

School Improvement Plan 2023-2024

**Inspire, Cherish, Believe**

**Jesus said ‘I am the vine; you are the branches.**

**Those who abide in me and in them, will bear much fruit.’ John 15:5**

**School Improvement Plan 2023-2024**

We have identified three key whole school targets for the coming year, as we strive to continue our development towards outstanding.

**Target 1 – Ambitious Curriculum – Raising attainment and achievement (SLT & Subject Leaders to lead):** Achievement in all national assessments will be in line with or above national benchmarks, and all other cohorts will be on track to achieve this.

**Target 2 –Distinctive Christian vision:** Observations, stakeholder views, visitors views and monitoring will show that each child and adult within our school community are enabled to flourish and fulfil their potential.

**Target 3 -** **Irresistible Learning** **Beyond the cCassroom** – improve cultural capital for all children by maximising opportunities for learning beyond the classroom, for example through educational visits, increased numbers of visitors to school, ‘countryside week,’ and making full use of the school grounds

Individual subjects, and Early Years, also have their own action plans – these are available on request.

The following statutory school improvement areas have ongoing plans – these are available on request:

* **Equality Plan (Rachel Bacon to lead – reviewed annually).**
* **Accessibility Plan (Rachel Bacon to lead – reviewed annually).**
* **Pupil Premium Strategy Document (Amy Arnold to lead – reviewed annually).**
* **Evidencing the Impact of Primary PE and Sport Premium (Chantelle Clarke / Tara Cross – reviewed annually).**

The following school improvement areas have separate plans - these are available on request:

* **Phonics Implementation Plan (Marie Bird to lead – reviewed termly)**
* **Early Years Implementation Plan – (Amy Arnold & Marie Bird to lead – reviewed termly)**
* **Inclusion Quality Mark (Rachel Bacon – reviewed termly).**
* **Learning Outside the Classroom (LOtC) Ian Holman and Amy Arnold to lead – reviewed termly)**

Where relevant, targets will focus on improving areas identified by the most recent Ofsted inspection (December 2022), i.e. *leaders and those responsible for governance should ensure that:*

* Where teachers’ implementation of the curriculum does not fully reflect leaders’ plans, pupils do not receive sufficient opportunities to revisit and practise using important knowledge and skills. Where this is the case, pupils’ knowledge and understanding are less secure. Leaders, including subject leaders, should ensure that all areas of the curriculum are implemented to a consistently high quality.

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| **Target** | **Subject/Focus** | **Leader(s)** | **Governor(s)** |
| 1 | **Raising Attainment and Achievement** | SLT & Subject Leaders | Karen Burton, Ali Brown, Matthew Hawthorne |

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| **WHY?**  *What is the problem we are trying to address?* | | |
| **Staff:**   * Staff have had fewer opportunities to develop practice by sharing effective practice with others, working with subject experts, including cross phase and external experts. * A higher proportion of pupils with SEND has resulted in staff making greater curriculum adaptations, our next step is to develop staff understanding of Metacognition and Self-Regulated Learning to improve learning behaviours and ultimately outcomes. * Monitoring shows assessment is not consistently used across each class to inform next steps in planning and teaching. | **Pupils:**   * Pupils’ learning behaviours often show a % of pupils in each class are passive learners, lacking independence. Our curriculum has supported some areas of developing learning behaviours through knowledge notes, retrieving prior learning, interleaving subjects. * A proportion of pupils have differing barriers, preventing them from securely grasping basic learning (key words, times tables, place value etc) | **Attainment:**   * A proportion of pupils in Year 4 & 5 have gaps in basic learning which is hindering their progress. * Overall we are just falling short of local and national attainment levels in EYFS, Year 1 Phonics and Year 6 SATs. * Due to staffing changes and a sharp increase in pupils with SEND, staff are not always confident which interventions are best suited to pupils needs or the range of interventions available. |

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| **AND SO?**  *What is the intended outcome?* | | |
| **Short term:**  By October 2023 all teachers and teaching assistants will have undertaken two CPD sessions on Metacognition and Self-Regulated Learning.  (See Metacognitive CPD Plan). There will be an increase in teacher modelling, including explicitly talking through steps.  By October 2023 all teachers will have worked in a triad to plan, deliver and review research lessons as part of Lesson Study project.  By December 2023 all teaching staff will have undertaken two lesson study visits, involving shared planning, including adaptations, lesson observation, feedback and follow up visit | **Medium term:**  By March 2023, metacognitive approaches\* will be becoming embedded (see implementation below) so that the majority of pupils are active learners in each and every lesson.  \* Explicit modelling, worked examples, increased task review, extended ‘we do’ until pupils secure to work independently.  By March 2023 teachers will have used findings from lesson study to effectively adapt plans to meet the needs of all pupils across curriculum areas.  Subject Leads will have observed, identified and reported to Governors and SLT the current picture, including Metacognitive strategies within their subject area including areas of strength and areas of next step development. | **Long term:**  By July 2023, achievement in all national assessments will be in line with or above national benchmarks, and all other cohorts will be on track to achieve this.  Lesson Study cycles will show that pupil attainment has increased through effective planning and adaptations, identified by clear assessment outcomes.  Greater staff collaboration, sharing collective knowledge and expertise, through planning, discussing, refining and assessing teaching and learning will result in increased staff confidence and a team approach to increasing pupil attainment. |

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| **WHAT?**  *What is the key ingredient that will be different?* | **HOW WILL IT BE DONE?**  *What are the implementation actions*  *(including training, resources, coaching etc.)?* | **WHO? WHEN?**  *Who is responsible?*  *What is the timescale?* | **HOW WILL YOU KNOW?**  *How will the implementation and impact be monitored?* | **HOW WELL?**  *What impact has been seen so far? Any issues or changes needed?* |
| 1. **Metacognition and Self-Regulated Learning** 2. **Lesson Study** | Using EEF materials, all teachers and teaching assistants to undertake Metacognitive and Self-Regulated Learning CPD, ongoing throughout 23-24 through PD days(s), twilights and daytime TA sessions. | MB  Teachers and Teaching Assistants  PD Day Sept ‘23  Session 1 – Oct ‘23 | Subsequent monitoring will indicate that metacognitive and self-regulated learning strategies are impacting on quality of teaching and learning and pupils are making good progress across all subject areas. |  |
| Regular observations and monitoring, including pupil book study will focus on metacognitive strategies, including those introduced through walkthrus.  Adaptation, modelling and scaffolding CPD will form part of initial development of metacognitive strategies.  Opportunities for staff to discuss and share best practice will be planned half-termly.  Staff will receive training and time to research lesson study practice, along with opportunity to revisit the principles of QFT.  Triads will focus on a different subject area each term, starting with Reading in Autumn Term. Future foci areas to be determined by monitoring outcomes.  Dedicated time for discussion post research lesson and planning for next lessons and staff to work together as a team focusing on pupils learning. | AA, MB & CC  Half Termly  AA – Deliver PD day session in September ’23.  Staff meeting time allocated throughout year. | Pupils will show an increased awareness of metacognitive strategies through pupil book study conversations. Metacognitive strategies will be used by teachers.  Staff share outcomes half termly and combined staff expertise results in raising pupil outcomes through carefully planned QFT.  Adaptation to support pupils learning and knowledge retention will be planned and developed ‘through the lens of the child’. |
| 1. **Spelling** | Staff will receive training / best practice and support to implement CUSP spelling to ensure a consistent approach is used across the school, including planning for closing the spelling gap. | MB to share Spelling Implementation Plan with SLT by SLT meeting by Monday 4th December – to implement in Spring 1. | Subsequent monitoring will indicate consistently in teaching spelling across the school and **all** pupils are making progress. |  |
| 1. **Enrichment.** | Enrich extra-curricular opportunities, seek child and parent views, track and monitor attendance of SEND / PP pupils for extra-curricular activities and respond according to demand. | CC to track termly from Autumn 2023  CC to share outcomes from parent and pupil views with SLT termly | The proportion of disadvantaged and SEND pupils attending clubs will increase. |  |
| Enrich lunchtime provision, by planning and co-ordinating a programme of play opportunities at lunchtimes | AA/MB to research, and plan and subsequently coordinate with staff and pupils the provision at lunchtime. | Pupils have a wider range of activities to engage in at lunchtime, pupils take responsibility for storing and organising equipment. |
| To seek opportunities to broaden children’s horizons in contrasting localities – i.e. trip to London Theatre, Visit to the Beach. Ensuring that research considers the current cost of living crisis. | AA to research opportunities and costs for a Spring / Summer experience and share at SLT. | Pupils experience new experiences in a contrasting locality. |  |

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| 1. **Governors** | Governors will carry out regularly monitoring, including pupil perception interviews and lesson drop ins (especially CUSP lessons), in order to be able to challenge and support the school more effectively. | Monitoring visits planned by subject Govs and reported to FGB. | Questions raised from monitoring visits will be revisited and the loop of monitoring closed. |  |
| Governors will contribute to steering groups / working parties / development teams in order to support and monitor school improvement along with inducting new governors into steering groups. | New governors to join groups from  Spring 2023.  AA & MH to plan meetings for the year. | Groups will achieve their intended outcomes, supported by governors. |  |
| Governors will improve effectiveness by making best use training and CDP through: Thurston Governors Partnership Network, The National College and The Key for Governors. | AA, MH & KB to refresh governors on The Key and the wealth of resources and examples available to all governors. | Governance has improved with increased participation in steering groups and monitoring. |  |

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| **Target** | **Subject/Focus** | **Leader(s)** | **Governor(s)** |
| 2 | **Distinctive Christian Ethos of our School** | **Rachel Bacon** | Karen Burton |

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| **WHY?**  *What is the problem we are trying to address?* | | |
| **Staff:**   * Staff, and all stakeholders, were involved in sharing views on our school Vison and Values during the Summer Term 2023 outcomes from this will now drive our work and direction in ensuring our vison and values are fully embedded and lived out across the school. * The appointment of new staff September and October 2023 has resulted in the need to revisit and enhance how our vision and values are lived out across our school community. | **Pupils:**   * A new RE syllabus has been introduced, which needs time and focus to embed across the school. * Pupil leadership roles relating to Vision and Values have been limited since the pandemic, these need reinstating beyond Collective Worship Team. * Pupil views gathered via ‘Bunny Cam’ in Summer 2023, show pupils value and appreciate the distinctive Christian ethos of the school, further development and enhancement will ensure pupils can continue to and flourish further. | **Attainment:**   * Staff, parent and pupil perceptions show that truthfulness, responsibility and perseverance were areas that could be enhanced. * Teacher and support staff feedback shows that post pandemic there is an increased proportion of pupils who lack determination, resilience and perseverance, across all areas of school life. |

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| **AND SO?**  *What is the intended outcome?* | | |
| **Short term:**  By the end of October 2023, all staff will be confident in being able to articulate the vision and values of our school.  By December 2023, pupil, parent, governor and visitor feedback will show our vison and values are being lived out across the school. | **Medium term:**  By April 2023,  Monitoring, including pupil voice, scrapbooks, pupil book study and staff views will show pupils are able to share the school vision and values and what this looks like in and out of school. | **Long term:**  By July 2023, staff, pupil, parent and governor feedback will indicate that pupils demonstrate a greater depth of consideration of their own lives, lives of others and the world beyond Barnham Primary School.  Each valued individual in our school community flourishes and achieves their full potential, demonstrated in pupil outcomes, both academic and personal, social and emotional. |

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| 1. **Collective Worship** | New policies to be written to reflect our unique direction - established following Vision and Values week Summer 2023. | RB – Autumn Term ’23 Policy and Schedule launched to staff  Ongoing with termly implementation update to SLT and Governors | Pupil Voice, Observations (CW/RE), Scrapbooks and Visitor Feedback |  |
| All staff will attend a termly Vision and Values session which sets the direction for our team, including the expectation that all staff attend Collective Worship. | RB – PD Day Sept ’23 Session 1  Dates to be set for Spring and Summer | Classroom displays / reflection areas.  Parent & Staff surveys throughout the year. |
| A wider range of visitors will be booked to lead Collective Worship throughout the year.  Pupils and staff will experience faith leaders from different Christian churches and differing faiths. | RB – to source and book a termly programme of visitors. | Observations in CW, visitor feedback and pupil voice. |
|  | Weekly big questions, aligned with focus value, to be shared with school community for pupils, parents and staff to consider. | RB & Staff leading CW - Commencing 8th September ‘23 | Pupil perception interviews, observations, feedback from parents. |  |
| 1. **World Faith** | A special focal week will be planned in Autumn 2023 during InterFaith week, to recognise, celebrate and embrace connections with different faiths. | RB to work with staff in | Pupil, parent and staff perceptions captured during interfaith week. |  |
| RE lessons will be planned to raise awareness and celebrate diversity and commonality of different faiths. | All teachers – throughout the year | Pupil perceptions, pupil books study with scrapbooks. |
| 1. **RE** | A new RE policy will be created to reflect the new Suffolk RE syllabus, along with align with our own vison and values. | RB – policy written and shared with staff September 2023 | Subject Lead monitoring |  |
| Staff will be supported in understanding the teaching requirements of the new syllabus, along with developing a consistent approach to capturing pupils learning. | RB – PD Day Sept and on-going support. |
| Opportunities to share and celebrate pupils learning in RE and staff meetings and parent events. | RB  First half termly – scrap book show Week 5 Autumn Term | Pupil book study and subject lead monitoring |
| 1. **Visits and Visitors** | Visits to places of worship, beyond our locality, will be planned to support teaching and learning in RE, along with highlighting, enabling and celebrating connections between different faiths. | RB & Teachers to co-ordinate plan during Autumn to cover full year | Observations of pupils during visits, staff and pupil perceptions |  |
| Visits to St Gregory’s Church (Barnham) will be take place frequently for both worship and to enhance RE teaching.  Frequent godly play sessions, led Vicar Cat / Karen, to be introduced to children in EYFS & KS1 | RB to organise visits  MB to organise godly play sessions by October half term. |
| 1. **Courageous Advocacy (CA)** | A whole school approach to empowering our school community to develop understanding of Courageous Advocacy, through becoming Change Agents (Courageous Advocates) to be introduced and regularly, reviewed, refined and celebrated. | AA to resource and introduce collective Change Agents to school community. | Pupil voice, school and wider community feedback |  |
| To capture, share and reflect on the impact of our Change Agent focus with and beyond our school community, throughout the year. | AA / RB to include in weekly newsletters and special edition newsletters. |  |

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| 3 | **Irresistible learning beyond the classroom** | **Ian Holman Amy Arnold** | Matthew Hawthorne |

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| **WHY?**  *What is the problem we are trying to address?* | | |
| **Staff:**   * Staff, and all stakeholders, were involved in sharing views on our school Vison and Values during the Summer Term 2023 outcomes from this will now drive our work and direction in ensuring our vison and values – through creating irresistible learning beyond the classroom - are fully embedded and lived out across the school. * The appointment of new staff September and October 2023 has resulted in the need to revisit and enhance how our vision and values are lived out across our school community. | **Pupils:**   * Not all pupils have the opportunity to shine in the classroom environment. Many pupils are more engaged when given the chance to learn outside the classroom. Learning beyond the classroom is often more memorable and more meaningful and can help children to better process new concepts and commit new learning to their long-term memory. * Many children were denied learning opportunities beyond the classroom both during and immediately after the pandemic. * Ofsted acknowledge that improving children’s cultural capital is of vital importance, in particular those children from more deprived backgrounds (For Ofsted, the definition of cultural capital is “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity.” (DfE 2014 p.5) To achieve this end, embedding a variety of cultural experiences in our curriculum is essential. | **Attainment:**   * By maximising the potential to create meaningful, engaging and memorable learning opportunities. beyond the classroom we aim to improve the attainment of all pupils, particularly those with SEND, who might be described as passive learners in the classroom and those who might present behavioural challenges in the classroom environment. * Learning beyond the classroom increase motivation which regularly translates to higher quality outcomes back in the classroom. * Studies have shown that learning outside the classroom has many benefits for children’s mental health and can also boost attendance, which in turn boosts attainment. |

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| **WHAT?**  *What is the key ingredient that will be different?* | **HOW WILL IT BE DONE?**  *What are the implementation actions*  *(including training, resources, coaching etc.)?* | **WHO? WHEN?**  *Who is responsible?*  *What is the timescale?* | **HOW WILL YOU KNOW?**  *How will the implementation and impact be monitored?* | **HOW WELL?**  *What impact has been seen so far? Any issues or changes needed?* |
| **Target 3 -** **Irresistible Learning** beyond the classroom – all staff to be involved in working to maximising opportunities for learning beyond the classroom, for example through educational visits, increased numbers of visitors to school, ‘countryside week,’ and making full use of the school grounds in order to broaden the children’s horizons and improve their cultural capital. | IH to lead a staff meeting to explain the Learning Outside the Classroom Quality Mark.  Staff to reflect on the opportunities we currently provide for learning beyond the classroom and to discuss how, when and where we might expand and enhance these opportunities. | IH Autumn Term | Increased numbers of educational visits booked.  Increased numbers of visitors to school organised.  Staff to share examples of successful learning in the school grounds, the farm and the local area. | There have been more educational visits and more visitors to school booked than ever before.  Regular Forest School sessions have been planned for EYFS, KS1 and Year 4.  EYFS, KS!, Lower and Upper KS2 will rehearse and perform plays to parents.  There are more extra-curricular clubs on offer than in previous years.  PTA have organised more activities than ever before, including a ‘colour run’ on the school field, family bingo in the village hall and school youth club in the school grounds.  Countryside Week has been planned so that all children will experience a range of outdoor learning activities each day that week. |
| IH to apply for LOtC Award by 22nd June 2024, | IH Summer term | LoTc Award to be obtained. Results to be shared with staff, all stakeholders and the wider community. |
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