



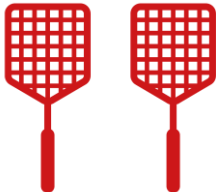




School Improvement Plan Summary 2021-2022

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	Associated Anagram	Anagram Representation	Picture
Quality of Education	Rake & Co	R eading, A ssessment, K nowledge, E xperiences C ulture, O utdoors	
Behaviour and Attitudes	A ram	A ttendance, R egulation, A ttitudes, M onitoring	
Personal Development	Space	S afety, P upil Premium, A spirations, C haracter, E nrichment	
Leadership and Management	Cages	C ommunity, A ttendance, G overnors, E quality, S paces	
Early Years	Swats	S equenced (curriculum), W ords and vocabulary, A dults (in play), T ransition, S ticky Learning	



Reading: To improve the reading provision so that children are reading books, which are closely matched to the sounds they are being taught and every child is supported to become a successful and confident reader.

The English Leads and Headteacher will map out (term by term) the desired phonics pace and will ensure that the reading scheme reflects what is being taught at each age phase e.g. Reception Autumn 1. Staff will be trained regarding a new three step reading approach which will involve contextualising a book and pre teaching, reading and re-reading. This will be monitored closely and peer coaching (amongst staff) will take place. This will be shared with parents. The '10 treasured texts' initiative will be implemented within each year group (which will be added to as they go through the school). E.g. Nursery 10, Reception 20. Implement and monitor a new bespoke approach towards storytelling and ensure that books are carefully selected for a purpose.

Assessment: To ensure that the quality of education is closely monitored and assessment approaches allow us to evaluate the effectiveness of the knowledge and skill progression documents that have been implemented.

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 to be added onto the medium term plans so that teachers can regularly check for understanding.

Knowledge: 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 will ensure that staff knowledge is addressed through staff meetings e.g. mini booster Music and Computing Workshops. Regular revisitation will also occur so that all staff use the purest sounds in Phonics. Training and sharing of action plans, research and progress planned in.

Experiences: 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.alvastoni.derby.sch.uk/curriculum>
The impact will be evaluated and reviewed. Experiences that link to the topics covered will be mapped out on long term planning with clear justification given.

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

Now that there has been a link established, the RE Lead and SMSC Lead will ensure that events are carefully planned and organised so that children can celebrate cultural diversity e.g. shared arts events, picnics, visits to other schools. We will work with the community to educate children about the importance of respect and the importance of equality. E.g. holding special events regarding the importance of Black Lives Matter.

Outdoors: 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.



Attitudes: 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 and the assembly plan will reflect the values. 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.

Regulation: Ensure that the provision offered allows children to develop their self regulation so that they can independently make the right choice.

Through staff training and coaching, staff will be educated about how to ensure children are regulating their own behaviours. This will occur through Forest School Sessions, initially, and teachers will be asked to use what they have learnt and apply it to their daily practice. Training will be delivered by a specialist regarding new behavioural approaches. This will incorporate our own bespoke approaches, which we will adapt from restorative justice.

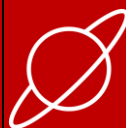
Attendance: Improve attendance across the school.

The school will implement a new attendance strategy so that it monitors attendance more closely. This will involve children with attendance below 96% being placed into an 'Amber Group' and any child with attendance below 91% being 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. All Year Group Leads will be notified of the children in each group. The school aims to have 96%+ attendance at the end of the year, despite the pandemic.

Monitoring: 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, due to COVID and the guidance we had to follow, 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.

Personal Development



Current judgement: Good

Safety: Ensure children continue to be taught about ways in which they can keep themselves 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), who can help them, cleaning teeth etc.

Pupil Premium: Ensure that the most disadvantaged pupils make accelerated progress and are given every chance to catch up / keep up with their peers.

The school will work hard to monitor, review and adapt the new Pupil Premium Strategy and will ensure that a Governor is part of this. Class Teachers to ensure that parents are aware of the support their child is receiving in school and teachers to show impact of spending.

Aspiration: 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.

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

Due to COVID, lots of our community work (which was newly started) has been stopped. 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.

Enrichment: 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. Further work to commence regarding extra curricular e.g. pupil voice so that all children can access an enrichment 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.

Leadership and Management



Current judgement: Outstanding

Community: 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.

Attendance: To improve attendance so that it is 96%+

See attendance points above.

Governors: 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. Further involve Governors so that a Lead Governor is allocated to each area of the SIP and is fully involved in reviewing it. Governors to complete an action plan so emerging needs are addressed. Subject Leaders to ensure they work closely with their link Governor to share individual action plans, guidance and monitoring.

Equality: To narrow the attainment gap between those who are disadvantaged and those who aren't and those who have SEND and those who do not.

The school has further work to do to ensure that the Sports Premium and Pupil Premium funding is well costed and that it is clear to see the impact of this spending. This spending will be fully costed and it will address the specific needs of the children in the context of our school. Subject Leaders and Year Group Leads to manage budgets and ensure that the impact of their work is shared and evaluated. 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. The SEND budget will be fully broken down and all SEND parents will know what the school is doing to help support their child.

Spaces: 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.

Early Years



Current judgement: Good

Sequential 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 EYFS teachers regarding the new EYFS Framework. 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 curriculum will be designed and reviewed so that it is meaningful, experience driven and relevant to all children.

Words 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.

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

Further develop practice in EYFS so that there is always an effective adult 'in play'. Further training regarding the importance of this and the impact it has upon child development. Build on this work to ensure that these approaches are continued through to KS1. E.g. continuous provision and exploratory learning approaches.

Transition: 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.

Sticky 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.

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.