

Broomhill Infant School



School Improvement Plan

SIP 2024-25

# **Broomhill Infant School**

## **SCHOOL IMPROVEMENT PLAN 2024/25**

At Broomhill Infant School we are an enthusiastic, caring and co-operative family. We intentionally create a culture of safeguarding and a secure environment that is welcoming to all. All our children are encouraged to achieve their best within an enriching, enjoyable and relevant curriculum with creativity at its heart. We celebrate diversity by learning from each other, and prepare our children to develop the skills and attitudes they will need for a happy and fulfilling life.

### **Where magic happens for children to:**

- Explore, grow and flourish**
- Create happy, lasting memories**
- Discover that everyone is good at something**
- Be nurtured by nature**
- Embrace their unique potential**
- Celebrate our similarities and differences**
- Have open minds to the world around us**

Where are we now? See summary of the Self Evaluation;  
 Outcomes: Over time the outcomes for pupils are good or better.

EYFS GLD			
	2022	2023	2024
BIS	82%	72%	65%
National	63.4%	67%	67%

Y1 Phonics Screening Results 2024						
	% Y1 reaching required standard 2018	% Y1 reaching required standard 2019	Phonics screening check taken in the Autumn term 2021 - (using 2018 paper)	% Y1 reaching required standard 2022	% Y1 reaching required standard 2023	% Y1 reaching required standard 2024
BIS	86.6%	84.2%	67.5%	92%	85%	89.5%
National	83%	82%	75%	75%	81%	79%

2024 Y2 SATS Results						
	Y2 % Expected Standard Reading	Y2 % Greater Depth Reading	Y2 % Expected Standard Writing	Y2 % Greater Depth Writing	Y2 % Expected Standard Maths	Y2 % Greater Depth Maths
BIS	73%	24%	70%	11%	73%	22%
National	68%		60%		70%	

#### Attendance:

Year	Attendance	Persistent Absence
July 2022	92.6%	27.4%
July 2023	93.8%	24.4%
July 2024	93.3%	17.8%

## Local authority comparison

Compare your attendance and absence in the same phase of education (primary or secondary) in your local authority. Data is from schools sharing daily attendance data with DfE. Results show data for the academic year-to-date, for compulsory school age pupils.

[How we calculate your position.](#)

### Filters ⓘ

Special educational needs (SEN) support

☒ All pupils

☐ Pupils with SEN support

☐ Pupils with no SEN support

Free school meals (FSM)

☒ All pupils

☐ Pupils with FSM

☐ Pupils with no FSM

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	93.3%	You are ranked 89 out of 133 schools
Overall absence	6.7%	You are ranked 89 out of 133 schools
Authorised absence	3.2%	You are ranked 57 out of 133 schools
Unauthorised absence	3.4%	You are ranked 107 out of 133 schools
Persistently absent	17.8%	You are ranked 77 out of 133 schools
Severely absent	2.2%	You are ranked 113 out of 133 schools

**"Only through the effective engagement of others, can leaders at any level make change happen" (Andy Buck)**

## School Improvement Plan Overview



### CORE PRIORITIES 2024/25

	<b>Not On Track</b> Little/no evidence of progress
	<b>Partially on Track</b> Some Evidence of progress
	<b>On-Track</b> Strong evidence of progress

CORE PRIORITY 1. Phonics	How will we achieve this?	OUTCOMES (what will the impact be?)
To sustain and build upon impressive improvement in phonics	<ul style="list-style-type: none"><li>• All staff to receive Little Wandle training</li><li>• All new teaching staff to receive Book Club and Phonics training</li><li>• All staff to have a consistent approach to teaching phonics</li></ul>	<ul style="list-style-type: none"><li>• All children will have the strategies to become a successful reader.</li><li>• Impressive results in the Y1 phonics Screening Check 2025</li></ul>

	<ul style="list-style-type: none"> <li>• All staff to use the terminology consistently across school</li> <li>• We listen to every child read, every day</li> <li>• Rigorous and robust assessment every half term</li> <li>• Mock screening check after Christmas</li> </ul>	
--	---	--

<b>CORE PRIORITY</b> <b>2. Handwriting and Spelling</b>	<b>How will we achieve this?</b>	<b>OUTCOMES</b> <b>(what will the impact be?)</b>
To focus on the technical aspects of writing: handwriting, spelling, grammar and punctuation (transcription)	<p><b>Transcription - Handwriting</b></p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Go through the handwriting rules prior to every lesson</li> <li>• Begin to use the handwriting lined books</li> <li>• Use consistent terminology across school</li> </ul> <p><b>Transcription - Spelling</b></p>	<ul style="list-style-type: none"> <li>• A consistency in the legibility components of handwriting across school: <ul style="list-style-type: none"> <li>○ letter formation,</li> <li>○ spacing,</li> <li>○ alignment</li> <li>○ size</li> </ul> </li> <li>• The speed of handwriting will increase</li> <li>• The children will take pride in their presentation</li> </ul>

	<ul style="list-style-type: none"><li>• Classes will focus on three words per topic which will be consistent across school</li><li>• Morning work will focus on spelling Common Exception as well as some topic words</li><li>• Topic words displayed on a washing line in every KS1 classroom (using Widget) and on word mats in the EYFS Unit</li><li>• We will introduce a flap in the back of books which will have correct spelling of some topic words and some Common Exception words on it</li><li>• We will display three Rocket words for Science</li><li>• High quality marking and instant feedback and corrections will breed success</li></ul>	
--	--	--



<b>CORE PRIORITY</b> <b>3. Curriculum</b>	<b>How will we achieve this?</b>	<b>OUTCOMES</b> <b>(what will the impact be?)</b>
<p>To be ambitious for ALL children including SEND, disadvantaged and gifted and talented.</p>	<p><b>High Quality Teaching and provision</b></p> <ul style="list-style-type: none"> <li>• Achieve high attainment across all subject areas</li> <li>• Closing the gap between PP and others</li> <li>• Invest in middle / senior leaders</li> <li>• Maths - <ul style="list-style-type: none"> <li>○ One sheet per book incorporating a practical task, a whole class activity and a mastery question for those children that can</li> </ul> </li> <li>• The practitioner <b>becomes</b> the intervention, supporting pupils to overcome barriers eg ACEs (Adverse Childhood Experiences) impacting their daily lives. They will use interventions such as social stories, Emotional Coaching,</li> </ul>	<ol style="list-style-type: none"> <li>1. The children will remember the learning across <b>all</b> subjects including computing and science</li> <li>2. GLD will be in line with the National Average</li> <li>3. Phonics will remain above National</li> <li>4. Y2 assessments will improve, including science</li> <li>5. words will be memorable for the children</li> <li>6. children will remember how to spell the words that they have been taught</li> <li>7. communication (speaking and listening) will improve</li> <li>8. New links with the community will be forged</li> </ol>

	<p>EAL Coaching and Zones of Regulation</p> <ul style="list-style-type: none"> <li>• Two EAL Champions will receive training from the Sheffield EAL Team and use the training in BIS</li> <li>• Effective marking and feedback</li> <li>• Accurate assessment and triangulation of data leading to targeted interventions.</li> <li>• High expectations of every child</li> <li>• Developing pupils' metacognitive knowledge of how they learn <ul style="list-style-type: none"> <li>○ What is my approach to problems?</li> <li>○ What do I know about this type of problem?</li> <li>○ Translate the task into a more familiar format eg narrative into equation</li> <li>○ Has this improved my understanding of the task?</li> </ul> </li> </ul>	
--	---	--

	<ul style="list-style-type: none"> <li>○ Now I understand the task</li> <li>• Teachers will have 6 Pupil Progress Meetings and three data drops a year with the HT</li> </ul> <p><b>Retention of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Memorable, practical learning (use of concrete manipulatives)</li> <li>• Plan, do, review curriculum impact reviews and implement the next steps</li> <li>• Most science will be moved from the garden and taught in the classroom to improve the quality of knowledge retained</li> <li>• Music: <ul style="list-style-type: none"> <li>○ FS2 - introduce vocabulary through singing</li> <li>○ Consult with children, parents and staff to identify needs and practical sessions for</li> </ul> </li> </ul>	
--	---	--

	<p>SEND pupils. Seek advice from Music Hub and subject leader meetings.</p> <ul style="list-style-type: none"> <li>○ Meet with SLT and liaise with our hub link tutor to establish timetable and opportunities for events and performance within school terms.</li> <li>○ Meet with SLT and explore links and collaboration with music leader.</li> <li>○ Source CPD for staff after first consulting them for areas of need and development.</li> <li>• Floor Books will contain speech bubbles which will evidence the Higher Order Thinking (H.O.T) among the gifted and talented pupils</li> <li>• A flashback session will be built into the daily timetable, enabling the teacher to</li> </ul>	
--	---	--

	'flashback' to previous learning aided by the children's books, learning journey walls and floor books	
--	--	--

<b>CORE PRIORITY</b> <b>4. Attendance</b>	<b>How will we achieve this?</b>	<b>OUTCOMES</b> <b>(what will the impact be?)</b>
To support our families in understanding the importance of keeping their children in school during term time and to improve the overall attendance	<ul style="list-style-type: none"> <li>• Make all staff aware of vulnerable families</li> <li>• Provide a wide range of support for vulnerable families</li> <li>• All staff will be responsible for safeguarding the vulnerable children, including monitoring attendance</li> <li>• Letters praising families for improved attendance, no matter how small, will be sent out</li> </ul>	<ul style="list-style-type: none"> <li>• Families feel supported</li> <li>• Attitudes to attendance will improve</li> <li>• Attendance improves</li> <li>• PA reduces</li> <li>• All children will be safeguarded</li> <li>• Staff and parents will be familiar with the new 'Working Together to Improve Attendance' guidance</li> <li>• Parents will be held to account for their child's attendance and well being</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents to be made aware of the new Working Together to Improve Attendance guidance</li> <li>• Parents will be supported but ultimately held to account for their child's attendance and well-being</li> </ul>	
--	---	--

<b>CORE PRIORITY</b> <b>5. To upskill the staff team and reduce workload</b>	<b>How will we achieve this?</b>	<b>OUTCOMES</b> <b>(what will the impact be?)</b>
To encourage a growth mindset amongst all staff but, in particular, senior and middle leaders	<ul style="list-style-type: none"> <li>• Introduce AI to help teachers with planning, reports, resources, etc.</li> <li>• Key Stage Leads will receive quality CPD for their respective key stages</li> <li>• To maintain high standards</li> <li>• To encourage a safe and inclusive culture</li> </ul>	<ul style="list-style-type: none"> <li>• AI will enhance the quality and speed of resources, reducing teacher workload</li> <li>• All practitioners will feel empowered to do their job well.</li> <li>• The curriculum will be memorable for our children</li> <li>• The school's ethos and strategic direction will be sustained and promoted by SLT and middle leaders</li> </ul>

		<ul style="list-style-type: none"><li>• Together, we will sustain our culture of enrichment and personal development. The children will leave as well-rounded citizens.</li><li>• Together we will succeed in upholding ambitious educational standards</li><li>• Together we will sustain our safe and inclusive culture</li></ul>
--	--	---