

Calmore Infant School



School Improvement Plan 2021-2022

Our school is a happy, safe and nurturing environment for our children, staff and wider community, working together in partnership to understand and embrace differences within our world.

It is a place where we respect ourselves and value each other, working and learning together as a team. We are kind and supportive, promoting the well-being of ourselves and others.

Our children learn to be resilient, resourceful, independent and successful learners. They will leave us equipped with the skills to be life-long learners.



The School Improvement Plan Process

The School Improvement Plan is formulated using information gathered from analysis of data and school attainment together with feedback from all stakeholders including staff, governors, parents and carers and children. The purpose of the school improvement plan is to review and evaluate the impact of previous developments, identify key areas for school improvement over the coming year and to outline the action to be taken in key areas. The school budget is matched to the priorities for the School Improvement Plan.

School Improvement Planning 2021-22

| Task | Start Date | Person responsible | Consultation Process | Completion Date |
|---|------------|--|---|-----------------|
| Steering overall process | July | HT | Leadership Meetings Staff Meetings | September |
| Collating Information for planning of SIP | May | SLT | School self-review process Leadership Meetings | July |
| Deciding priorities and aims | July | SLT | Discussions/ questionnaires with parents, governors and | July |
| Drawing up RAP for Autumn Term | July | All Staff | Staff INSET | September |
| Matching Budget priorities to detailed RAP plans | July | HT/ SLT Business Manager Governors | GB meetings | September |
| Producing and circulating written plan to staff and governors | July | HT | Staff INSET GB meetings | September |

School Review and Self Evaluation Cycle

AUTUMN TERM

| | September | October | November | December |
|--|---|---|--|--|
| Performance Appraisal | Teacher Appraisal Objective setting- PM | | All PM completed and report produced for Governors | |
| | HT Performance Management- review previous & set new | | | |
| Monitoring of Teaching | New Teachers | Lesson Observations – All teachers | | |
| Scrutiny of Work | Work Sampling | Work Sampling | Work Sampling | Work Sampling |
| Learning Environment Monitoring | Learning Walk | | Learning Walk | |
| Assessment & Data Analysis | Whole School Data Previous year Analysis Year R Baseline | Pupil Progress meetings Problem Solving | Moderation | Pupil Progress meetings Analysis of teacher assessments & targets |
| Key Stage school Data Analysis | KS1 SATS analysis EYFSP Analysis | Raise On-line analysis | | |
| Inclusion | Provision Map | Inclusion Meetings | I EP Reviews | Monitor SEN records I identify intervention for Spring term |
| Subject Leaders Planning and Evaluations | Position Statement Subject Action Plan completed | | | Self-Evaluation of Areas |
| SIP, Review & evaluation | SIP / RAP Implemented | | | SIP/ RAP Progress Review |
| Governors | | | Learning Walk with SLT | |
| Stakeholders | | Parent Consultations | | End of Term CPD Evaluation |

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| Strategic Leadership Team- | Governors | Inclusion Team | SLT |
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School Review and Self Evaluation Cycle

SPRING TERM

| | January | February | March / April |
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| Performance Appraisal | | | Support Staff appraisal |
| Monitoring of Teaching | Lesson Observations – All teachers | | |
| Scrutiny of Work | Work Sampling | Work Sampling | Work Sampling |
| Learning Environment Monitoring | Learning Walk | | |
| Assessment & Data Analysis | Whole School Data Previous Term Analysis | Moderation | Pupil Progress meetings Analysis of teacher assessments & targets |
| Key Stage school Data Analysis | Progress Data | | Progress data |
| Inclusion | | Inclusion Meetings | SEN records Identify intervention for Summer term |
| Subject Leaders Planning and Evaluations | Spring Term Action Plan | | Self-Evaluation of Areas |
| SIP, Review & evaluation | Spring Term Rap | | SIP/ RAP Progress Review |
| Governors | | Learning Walk with SLT | |
| Stakeholders | | Parent Consultations | End of Term CPD Evaluation |

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| Strategic Leadership Team | Governors | Inclusion Team | SLT |
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School Review and Self Evaluation Cycle

SUMMER TERM

| | April | May | June | July |
|--|--|--------------------------|---|---|
| Performance Appraisal | | | | Teacher Appraisal Review |
| Monitoring of Teaching | | | Lesson Observations - | |
| Scrutiny of Work | Work Sampling | Weekly Planning scrutiny | Work Sampling | Work Sampling |
| Learning Environment Monitoring | Learning Walk | | Learning Walk | |
| Assessment & Data Analysis | Pupil Targets sent home Whole School Data Previous team Analysis | Moderation | | Pupil Progress meetings Analysis of teacher assessments & targets |
| Key Stage school Data Analysis | | KS2 SATS | KS1 SATS initial results EYFSP initial results Phonics Test Results | End of Year Data Analysis |
| Inclusion | | Inclusion Meetings | IEP Reviews | Monitor SEN records Identify intervention for Autumn term |
| Subject Leaders Planning and Evaluations | Summer Term Action Plan | | | Self Evaluation of Areas |
| SIP, Review & evaluation | Summer Term RAP | SIP Areas identified | SIP Areas identified and planned for | Summer term RAP evaluated/ Autumn Term SIO |
| Governors | | | Learning Walk with SLT | |
| Stakeholders | | | Parent consultations | Pupil Reports sent home End of Term CPD Evaluation |

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| Strategic Leadership Team | Governors | Inclusion Team | SLT |
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Calmore Infant School Improvement Plan 2021-22 Summary



We are working together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and achieve beyond their expectations
- Develop aspirations for a successful future
- Provide an inclusive welcoming, secure, stimulating and enriched learning environment which supports children to take risks
- Provide an innovative and creative curriculum which inspires and motivates children to learn within and beyond the school day
- Celebrate our rich and diverse community and work in partnership with parents, children and the wider community

Aims of the School Improvement Plan:

- To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils
- To raise expectations and standards of learning and teaching
- To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of **children's development**
- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively
- To provide inclusive and appropriate curricular provision to enable all children to fulfil their potential
- To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect

Leadership and School Organisation:

- To continue to provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the school
- To enable staff with leadership responsibilities to be accountable for high standards and achievement
- To re-ignite **involvement of parent and carers in children's learning** and experiences

Staff Development:

- To enhance **the role of subject leaders in monitoring, evaluating and leading children's learning**
- To ensure performance management and review is effective in supporting professional development for all staff
- To ensure that all staff continue to have opportunities for the professional review of their work

School Improvement Foci for 2021-2022

To achieve our outcomes for children's learning, all areas of work will be focused on four core priorities:

- > To ensure the curriculum is coherently planned and sequenced for all pupils, including SEND and disadvantaged, so that they cumulatively gain sufficient knowledge and skills for future learning.
- > To develop pupils ability to articulate their learning
- > Embed a good standard of leadership and management across the school to ensure all members of the school community are leaders in their own right and drive forward the school improvement priorities.
- > To review and amend the curriculum for the Foundation Subjects to ensure that the curriculum is progressive and builds on prior teaching, whilst also ensuring that any gaps resulting from the lockdown period are addressed equally for all pupils.

| Key Priorities | Key Objectives | Key Outcomes for Pupils |
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| <p><u>Quality of Education- Curriculum</u></p> <p>To ensure the curriculum is coherently planned and sequenced for all pupils, including SEND and disadvantaged, so that they cumulatively gain sufficient knowledge and skills for future learning.</p> | <ul style="list-style-type: none"> • To further develop accountability of leaders for raising achievement • To continue to use feedback from monitoring by all staff to raise achievement • To ensure that all subject leaders have a clear vision of the intent, implementation and impact in their subject area • Adults must be explicit in their explanation of learning in the Foundation Subjects, so that pupils can articulate their learning and recognise where it sits in the progression of the subject • Senior Leaders must further enhance the reading rich curriculum so that pupils' comprehension skills are as securely embedded as their mechanical ones • Senior leaders to work with subject leaders to ensure that high quality texts are used to support the delivery of their individual subjects and the development of comprehension Toolkits across the school. | <p>Results at end of EYFS / key stage one to be above National Expectations and that gaps between groups are eradicated</p> <p>Good Challenge and Scaffolding</p> <p>Purposeful Curriculum Links</p> <p>High Level Questioning</p> <p>Gaps identified due to covid are narrowed / removed.</p> |
| <p><u>Quality of Education -Pupil articulation of learning & feedback</u></p> <p>To develop the marking and feedback policy to enhance the impact that feedback has on children.</p> <p>To develop pupils ability to articulate their learning</p> | <ul style="list-style-type: none"> • To increase the impact that feedback has to pupils. To further develop feedback codes within the marking and feedback policy. To ensure all staff are confident in using effective feedback to further develop the learning. • To raise evidence of pupil voice within their learning. • To increase the quality of pupil articulation to develop pupil to pupil feedback. For feedback to be more supportive and informative in order to move another child's learning forward and act as a good role model. | <p>Strong Pupil Voice</p> <p>Effective Peer and Self-Assessment</p> <p>Pupil Led Independent Learning</p> |

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| <p><u>Quality of Education - EYFS</u></p> <p>To ensure that the 2021-22 EYFS curriculum is embedded to meet the needs of all children.</p> | <ul style="list-style-type: none"> To ensure that the EYFS Curriculum long term overview is reflective and responsive to the Calmore community. To empower and support the newly appointed year R leaders to have a strategic overview of the intent, implementation and impact of the EYFS curriculum provision. To ensure staff are competent to undertake the EYFS baseline To ensure new staff to the EYFS have a good understanding of the EYFS curriculum requirements. | <p>Curriculum is relevant to the needs of the Calmore children.</p> <p>Results at end of EYFS to be above National Expectations and that gaps between groups are eradicated</p> <p>Good Challenge and Scaffolding</p> <p>Purposeful Curriculum Links</p> |
| <p><u>Behaviour and Attitudes</u></p> <p>Raise awareness and understanding of the diverse world that we live in.</p> <p>Develop pupil's resilience to set backs in both learning and personal challenges</p> | <ul style="list-style-type: none"> To develop an ethos where pupils understand that difference is a positive, not a negative, and that individual characteristics make a person unique. To continue to monitor pupil well-being and mental health. To embed the new RSE curriculum in order to support pupils living in the current climate. To review current ELSA provision in order to meet the needs of children identified. ELSA lead to train and update staff on supporting children's mindfulness 'Dots Project' Safeguarding – understanding of children that may be identified as vulnerable To ensure all staff and governors are familiar with 2021 KCSI E update To continue to raise an awareness of E-safety | <p>Strong Pupil Voice</p> <p>Effective Peer and Self-Assessment</p> <p>Pupil Led Independent Learning</p> |
| <p><u>Personal Development</u></p> <p>Embed an inclusive RSE curriculum</p> | <ul style="list-style-type: none"> To develop reasonable, respectful and active citizens who are able to play their part and become actively involved in public life as adults Promote quality of opportunity so that all children can thrive together. Promote an inclusive environment which promotes the needs of all pupils Develop pupils' age appropriate understanding of healthy relationships through appropriate relationships | <p>Strong Pupil Voice</p> <p>Mutual respect between all members of the school community</p> <p>Inclusive culture</p> |
| <p><u>Leadership & Management: - Subject leaders / governors</u></p> <p>Enhance the development and impact of the recently appointed leadership team</p> <p>Empower all subject leaders to drive their subject forward</p> | <ul style="list-style-type: none"> To support new leadership team in turbulent climate to ensure focus remains on school improvement To support and develop the subject leaders role in order that there is clear skills progression in foundation subjects. To ensure the governing body is involved in self-evaluation and able to contribute to the monitoring and evaluation of the school improvement plan. To develop triangulation between stakeholders, improvement planning and self-evaluation | <p>Results at end of EYFS / key stage one to be above National Expectations and that gaps between groups are eradicated</p> <p>Good Challenge and Scaffolding</p> <p>Purposeful Curriculum Links</p> |

These core priorities will be achieved through detailed termly Raising Attainment Plans

Quality of Education

1. To ensure the curriculum is coherently planned and sequenced for all pupils, including SEND and disadvantaged, so that they cumulatively gain sufficient knowledge and skills for future learning.
2. To develop the marking and feedback policy to enhance the impact that feedback has on children's learning.
3. To develop pupils ability to articulate their learning.
4. To ensure that the 2021-22 EYFS curriculum is embedded to meet the needs of all children.

| ACTION- what we want to change/ review/add that is new? | Success Criteria- what do we want to happen as a result of the action? | Resourcing <i>(SVFS PP Catch up funding, Sports, budget)</i> | Monitoring – Who? How? <i>(Question for gvs)</i> | Evaluation / Impact |
|--|--|---|--|---------------------|
| <p>Curriculum for foundation subjects has a clear intent, implementation and impact for all pupils.</p> <p>Ambitious curriculum for all to include cultural capital.</p> <p>Staff need to know what children need to know now for future / next terms learning</p> <p>Marking and feedback policy includes symbols that shows the impact the feedback has had.</p> | <p>Staff know how the curriculum taught links with prior teaching.</p> <p>Clear plan to show key objectives every child with SEND will achieve in each subject</p> <p>Staff can remind children of prior learning and the relevance of new learning.</p> <p>Subject leaders able to talk about the implementation and impact of their subject.</p> <p>Staff able to identify:</p> <ul style="list-style-type: none"> • what we teach • why now | <p>Catch up funding to support children with identified gaps.</p> <p>Use of students to release subject leaders <i>(one day per term)</i> to monitor and develop their subject.</p> <p>Professional Development Meeting led by subject leaders in the autumn term.</p> <p><i>(2days supply cover)</i></p> | <p>How well do children know the subject?</p> <p>What CPD do subject leaders offer staff members?</p> <p>How does performance management hold subject leaders to account?</p> <p>Subject leader learning walk – this is what you say you are doing, is this happening?</p> | |

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| <p>Pupils talk more confidently about how they have learnt. I ncrease pupil voice.</p> | <ul style="list-style-type: none"> • what next. <p>Use of mind maps to find out what children want to learn and evidence prior learning.</p> <p>Clear assessments showing next steps for all children.</p> <p>Children are clear of subjects that they are learning and are able to talk about being a 'Historian / Scientist'</p> <p>Clear evidence in books to show what subject is being taught. I identify a symbol for each subject to put on the learning objective.</p> <p>Children able to use relevant subject specific vocabulary.</p> | <p>Thursday morning art club for all year groups (1 term each) art leader appointed for a fixed term £5800</p> | <p>Governors – What is the impact of the implementation of two contrasting subjects in school?</p> <p>Recording shows evidence/books.</p> <p>Children able to articulate their learning.</p> <p>How do we plan and ensure that children catch up if at the end of the unit they have not made sufficient progress?</p> <p>Do SEND children access the whole curriculum?</p> | |
| <p>New EYFS curriculum is embedded to meet the needs of all children.</p> | <p>Staff are familiar and confident in using and apply the new expectations.</p> <p>An engaging and purposeful curriculum with a use of observations and teacher assessment to inform next steps.</p> | <p>New members of staff to have training specific to the EYFS expectations. £500</p> | <p>Lesson observations /Learning walks /Work sampling /</p> | |

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| | <p>High expectations of all pupils.</p> <p>Consistency and challenge of continuous provision to support child led learning.</p> <p>Quality outdoor provision appropriate to the environment and contrast to opportunities offered inside.</p> | | <p>Provision maps/ Position statement / Weekly planning</p> <p>Coaching /peer support and observation</p> <p>How is learning shared between professionals and parents?</p> <p>How do adult interactions move the children's learning forward?</p> | |
|--|---|--|--|--|

Behaviour and Attitudes

1. Raise awareness and understanding of the diverse world that we live in.
2. Develop pupil's resilience to set backs in both learning and personal challenges.

| ACTION- what we want to change/ review/add that is new? | Success Criteria- what do we want to happen as a result of the action? | Resourcing <i>(SVFS PP Catch up funding, Sports, budget)</i> | Monitoring – Who? How? <i>(Question for govs)</i> | Evaluation / Impact |
|---|--|---|---|---------------------|
| <p>Increased awareness of cultures, practises and beliefs other than our own.</p> <p>Children to recognise similarities and differences in a positive manner.</p> <p>All children and cultures included in all areas of learning, including role play and continuous provision.</p> | <p><i>Pupils able to talk about the 'same but different'.</i></p> <p>Children able to know some similarities and differences between different religious and cultural communities in this country.</p> <p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Embed direct link with Ugandan Primary School in Kagando.</p> <p>Role-play areas to include different clothing/food preparation / food/ settings</p> <p>Planning reviewed to include diversity – text drivers, references to other cultures.</p> | <p>Boxes from the history centre - £70 per box (2 per year group).</p> <p>£200 – role-play resources</p> <p>Use of school library service to support diversity in school.</p> <p>Use of EMAS to support staff in meeting the needs of children with EAL</p> | <p>Specific governor to monitor diversity.</p> <p>Subject leaders to review diversity within their subject and identify possible links</p> <p>How does the school environment identify and celebrate commonalities?</p> <p>How is difference valued and nurtured?</p> | |

Personal Development

1. Embed an inclusive RSE curriculum

| ACTION- what we want to change/ review/add that is new? | Success Criteria- what do we want to happen as a result of the action? | Resourcing <i>(SVFS PP Catch up funding, Sports, budget)</i> | Monitoring – Who? How? <i>(Question for govs)</i> | Evaluation / Impact |
|---|--|---|--|---------------------|
| <p>To develop reasonable, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</p> <p>Promote quality of opportunity so that all children can thrive together.</p> <p>Promote an inclusive environment which promotes the needs of all pupils</p> <p>Develop pupils' age appropriate understanding of healthy relationships through appropriate relationships</p> | <p>Children are aspirational and to love learning.</p> <p>RSE curriculum is established in consultation with all stakeholders.</p> <p>Children to recognise similarities and differences in a positive manner.</p> | <p>Subject release time (1 day a term) – student to cover.</p> | <p>Role of the expert board for independence.</p> <p>SLT to monitor the impact of the RSE curriculum.</p> <p>How does the RSE curriculum challenge stereotypes and promote inclusivity for the Calmore community?</p> <p>How effective is the schools provision for pupils' spiritual, moral, social and cultural (SMSC) education?</p> | |

Leadership and Management

| ACTION- what we want to change/ review/add that is new? | Success Criteria- what do we want to happen as a result of the action? | Resourcing <i>(SVFS PP Catch up funding, Sports, budget)</i> | Monitoring – Who? How? <i>(Question for gvs)</i> | Evaluation / Impact |
|--|--|---|---|---------------------|
| <ol style="list-style-type: none"> 1. Enhance the development and impact of the recently appointed leadership team 2. Empower all subject leaders to drive their subject forward | | | | |
| <p>To develop the role of subject leaders to ensure that there is a clear progression of skills in each subject area. To hold subject leaders to account for the provision and development of their subject</p> <p>To empower governors to evaluate the effectiveness of the school curriculum and provision</p> <p>To enhance the development and impact of the recently appointed leadership team</p> <p>To ensure that leadership drives forward safeguarding at all levels</p> | <p>Clear progression in all subjects, especially focusing on the foundation subjects</p> <p>To have a clear, defined intent, implementation and impact in each subject area.</p> <p>To have clear progression of skills in each subject. To improve staff understanding of the progression within each subject.</p> <p>Timetabled monitoring visits to school to speak to subject leaders / learning walks</p> <p>Gov and staff up to date with safeguarding info, KCSI E 2021 and influencing their practice.</p> | <p>Time: to monitor subject / learning walks / book scrutiny / pupil conferencing- use of students to cover.</p> <p>Attendance on Subject leader networks- Use of SLA for course, supply cover</p> <p>CPD to support other staff</p> <p>Whole governor training, safeguarding audit</p> | <p>Can children articulate the subject that they are learning?</p> <p>Do children make links with prior learning?</p> <p>Can staff talk about what now, why, what next?</p> <p>What evidence is there that safeguarding is fully embedded in the school community and curriculum?</p> | |