external nurseries and ensuring we are fully aware of the needs of all children before they enter the school and completing moderation across year groups. Stay and play sessions will be offered to 2 year old children and workshops offered to parents to prepare them for Nursery Readiness to commence. The school will ensure there is a transition plan and this will include moderations, check ins (of previous classes) and visits.

**S**ticky learning: To ensure children master the basics and that learning is committed to the long-term memory.

To ensure that the children master the basics e.g. letter formation, mastery of numbers to 10. Revisitation opportunities will be planned for and teachers will guide and extend the play / learning. Training regarding the content of the intended learning, considering what is 'most important' for children to grasp and remember. Curriculum Leaders will work with teachers to map out key concepts e.g. power and monarchy in History and this show how the curriculum progresses year by year.

# Glossary

Self-regulate – Where children learn to manage and control their feelings and behaviour. E.g. rather than a child screaming in anger, they learn to recognise the feeling of anger and can find ways to calm themselves down.

Communication Friendly – Providing opportunities for everybody to listen, understand and take part (regardless of barriers). E.g. using signing to support learning.

Cultural Awareness – Recognising and understanding that cultural differences are something to be shared and celebrated.

Exploratory Approach towards learning – Empowering children to learn through ‘doing’ and play, rather than being told. E.g. If children are colour mixing, allowing them to experiment and gain knowledge for themselves, rather than being told by an adult.

Stakeholder – Everybody who is part of the school community. E.g. neighbours, children, parents, governors, school staff etc.

School’s Improvement Journey – Steps the school will take towards improving.

Subject Leader – The Lead Teacher of a specific subject e.g. Maths, Art, Music, English

Talk and Sort Champion – staff who are trained to support children with their mental well-being.

EYFS – Early Years Foundation Stage

SEND – Special Educational Needs & Disabilities

Restorative Justice – Where everyone has a part to play in making sure everyone follows the rules and behaves well.

ARE – Children who reach age related expectations at the end of a year or unit.

Continuous provision – The environment teachers create to enable children to be active, independent learners. This may involve children selecting resources, making decisions for themselves or working as part of a small group. Continuous provision is purposeful and is not ‘children playing’ without a clear intention.

Moderation – The process whereby teachers will work with each other to check the standard / assessment of each other’s work.