Broomhill Infant School



School Improvement Plan

SIP 2023-24

**Broomhill Infant School**

**SCHOOL IMPROVEMENT PLAN 2023/24**

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.**

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|  EYFS GLD |
|  | 2022 | 2023 |
| BIS | 82% | 72% |
| National | 63.4% | 67% |

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| **Y1 Phonics Screening Results 2023** |
|  | % Y1reaching required standard2018 | % Y1reaching required standard2019 |  Phonics screening check taken in the Autumn term 2021 – (using 2018 paper) | % Y1reaching required standard2022 | % Y1reaching required standard2023 |
| BIS | 86.6% | 84.2% | 67.5%  | 92% | 85% |
| National | 83% | 82% | 75% | 75% | 81% |

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| **2023 Y2 SATS Results**  |
| BIS | Y2 % Expected Standard Reading89% | Y2 % Greater Depth Reading42% | Y2 % Expected Standard Writing76% |  Y2 % Greater Depth Writing8% | Y2 % Expected Standard Maths84% | Y2 % Greater Depth Maths34% |
| National |  69% |  | 61% |  | 72% |  |



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

**School Improvement Plan Overview**

**CORE PRIORITIES 2023/24**

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|  | Not On TrackLittle/no evidence of progress |
|  | **Partially on Track**Some Evidence of progress |
|  | On-TrackStrong evidence of progress |

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| **CORE PRIORITY****Phonics** | **RATIONALE****(why are we doing this?)** | **SUCCESS CRITERIA****(What are the indicators or measures of success?)** |
|
| 1. To sustain and build upon impressive improvement in phonics.
 | To ensure a rigorous and robust approach to assessment.To ensure we are ambitious for all pupils. | AUTUMN* Teachers and teaching assistants will show fidelity to the Little Wandle Phonics Scheme.
* All teachers and teaching assistants will refresh their knowledge of the updated Little Wandle Scheme.
* School will invest in additional Big Cat reading books and rapid catch-up resources.
* All teachers to use the excel assessment booklet to determine precise Phase and set of each pupil.
* Teachers to identify any pupils that have fallen behind.
* Teachers to use the Rapid Catch Up method to help any pupils that have fallen behind.
* Using the assessment data, Precision Teaching will ensure that pupils focus on the gaps in the learning.
* Teachers of the Y1 children and Y2 children (who failed the Screening Check last year) will undertake a past Phonic Screening Check paper towards the end of the Autumn Term. The outcomes will inform interventions.
* Pupils will make rapid progress from their starting point.
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| SPRING* Pupil Progress meetings will highlight the children who are Working Towards in phonics.
* Teachers will be accountable to their Key Stage Lead and the Head teacher for identifying the children and closing the gaps.
* Teachers of the Y1 children and Y2 children (who failed the Screening Check last year) will undertake a past Phonic Screening Check paper towards the end of the Spring Term. The outcomes will inform interventions.
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| SUMMER 1* The Y1 pupils should be prepared for the Phonics Screening Check.
* Y1 teachers should administer the screening check
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| **CORE PRIORITY****Writing** | **RATIONALE****(why are we doing this?)** | **SUCCESS CRITERIA****(What are the indicators or measures of success?)** |
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| 1. To focus on the technical aspects of writing: handwriting, spelling, grammar and punctuation (transcription)

  | To ensure that all pupils know, and understand, the importance of presentation and standards in their writing.To ensure competency in transcription as well as composition.To explore and decide upon a whole school approach to handwriting and spelling.To breed success by giving pupils the technical vocabulary and HFW they need to be able to spell.To give live feedback with the expectation that pupils will correct errors within the lesson. | AUTUMN* All books will be cherished by the pupils
* Pupils will sit correctly at a table
* Pupils will hold a pencil comfortably and correctly
* Pupils will write from left to write
* Pupils will begin to form lower-case letters in the correct direction, starting and finishing in the right place
* Pupils will form capital letters
* Pupils will form digits 0-9
* Pupils will understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
* Pupils will write from the margin
* Pupils will write neatly in all learning books
* Pupils will receive their Pencil Licence
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| SPRING* Pupils will spell key vocabulary mostly correctly.
* Pupils will be able to name the letters of the alphabet mostly correctly.
* Pupils will be able to add the prefixes and suffixes mostly correctly.
* Pupils will write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
* Pupils will leave spaces between words
* Pupils will join words and join clauses using and
* Pupils will begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
* Pupils will use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
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| SUMMER* Pupils will spell key vocabulary consistently correctly.
* Pupils will be able to name the letters of the alphabet consistently correctly.
* Pupils will be able to add the prefixes and suffixes consistently correctly.
* Pupils will write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
* Pupils will form lower-case letters of the correct size relative to one another
* Pupils will start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
* Pupils will write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
* Pupils will use spacing between words that reflects the size of the letters.
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| **CORE PRIORITY****Embed the Curriculum** | **RATIONALE****(why are we doing this?)** | **SUCCESS CRITERIA****(What are the indicators or measures of success?)** |
|
| 1. Ensure that the curriculum is well embedded and that there is consistently high-quality teaching in all classrooms which leads to positive outcomes for children/pupils.
 | After evaluating the quality of the curriculum still further, we have a pure EYFS curriculum and KS1 curriculum.The EYFS curriculum is being developed by the EYFS lead.The KS1 curriculum is being rolled out over a two-year cycle and is being developed by the KS1 Lead. | AUTUMN* Teachers’ performance management targets are linked to the school’s strategic priorities.
* Daily drop-ins inform weekly marginal gains
* The ‘Little Wandle’ phonics programme is delivered effectively by all staff who teach phonics.
* The curriculum is implemented well across all subjects. As a result, pupils have a strong understanding of the knowledge, skills and concepts in all subjects.
* Where appropriate, progress of pupils with SEND is measured/monitored using the Birmingham toolkit and evidence of their development and progress is clear and accurate.
* Gaps in pupils’ knowledge are identified through accurate assessment and pupils are helped to recover any lost learning through a variety of programmes and provision.
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* Teachers and teaching assistants receive focused and highly effective professional development both in the form of support from existing teachers in the school and through suitable external courses/training.
* Leaders’ monitoring activities show that curriculum subject plans are being implemented as intended.
* Monitoring from senior leaders and visits from external advisors’ evidence demonstrates that teaching is consistently of a high standard across the school
* Governors and parents are kept up to date with curriculum developments. They are clear of how the teaching of curriculum subjects positively impacts on children’s acquisition of knowledge, skills and concepts.

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| SPRING* Daily drop-ins inform weekly marginal gains
* Phonics outcomes at the end of Year 1 and Year 2 exceeds the national average
* Where appropriate, progress of pupils with SEND is measured/monitored using the Birmingham toolkit and evidence of their development and progress is clear and accurate.
* Gaps in pupils’ knowledge are identified through accurate assessment and pupils are helped to recover any lost learning through a variety of programmes and provision.
* Teachers and teaching assistants receive focused and highly effective professional development both in the form of support from existing teachers in the school and through suitable external courses/training.
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| SUMMER* Daily drop-ins inform weekly marginal gains
* Leaders’ monitoring activities show that curriculum subject plans are being implemented as intended.
* Monitoring from senior leaders and visits from external advisors’ evidence demonstrates that teaching is consistently of a high standard across the school
* EYFS (GLD) outcomes are at least in line with national averages.
* End of KS1 outcomes exceed National.
* The revised school’s curriculum is well embedded in all areas.
* Where appropriate, progress of pupils with SEND is measured/monitored using the Birmingham toolkit and evidence of their development and progress is clear and accurate.
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| **CORE PRIORITY****Attendance and PA** | **RATIONALE****(why are we doing this?)** | **SUCCESS CRITERIA****(What are the indicators or measures of success?)** |
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| 1. To ensure that whole school attendance improves by a further 1.2% and that PA decreases still further.

  | To ensure we build on effective strategies to improve school attendance by 1.2% from 93.8% to 95%.To ensure we reduce the PA rate still further.To improve the attendance of SEND childrenTo improve punctuality across the school | AUTUMN* Attendance and PA are monitored weekly.
* Target groups’ attendance will improve.
* The BIS Attendance policy is followed and the PA rate is reduced.
* Everyone is actively aware that attendance is everyone’s business
* Pupil voice is harvested.
* Regular meetings with the attendance and inclusion officer.
* Weekly attendance displayed in the foyer, will improve overall.
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| SPRING* Regular meetings with the attendance and inclusion officer.
* Attendance and PA are monitored weekly.
* Continue to display weekly attendance in the foyer
* Set up Mapping Meetings with parents of PA children.
* Issue penalty notices for unacceptable, unauthorised term time leave.
* Assess the impact of the policy.
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| SUMMER* Regular meetings with the attendance and inclusion officer.
* Monitor attendance and PA weekly
* Continue to display weekly attendance in the foyer
* Review Mapping Meetings
* Arrange SAP (School Attendance Panel) Meetings
* Attendance to meet the agreed target
* PA to improve.
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| **CORE PRIORITY****Upskilling Staff** | **RATIONALE****(why are we doing this?)** | **SUCCESS CRITERIA****(What are the indicators or measures of success?)** |
|
| 1. To continue to develop senior and middle leaders.

To provide opportunities for staff to develop and grow. | To ensure that senior and middle leaders have excellent knowledge and understanding of the curriculum that they lead and ensure that the curriculum is implemented effectively.  | AUTUMN* Senior Leaders have a clear vision for the curriculum which is evident in school and staff are aware of.
* Senior Leaders embark upon the Leadership Matters (Andy Buck) training with the HT.
* Performance Management meetings with subject leaders ensure that their action plans are focused on continuing to improve their curriculum area and is achievable.
* Performance Management meetings with all staff investigate opportunities for development and growth.
* Subject leaders can explain clearly how the curriculum develops throughout school and how pupil’s skills and knowledge are developed.
* Leaders are planning and leading information sessions for parents
* Meetings with external advisors and governors demonstrate that subject leaders have a clear understanding of their curriculum area and how it is being developed.
* All leaders monitor the effectiveness of the teaching of the curriculum, and it has a positive impact on pupils’ progress.
* Senior leaders mentor and coach staff across school effectively leading to positive outcomes.
 |
| SPRING* Senior Leaders are taking more of an active, whole school role.
* Subject leaders can explain clearly how the curriculum develops throughout school and how pupil’s skills and knowledge are developed.
* Meetings with external advisors and governors demonstrate that subject leaders have a clear understanding of their curriculum area and how it is being developed.
* All leaders monitor the effectiveness of the teaching of the curriculum, and it has a positive impact on pupils’ progress.
* Senior leaders mentor and coach staff across school effectively leading to positive outcomes.
 |
| SUMMER* Senior Leaders have completed the Leadership Matters training with the HT.
* Subject leaders can explain clearly how the curriculum develops throughout school and how pupil’s skills and knowledge are developed.
* Meetings with external advisors and governors demonstrate that subject leaders have a clear understanding of their curriculum area and how it is being developed.
* All leaders monitor the effectiveness of the teaching of the curriculum, and it has a positive impact on pupils’ progress.
* Senior leaders mentor and coach staff across school effectively leading to positive outcomes.
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