

Little Stoke Primary - School Improvement Plan 2023-24

The following School Improvement Plan (SIP) is based on the needs identified in both external and internal data, monitoring, Local Authority input and the School's previous Ofsted inspection. It also takes into consideration the impact of lost learning due to COVID-19. The evidence gathered from these sources indicates that Little Stoke Primary needs to.

The SIP outline all the improvement activities priorities this year. Little Stoke remains a priority school for the LA; therefore there continues to be an overarching focus on:

- Sustaining improvements seen in teaching and learning with a particular focus on lesson design across the wider curriculum.
- Sustaining improvements within the learning environment.
- Sustaining improvements in behaviour.

Implementation statements in red are cross partnership projects with Coniston Primary School.

	INTENT What needs to be developed?	IMPLEMENTATION What are we going to do?	Responsibility Who is responsible for leading the action?	Resourcing/cost What resources do we need? What will be the cost?	IMPACT What will be the outcome?	Review (RAG) How will we track progress? Review T3 (v2) Review T6 (v3)
2. Quality of education						
1. Quality of education	1.1 To ensure that the planned curriculum for English is consistently implemented in line with the school's agreed pedagogical approach so that ALL pupils can access high quality first teaching alongside their peers	a) Phonics: continue to embed validated scheme – fluency – Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. Phonics intervention are in place promptly and continued to be tracked.	HT	Additional/replacement books – large investment in 2022-2023 means books stock is good. LSPS online phonics tracker. CPD time. Leadership release time – covered by TA/HLTA where possible. Release time to work cross partnership – covered by TA/HLTA where possible. Staff meeting 1 x term. Relevant CPD courses, both in house and external. (Existing scheme – CPD)	Phonics outcomes inline or better than national. Improved fluency into KS2 leading to better KS1 and KS2 outcomes for reading. Writing outcomes improved as shown by internal and statutory data. To be inline or better than national average by 2025.	
		b) Track phonics for KS2 children to ensure that there is progression.	HT			
		c) Phonics into writing (KS2) – moving from dictation into forming own sentences. For those children who have enough phonological knowledge are applying independently.	HT/RG			
		d) Update the English handbook – Early writing – phonics into writing towards independence.	RG/HT			
		e) Focus on fluency – beyond phonics. Assessment and interventions. Fluency as part of regular reading diet (continuing on from Term 5 and 6 2023 work)	RG			
		f) CPD Writing composition – applying grammar to compose writing for a specific purpose and audience. Progression documents to support teaching and assessment – Joint work with Curtis at Coniston	RG with Curtis			
		g) Provide Subject knowledge CPD -teachers and support staff.	RG/HT			
		h) Carry out writing moderation (every term in house + additional validation)	RG			
		i) Staff CPD English curriculum – Year 5/6 weighting in terms of knowledge (Y5 content in Y6)	RG			
		j) Spelling - review the curriculum (essential spelling)	RG			
k) CPD to improve children's handwriting across the school - should be joining by end Y2.	RG					

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	1.2 To ensure that the planned curriculum for Maths is consistently implemented in line with the school's agreed pedagogical approach so that ALL pupils can access high quality first teaching alongside their peers	<ul style="list-style-type: none"> a) Continue to embed the lesson structure of the maths curriculum – focusing on clear modelling (I do, we do, you do), STS and different stages of practice. b) Implement new long term planning across all year groups to ensure reasoning and problem solving is covered and supports retrieval of previous knowledge c) Provide CPD for staff on reasoning and problem solving. d) Implement the new number facts programme, Number sense Maths, throughout the school. Ensure staff are appropriately trained to deliver lessons and interventions. e) Continue to develop basic facts and times table knowledge through teaching and the use of Numbots and TT Rockstars. f) Begin to identify links to the broader curriculum to apply maths knowledge in other contexts. 	<p>CJ</p> <p>CJ</p> <p>CJ</p> <p>CJ, teachers</p> <p>CJ</p> <p>CJ, teachers</p>	<p>Staff meeting time</p> <p>Leadership time to produce overview and staff meeting</p> <p>Staff meeting time</p> <p>Subscribe to NSM programme (£285 per year)</p> <p>Subscribe to programmes (£306 per year)</p> <p>INSET time – joint with Coniston Primary</p>	<p>Maths outcomes improved as shown by internal and statutory data. To be inline or better than national average by 2025.</p> <p>Increased % of children achieving 25/25 and >20 in the MTC.</p>	
	1.3 To ensure that the wider planned curriculum is consistently implemented in line with the school's agreed pedagogical approach so that ALL pupils can access high quality first teaching alongside their peers	<ul style="list-style-type: none"> a) Curriculum sequencing, knowing more and remembering more – computing, DT, Music. b) Computing early in the year. Music later on. c) Develop assessment for foundation subject-manageable and useful - Chris, Sam, Hannah and Anna – joint project with Coniston d) Joint portfolio of exemplification in Art – working at/greater depth e) Continue to focus on making classroom environments enabling – clutter free, organized, models and scaffolding available for children. f) To develop use of enquiries – pedagogy CPD to increase staff understanding. 	<p>CJ</p> <p>DR</p> <p>CJ, HC</p> <p>CJ, JB</p> <p>CJ, DR</p> <p>All leaders through CPD</p>	<p>Release time</p> <p>Investment in new resources needed for delivering the curriculum</p>	<p>Lesson approaches are consistent. Assessment to show that children are able to know more and remember more.</p>	

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	1.4 To ensure that the wider planned curriculum is suitably adapted so that pupils with SEND can access high quality first teaching.	<ul style="list-style-type: none"> a) Provide CPD to develop staff understanding and implementation of adaptive teaching approaches. b) Systems established and shared for intervention monitoring and tracking (and evidence) – Entry and exit data included. Consistent timetable for interventions. c) Provide CPD for supporting pupils with EAL. 	<p>HS</p> <p>HS</p> <p>HS</p>	Staff meeting/INSET time.	Assessment data to show SEND pupils make progress in line with their peers.	

Milestones

Term 1

Fluency CPD and monitoring.

Fluency assessments completed.

Writing moderation.

SEND intervention timetables set-up and running.

Wider curriculum sequencing and use of adaptive teaching – CPD and monitoring.

LA review – report to inform next steps.

Computing intent work with Coniston.

Subject leader plans.

Use of enquires in wider curriculum – CPD

Spelling curriculum – intent

Physical environment:

- Blinds
- KS2 toilet quotes
- Fund raising for play equipment flooring?

Term 2

Spelling curriculum CPD

Writing moderation.

(LA review recommendations)

Computing CPD.

Wider curriculum assessment systems – with Coniston.

Use of enquires in wider curriculum - monitoring

Term 3

Writing moderation – external validation with other schools – led by Claire Ridsdale?

Music intent work.

Term 4

Writing moderation.

Music CPD

Term 5

Writing moderation.

Term 6

Writing moderation.

Financial summary/ cost

- Reduced teaching commitment for deputy in order to drive change and support with leadership.
- Non-teaching part time SENCo
- Leadership time for English lead.
- Investment in resources to improve school learning environments in classrooms, corridors and outdoor spaces.
- External validation: IA, writing moderation support (Claire Ridsdale)

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2. Behaviour and Attitudes						
3. Behaviour and Attitudes	3.1 Ensure that there are consistent systems for monitoring, tracking behavior.	<ul style="list-style-type: none"> a) Set up Arbor to record behaviour inline with LSPS Behaviour policy. b) Provide CPD recording incidents using Arbor. c) Data inputted to be used to track patterns as well as a measure of impact of interventions. 	DR and CJ	Behaviour tracking part of Arbor MIS package at no additional cost to school subscription.	Ability to track data: This will enable to school to be better identify patterns as well as measure the impact of strategies/interventions which have been implemented.	
	3.2 To further develop pastoral role and interventions.	<ul style="list-style-type: none"> a) Pupils in need of pastoral interventions quickly identified. Interventions recorded and monitored. b) Further ELSA training. c) Forest school intervention (1 x afternoon per week) d) CPD zones of regulation e) Write mental health and well-being policy for pupils and staff to make the school approach clear and consistent. f) Quiet club at lunchtimes. Targeted use of additional sports coaching opportunities. g) To continue link with TLG mentors. h) Access SEN cluster offer for mentoring. i) Engage with MHST to have EMHP in place. 	HS/DR	ELSA training (SEN cluster funding) Therapeutic Forest school provision (part funded by SEN cluster)	Pastoral team meeting the needs of pupils – less reliant on SLT for support behaviour needs for specific pupils. Data shows a further reduction in use of exclusions and internal behaviour monitoring.	

	<p>3.3 To improve attendance of all groups of pupils.</p>	<p>a) Review attendance Policy and send out to all parents. b) Importance of attendance regularly communicated (standing item on Newsletter). c) All parents to have access to Arbor Parental Portal – this provides “real time” attendance data. d) Parental engagement around attendance – SLT to attend every attendance meetings with EWO. Improve parental engagement – enable school to look at how we can support individuals. e) Attendance a standing item on safeguarding SLT meetings. f) School-based interventions following identification of barrier:</p> <ul style="list-style-type: none"> • Free Bridge breakfast club to target pupils who are frequently late or for whom the morning transition is causing a barrier for attendance. • Adjusted school start time to miss the ‘crowds’. • Adjusted entrance/exit. • Home/school timetables to support parents to get children up and ready in time. • Referral to social care for home-based parenting support. 	<p>CJ/SLT CJ/DR CJ/DR/School admin team CJ/SLT SLT SLT – part of table of need meetings.</p>	<p>Gov Guidance EEF Attendance Interventions: Rapid Evidence Assessment (March 2022) EEF: “There is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils.” Education week Initiatives to improve school attendance A COMPILATION OF IDEAS FROM H&F COUNCIL AND INDIVIDUAL SCHOOLS (not sure when published – recent evidence points to problems with incentive based interventions)</p>	<p>Rogers and his collaborators found that “attendance nudge letters” are one of the most effective motivators to get students back to school. These are personalized letters to households addressing a student’s repeated absences. “The experiments found that repeated rounds of customized mailings with asset-based language showing parents precisely how many days of school their students have missed is potent and scalable,” Rogers said. From Should Schools Reward Attendance? What the Experts Say – Education Week website (July 2023) Impact – attendance to be inline with national. Data to show that children with poor attendance improving.</p>	
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	<p><u>Milestones</u></p> <p><u>Term 1</u> Arbor behaviour set up and training delivered on INSET day 1.9.23 Arbor to be used to record behaviour from the start of term 1. ELSA training applied for. EMHP (Education Mental Health Practitioner) in place. Referrals to be made in term 1. Attendance policy updated to be approved by Governors and shared with parents. Zones of regulation assembly for parents Pupils identified for pastoral interventions (forest school, TLG, ELSA, Drawing and Talking, mentor via cluster, social groups). Analyse behaviour data at end of term 1</p> <p><u>Term 2</u> Attendance reward for classes in place. Review pastoral interventions. Analyse behaviour data at end of term 2</p> <p><u>Term 3</u> Review pastoral interventions. Analyse behaviour data at end of term 3</p> <p><u>Term 4</u> Review pastoral interventions. Analyse behaviour data at end of term 4</p> <p><u>Term 5</u> Review pastoral interventions. Analyse behaviour data at end of term 5</p> <p><u>Term 6</u> Review pastoral interventions – plan offer for next academic year. Analyse behaviour data at end of term 6</p>				<p>Attendance reviewed weekly. Termly visits from EWO to organise support meetings and put in place plans to better support attendance.</p>	<p><u>Financial summary/ cost</u></p> <ul style="list-style-type: none"> • HTLA to support deliver pastoral interventions. • On-going CPD needs.

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3 Personal Development						
4. Personal Development	3.1 Pupil voice to be represented in school	<ul style="list-style-type: none"> a) School council re-elected. b) Pupil conferencing to be used as part of the monitoring process. c) In school pupil Survey 	DR	Assembly time used to undertake school council meeting.	<p>Pupil voice is represented and consulted on school issues.</p> <p>Pupils are involved in improving their school community.</p>	

<p>3.2 Implement LSPS character education.</p>	<p>a) CPD to introduce Partnership awards to staff.</p> <p>b) Launch The Partnership Awards with the whole school community.</p> <p>c) Develop how LSPS celebrate extra-curricular activity (following the ending of Chn Uni).</p> <p>d) Volunteer 'posts' established and rotas created so tasks are consistently undertaken.</p> <p>e) Establish schedule of house events in order to promote sense of belonging as well as further motivate house teams.</p>	<p>INSET/Staff meeting time. Assembly and parent meetings.</p>	<p>Binders for portfolios to be kept in. Printed resources for the Partnership Character Education awards.</p>	<p>(Taken from Character Education, Framework Guidance, DfE, November 2019)</p> <p>“Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance. A literature review for the Education Endowment Foundation and Cabinet Office found that:</p> <ul style="list-style-type: none"> • High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work; • Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement; • Good self-control (or self-regulation, the ability to delay gratification) is 	
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					<p>associated with greater attainment levels; and</p> <ul style="list-style-type: none"> • Having good coping skills (part of being able to bounce back) is associated with greater well-being. <p>16. Other studies have suggested that:</p> <ul style="list-style-type: none"> • schools which develop character well help drive equity and social mobility for their pupils. <p>Access to character development opportunities in schools can lead pupils that take part to be highly motivated, report fewer absences and have lower levels of emotional distress, amongst other outcomes.”</p>	

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	3.3 Development of mental health lead role and approach.	a) Well being policy to ensure approach is understood and consistent. b) Education Mental Health Practitioner role is established (liaising with the MHST)	DR		As above Pastoral team meeting the needs of pupils – less reliant on SLT for support behaviour needs for specific pupils. Data shows a further reduction in use of exclusions and internal behaviour monitoring. Outcome reports from EMHP.	

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	<p><u>Milestones</u></p> <p><u>Term 1</u> School council elections School council meeting EMHP in place Pastoral interventions set up and running Action planning for character education</p> <p><u>Term 2</u> Work begins to implement character education School council meeting Pastoral interventions reviewed and adjusted as required (ongoing)</p> <p><u>Term 3</u> School council meeting Pastoral interventions reviewed and adjusted as required (ongoing) Character education</p> <p><u>Term 4</u> School council meeting Pastoral interventions reviewed and adjusted as required (ongoing) Character education</p> <p><u>Term 5</u> School council meeting Pastoral interventions reviewed and adjusted as required (ongoing) Character education</p> <p><u>Term 6</u> Pastoral interventions reviewed and adjusted as required (ongoing) School council meeting Character education</p>					<p><u>Financial summary/ cost</u></p> <ul style="list-style-type: none"> • Release time for staff training. • Reduced teaching commitment for deputy in order to lead character education. • Release time for staff to liaise with colleagues for partnership work to develop character education.

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4. Leadership and Management						
4. Leadership and Management	4.1 Develop capacity within middle leadership roles.	<ul style="list-style-type: none"> a) Curriculum leadership roles established. b) Action plans written and monitored by leaders. c) Leaders released in order to access leadership CPD. d) Leaders effectively monitor areas of responsibility. Put in place any support required after undertaking monitoring. 	<p>DR/CJ</p> <p>Subject leads</p>	Release time for leaders.	<p>There is a cohesive, well planned, and well-structured curriculum in place that builds cumulatively on essential knowledge in all areas and subjects from EYFS to Y6.</p> <p>The curriculum takes account of the expectations of cognitive science and child development and thereby meets the expectations of the EIF and the EYFS framework.</p> <p>Subjects leaders can articulate the distinct pedagogy of their subject area.</p> <p>Subject leaders can demonstrate they understand how their particular subject area is sequenced in order to ensure pupils retain knowledge. Pupil conference and books reflect quality of teaching in the wider curriculum.</p> <p>Teaching has been adapted in order to support the variety of needs in the classroom.</p>	

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	4.2 Leaders to effectively monitor the implementation of curriculum.	a) Leaders to have clear ACB plans based on school priorities. b) Review and/or develop/update subject handbooks. c) Monitor the implementation of the curriculum using book looks, learning walks, pupil conferencing. d) Support teachers, with input from SENCo, to ensure adaptive practices are used to support SEND/EAL/lowest 20%	DR/CJ Subject leaders – CJ to support as needed. Subject leaders Subject leaders/HS		Leaders can confidently articulate the intent for their given subject area. Leaders are confident to know how well the implementation and what the impact of their subject is. Assessment data shows that pupils, including SEND and EAL make progress in line with their peers.	
	Milestones Term 1 ABC plans for subject areas. Term 2 Curriculum monitoring. Term 3 Curriculum monitoring. Term 4 Curriculum monitoring. Term 5 Curriculum monitoring. Term 6 Curriculum monitoring.					Financial summary/ cost <ul style="list-style-type: none"> • NFER assessment papers. • Past SATs papers. • Supply costs to release teachers/leaders.

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5. EYFS	5.1 Transition from EYFS to Y2	<ul style="list-style-type: none"> a) Continue to engage with other organisations to support Y1 objective coverage whilst implementing enhanced-provision. b) Use of What and Why to support understanding of all adults supporting enhanced provision in Y1. c) Explore effective planning proformas to suit the use of enhanced provision whilst delivering Y1 objectives. d) Transition from Y1 to Y2 to support continuing access to enhanced provision – this may be for all pupils in Term 1, but for potentially for longer based on the children’s need. e) Y2 classroom environment to be better inline with the end of Y1 environment. By the end of Y2 classroom environment will be inline with KS2 classrooms 	<p>HT, SH, DR</p> <p>SH</p> <p>HT, SH, DR</p>	<p>Outdoor provision: Storage, sand pit, replacing resources: where possible to use skills and connections of staff and community – relatively small budget needed for materials.</p> <p>Covered area for KS1 (£10k – budgeted for through capital funds)</p>	<p>A smoother transition for EYFS to Y1 will enable pupils to better engage with the curriculum and make good progress.</p> <p>TAs will be better able to support the learning in class by understanding what the outcomes of the activities are.</p> <p>Proformas and systems will support the learning and help consistency in provision.</p> <p>Careful attention to classroom environment and access to enhanced provision will enable a smooth transition through KS1.</p> <p>Equally as they near the end of KS1 adapting the classroom environment will support a smooth transition to KS2.</p>	

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	5.3 Speech and language	a) S and L screening. b) Talk boost intervention c) High fidelity to ULS phonics scheme d) Phonics workshops for parents e) S and L drop-ins for parents. f) Re-develop prompts in outside area – this will be consistent with Y1.	HT	ULS	S and L one of the biggest barriers to GLD. Early support and intervention will provide firm platform on which to build as the children progress through the school. Prompts in the areas of provision will enable adults supporting the children to target key vocabulary and ask questions which support and develop the learning for the children.	
	Milestones Term 1 ULS Term 2 S and L screening Talk boost intervention (ULS) Term 3 Talk boost intervention (ULS) Term 4 and 5 Talk boost intervention (ULS) Term 6 HR to meet nursery leads for 2024 intake.				Financial summary/ cost <ul style="list-style-type: none"> • Supply costs for release time. • Cost of covered area. • Resources for enhanced provision. 	

