



Gargrave Church of England (VC) Primary School

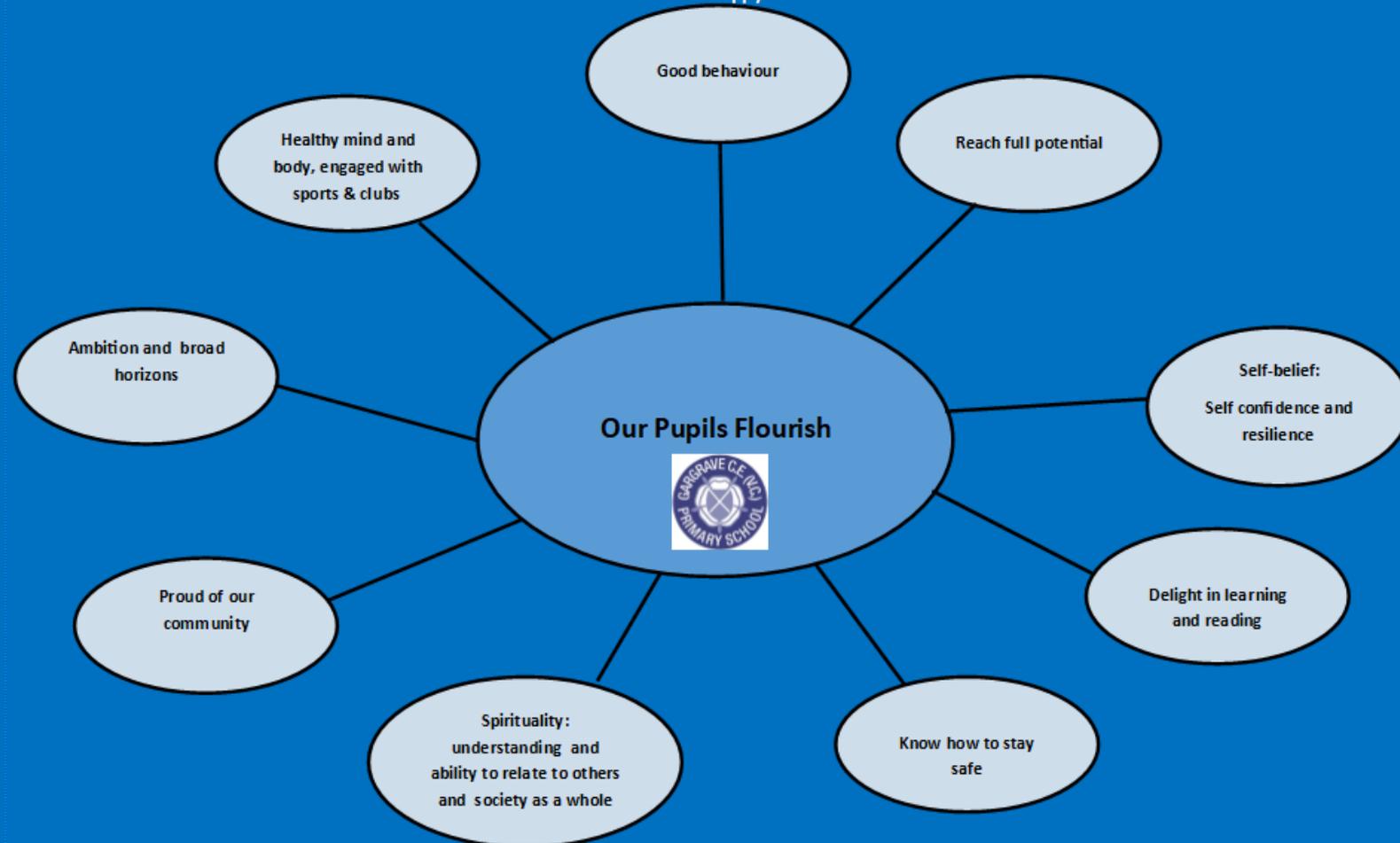
# **SCHOOL IMPROVEMENT PLAN**

*SEPTEMBER 2021– JULY 2022*

As agreed by the Governing Body and staff

### Gargrave CE (VC) Primary School's Curriculum Offer

At Gargrave CE Primary School, we believe that "whatever you do, work at it with all your heart, as working for the Lord". We are a community of learners aiming for all to flourish and reach their maximum potential through valuing LOVE, PEACE, HOPE. We shall nurture the learning habits where each individual has ambition, equal worth in a safe and happy environment.



We plan a bespoke, unique curriculum based around the National Curriculum with a strong focus on reading, writing and maths to meet the needs of our learners and local context.

Subject specific content is delivered through themes in a progressive sequential way with a focus on end goals and embedding learning.

Reviews in schools using pupil, staff, parent and governors in 2021 have formed the opinion that these are our priorities.

1. **Curriculum Implementation- Embedding a Quality Education:** Embed the Systematic Synthetic Phonics Programme and Reading for Pleasure to enable all pupils to make good progress in their reading and enjoy their reading with a focus on the lowest 20%. Essential knowledge for foundation subjects to be monitored so that pupil know more and remember more.
2. **Curriculum Implementation Early Years:** develop the language rich environment to meet the needs of the new curriculum. Use Mastering Number Programme 2021 to improve fluency in recall at EYFS (and into Year 1 and Year 2). Respond to The White Rose Maths Reception Jigsaw Trial-dependent on in control or training group of schools
3. **Behaviour and Attitudes:** Positive behaviour training used to ensure that pupils emotional needs are responded to consistently. Pupils with SEMH needs have clear adjustments and interventions to aid their progress. Anti-bullying profile is high with greater leadership through pupils with the support of all staff.
4. **Personal Development:** Review internet safety policy to ensure it is meeting current experiences. Monitor and review the new PHSE and RSE curriculum.
5. **Leadership and Management:** Monitoring of phonics to ensure constancy and fidelity to the approved scheme. Observations of each other delivering phonics to share best practice. Reading for Pleasure to be delivered through a change team with a focus on key pupils including the lowest 20%. Review the Pupil Premium (and covid recovery) Plan and adjust plans accordingly. SENCO ensure the planned curriculum meets the needs of pupils with SEND. Progress of pupils informed by formal and low stake quizzes- staff meetings to monitor the impact on the pupils long term knowledge. Safeguarding continues to be high profile.

- **PRIORITY: 1. Curriculum Implementation- Embedding a Quality Education: Embed the Systematic Synthetic Phonics Programme and Reading for Pleasure to enable all pupils to make good progress in their reading and enjoy their reading with a focus on the lowest 20%. Essential knowledge for foundation subjects to be monitored so that pupil know more and remember more.**

**EVIDENCE BASE:** Continuous review of the curriculum and impact of pandemic on learners. New team in KS1 and move to Little Wandle (SSP). Reading is at the heart of our curriculum.

**READING EXPECTED OUTCOMES/ AIMS:** Progress measure >0. Increase number attaining ARE; Use FFT 20 for all individual targets.

	Sep 21	Dec 21	April 22	July 22- (FFT 20)
Y6	10/15	10/15	13/15	
Y2	12/13	9/13		
EYFS	9/12	10/13	11/13	

**What we shall see in books?** Pre knowledge quiz, and low stakes quizzes after week 2 and week 6 show that pupils, know more and remember more. Pupils writing in their books is using vocabulary linked to learning.

**What pupils will tell us?** Lowest 20% will tell us they enjoy reading.

WHO WHEN	COST	PLAN - Intent Mid-year milestone	DO - Implement Actions	Mid-year impact REVIEW
Subject leaders- teachers	Staff meeting/ subject leader time. HART alliance	Embedding a Quality Curriculum  Autumn term plans delivered and evaluated for impact on pupils.	Sequenced knowledge maps in place for 2021-2022. Staff meetings to review books and knowledge gained across the whole school. Attend HART or other identified training.	
NA All staff	3 lessons £500	Embed the Systematic Synthetic Phonics Programme  Jan 2022- move to Little Wandle resources.	Training for new staff – SB and TT in school four phase approach to phonics. Buy DfE accredited scheme Little Wandle. Implement move to Little Wandle across the school.	
ALL class-based staff	2 staff meeting £400 PTA?	Reading for Pleasure  85% to achieve 250 reads.	Audit pupil and staff reading knowledge. Whole school staff training. Reading Rocks subscription for each class. Reading areas in all classrooms.	

		Review Spelling curriculum and teaching for consistency and impact.	Spag.com - Promote spelling shed Raise expectations of SPaG across the curriculum – children can do this, need to apply their knowledge.	
<b>EVALUATIONS- successes</b> <b>next steps:</b>				

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- **PRIORITY: 2** Curriculum Implementation Early Years: develop the language rich environment to meet the needs of the new curriculum. Use Mastering Number Programme 2021 to improve fluency in recall at EYFS (and into Year 1 and Year 2). Respond to The White Rose Maths Reception Jigsaw Trial-dependent on in control or training group of school

**EVIDENCE BASE:**

**Maths Number/ % on track:**

Age-related	Sept 21	Dec 21	April 22	July 22-
Y6	12/15	11/15	14/15	
Y2	12/13	10/13		
EYFS	10/12	10/13	10/13	

**What will we see in books?** Pupils understanding of number sense, including fluency and flexibility with number facts.

**What will children tell/show us?** Pupils tell/show us different ways of making small numbers, different ways of manipulating small numbers.

WHO WHEN	COST	PLAN Mid-year milestone	DO Actions	REVIEW Mid-year impact
SS TT MM		Develop, familiarise ourselves and embed a high quality EYFS curriculum (New from 2021) to ensure a language-rich environment	Create long term plan for 2021-22 Audit resources to monitor quality and breadth across the areas of learning NELI training	Long-term plan in place for 2021-22. Resources constantly being audited due to the nature of the EYFS curriculum and wear and tear. Identified lack of resources in construction (in line with advice from Jigsaw Trial) : smaller blocks (Community Playthings) - grant from Skipton Mechanics? NELI training carried out by MM and KG. Assessments carried out on all EYFS children – none found to be needing intervention.
SS TT SB	1 day each	Mastering Number Programme fits into the curriculum.	Attend mastering number training Organise the resources Plan and deliver for 10 minutes daily. Review impact and observe each other.	Training is on-going. In EYFS, Mastering Number Programme is taking place four days each week, in conjunction with the WRM Jigsaw trial, as part of the Maths lesson. Working well alongside the WRM.

SS MM TT RH		White Rose Maths Jigsaw Trial	Input baseline data to WRM End Oct – find out if part of Control or Intervention group Control: to continue practice as normal; complete data forms throughout year. Data across groups to be compared by WRM Intervention: 5 INSET training sessions; WRM visits to school; complete data forms throughout school. Data across groups to be compared by WRM	Baseline data submitted by SS Oct 2021 On the trial (Nov 21) 5 INSET training sessions have been delivered by Jane Brown: Developing Early Number Sense; Creating a Mathematical Classroom; Mathematical Talk and Questioning; Reasoning and Problem Solving; Pattern. 4 visits to school carried out. Final visit 4.4.22. NFER will visit in June to assess the 12 children who were originally baselined.
RH SB(ECT) TT		Ensure new teaching staff follow the Mastery approach in lessons using the 5 big ideas (representation & structure, mathematical thinking, variation, fluency and coherence)	CPD initial training by MSL RH Weekly mentor meeting with SB (ECT) and lesson drop ins. Book scrutiny and lesson observations.	July and September CPD for SB TT by MSL RH Weekly ECT mentor meetings began 10.9.2021 TT and SB observed RH Year 4 maths lessons 27.9.21 28.9.21
		Sustaining Workgroup (Maths Hub-Yorkshire Ridings).	Write Teaching for Mastery action plan and implement, monitor and evaluate.	
<b>Evaluations: successes –</b> <b>Next steps:</b>				

**PRIORITY: 3** Behaviour and Attitudes: Positive behaviour training used to ensure that pupils emotional needs are responded to consistently. Pupils with SEMH needs have clear adjustments and interventions to aid their progress. Anti-bullying profile is high with greater leadership through pupils with the support of all staff.

EVIDENCE BASE: Good behaviour overall. Adjustments for pupils with high needs.

EXPECTED OUTCOMES

**What will we see in books?**

**What will children tell us?**

WHO WHEN	COST	PLAN - Intent Mid-year milestone	DO - Implement Actions	REVIEW - Impact Mid-year impact
All staff ND	½ hour	TA training- weekly?	Staff confident to use de-escalation to help pupils with SEMH needs. Adjustments in place for pupils with SEMH needs are in place and help them to succeed.	March 21 all staff received de-escalation training. New staff received in in Aut 21 through SEND hub. RPI and de-escalation strategies on training day April 22
ND		Pupils see year 6 taking a lead	Diana Award: Year 6 lead anti-bullying work across the school with a focus on helping pupils to feel better.	On- line training Aut 21. School Ambassadors established. All involved with supporting KS1 and EYFS on the playground.
SP SA		CPOMS reduces workload and joins up thinking.	Introduce CPOMS across school for all behaviour incidents	GB monitor behaviour and actions.

**EVALUATIONS- Successes**

**Next steps:**

**PRIORITY: 4. Personal Development: Review internet safety policy to ensure it is meeting current experiences. Monitor and review the new PHSE and RSE curriculum.**

**EVIDENCE BASE:** KCSiE states that internet safety policy should be reviewed annually. PHSE and RSHE are new curriculums

**EXPECTED OUTCOMES:** pupils feel safe. Parents are up-to-date with knowledge on how to stay safe on the internet. Parents know where to go to for support/guidance.

WHO WHEN	COST	PLAN Mid-year milestone	DO Actions	REVIEW Mid-year impact
TT	½ day	Internet Safety Policy current	Review Internet safety policy Review curriculum for pupils Internet safety meeting for parents (with PCSO?)	
ND	½ day		Monitor the PSHE and SRE curriculum - Consent - Talk to girls and boys separately	Governor responsible for PSHE meets leader to check on impact.

**EVALUATIONS-**

**PRIORITY: 5.**Leadership and Management: Monitoring of phonics to ensure constancy and fidelity to the approved scheme. Observations of each other delivering phonics to share best practice. Reading for Pleasure to be delivered through a change team with a focus on key pupils including the lowest 20%. Review the Pupil Premium (and covid recovery) Plan and adjust plans accordingly. SENCO ensure the planned curriculum meets the needs of pupils with SEND. Progress of pupils informed by formal and low stake quizzes- staff meetings to monitor the impact on the pupils long term knowledge. Safeguarding continues to be high profile.

EVIDENCE BASE:

EXPECTED OUTCOMES:

WHO	COST	Mid-year milestone PLAN	Actions DO	Monitoring arrangements	Mid-year impact REVIEW
			Literacy lead monitors phonics delivery- pre and post Little Wandle move. Share best practice- staff observe and support each other in EYFS/ KS1.	Literacy Governor	EYFS: Little Wandle resources in place in class: displayed and for use in phonics sessions and independent activities. Phonics sessions, group reading and interventions adapted in line with Little

					Wandle delivery programme.
SP	½ day	Pupils identified for additional support accelerate progress.	Review pupil premium and catch-up (COVID) funding plans.	Chair of Governors	
		Clear interventions with pre and post assessments.	SENCO monitors provision for pupils with SEND and adjustments that have been made <ul style="list-style-type: none"> <li>Class teachers understand their responsibility under pay and conditions for pupils with SEND.</li> </ul>	Governor for responsibility for SEND.	
		Knowledge gained in foundation subjects	Low stake quizzes used in Foundation subjects- monitor if there is evidence of knowledge gained.	Board of governors- look at selection of books.	
All staff	£50 SCARF		Peer on peer abuse training for all staff and check curriculum coverage	Safeguarding governor	
	£550		Review storage and consider CPOMs as a school resource.		Purchased Oct 2021- all staff can access.
T Turner S Peel	£200	Parents positively engage with social media	Making use of On-Line Presence- explore use of Facebook. Twitter to share important messages and promote the vision		Twitter set up Jan 22
<b>EVALAUTIONS</b>					
<b>Next steps:    Next steps:</b>					