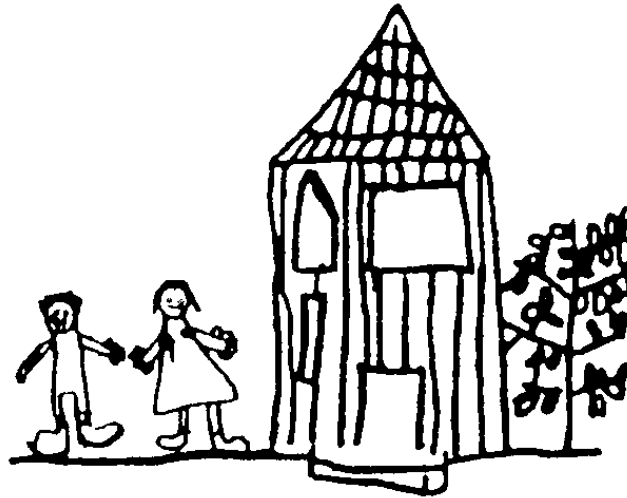


# Broomhill Infant School



---

## School Action Plan 2019/20

### School Vision Statement

At Broomhill Infant School we are an enthusiastic, caring and co-operative team. We ensure a safe and 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.

## School Aims

- We will promote an understanding of democracy, the rule of law, individual liberty and mutual respect along with an appreciation of different faiths and beliefs so that all our children are well equipped to thrive in modern British Society
- We will combine outstanding teaching with a broad and rich curriculum. Children learn at the highest level when they are excited and engaged. Our aim is to instil a love of learning to last a lifetime
- Mathematics and English will be the spine of our pupils' success in learning. We will build on our strengths and successes to serve the needs of our children using the skill set of everyone in school. Broomhill Infants will drive its own improvement and set its own aspirational targets recognising that we can always improve
- Learning will be focused on individuals' needs and abilities: we will further develop assessment for learning to ensure that all teachers in school are informed of the ways in which children learn
- Teachers and Teaching Assistants will provide a tailored approach to support children with special educational needs and disabilities, more able children and minority ethnic groups
- We aim to foster a positive partnership with parents, families and the wider community by communicating clearly and by facilitating events that bring school and the community together
- We will provide additional activities outside school hours to further enhance children's strengths and interests. We will signpost children to appropriate clubs and organisations if exceptional skill or talent is spotted
- We will use our schools beautiful outdoor areas and garden with the local area and wider locality. We will arrange and organise visits out of school, a residential visit and visitors to school to enrich teaching and learning
- We will promote high standards of behaviour by teaching positive behaviour to all children. We will provide rich experiences to provide for children's social, emotional, spiritual and cultural development. We will promote Broomhill 'Secrets of Success' and our 'Golden Rules'
- The staff team will develop a curriculum that meets the needs of our diverse school population, we will make changes over time and all resources will be used flexibly and imaginatively

- Every aspect of our teaching and learning will be of the highest quality. We will offer every child the chance to achieve their fullest potential giving them the foundations for future learning and success in life

**Our children will experience a curriculum which from entry in Foundation Stage to exit at the end of Year 2:**

- Promotes high standards in reading, writing and mathematics
- Values high quality first hand experiences that encourage the development of a sense of awe and wonder
- Is carefully designed and planned to enable children to see the links between subjects and enable children to transfer previously acquired knowledge and skills from one area of learning to another
- Offers learning opportunities planned to ensure children understand right from wrong, what is fair and unfair and a set of core values for life
- Promote preparation for and an appreciation of life in modern Britain
- Provide the children with an understanding of and a sense of identity with the Broomhill area
- Enables the children to understand the need to live harmoniously in their multicultural community, multiracial Britain and a global community
- Equips them to understand emotional intelligence, social awareness and the need to be enterprising
- Allows pupils to learn outdoors, on our school premises and in the locality, on a regular basis for a range of subjects
- Offers children an exciting range of additional curricular activities that are broad in nature and accessible to younger and older children alike
- Enables children to develop an understanding of how they learn along with an ability to articulate how they have learned

**Where are we now? See summary of the Self Evaluation;**

**Outcomes:**

Over time the outcomes for pupils are good or better. Standards at the end of Foundation Stage demonstrate a 2.8% dip (which equates to one child) compared to the National GLD because of in year transience and new arrivals late in the school year. The % of BIS Year 1 pupils working at the expected level in phonics is 84.2% which is above the National figure 2019. In reading, writing and maths the % of BIS children achieving the expected standard is as stated below.

**At the end of 2018/19**

**BIS FS2 GLD - 69.2% - below National 72%. This is due to in year transience and EAL new arrivals late in the Spring term**

**BIS Y1 - 84.2% of children achieved the expected standard in phonics - above National 82%**

**BIS Y2 - Expected Standard: Reading 79.4% Writing 70.6% Maths 82.4% National Expected Standard: Reading 75% Writing 69% Maths 76%**

**BIS Y2 - Greater Depth: Reading 29.4% Writing 17.6% Maths 29.4% National Greater Depth: Reading 25% Writing 15% Maths 22%**

The progress of SEND children will be monitored closely with the Tracker + that enables a breakdown of descriptors and small steps in progress to be identified.

Where do we want to be? What do we need to do to improve further?

- Ensure a minimum of 80% of children are at age related in reading and maths, 75% in writing by the end of Year 1 and Year 2
- Continue to develop the outdoor learning environment and expertise in the EYFS to improve on 2019 Good Level of Development (GLD)
- Continue to develop phonics teaching to improve the % of Year 1 children achieving the expected standard
- Improve progress and the % of children achieving the expected standard in reading, writing and maths in Year2
- Focus on SPaG and application in writing across the curriculum in half term topic books
- Ensure that disadvantaged children are closing the gap - Focus time with HLTA / TA small group work / Active TA and reading volunteers and families
- Continue to develop maths mastery with the National Centre for Excellence in the Teaching of Mathematics / Maths Hub - Helen Downham to lead
- Ensure that numicon, base 10 materials and Cuisenaire are used daily as models and images to support teaching in maths and that a daily mental and oral maths session is delivered
- Ensure that 'teaching the sequence of writing' is implemented, linked to the half term topics (Learning Challenge Curriculum) - INSET Refresh...2/9/19 Jo Jones. Performance Management Writing Lesson Observations Autumn 2
- Ensure each term one story is retold in the style of Pie Corbett to develop story language and story telling
- Ensure that Sheffield Computing Scheme of Work is used and implemented across the curriculum and that each year group adheres to the 'Rising Stars Scheme of Work' and Royd progression of skills
- Continue to focus on the use of Assessment for Learning that:

1. Involves children in the process so that they can talk with confidence about what they are good at and what they need to do next in order to improve
  2. Informs the next step of learning within lessons and between lessons
  3. Uses precise questioning to direct the course of the lesson, pupil talk and effective feedback to ensure an outstanding quality of teaching
- Continue to build middle leadership in school through subject leadership / EY leadership / SENco/ Continue to develop the outdoor learning environment - FS2 outdoor audit PL/CT
  - All children, especially low ability, SEN children and children with medical needs to be aware of the high expectation for engagement and completion of tasks

**The 2019/20 plan targets areas for improvement based on the following:**

School Summary Report/ EYFS Report / Y1 Phonics Report / End of KS1 Report from Sheffield Performance and Analysis Service September 2019

School Self Evaluation

Foundation Stage GLD and gap analysis of children not achieving GLD

Year 1 phonics screening analysis

Analysis of end of KS1 SATS results

The Ofsted Action Plan from the school's inspection in 2011 and recommendations made within the report.

| Key Improvement Priority | Reading (with a focus on phonics and early reading)  |
|--------------------------|--|
| <b>Success Criteria:</b> | <p><i>We will know we are successful when ...</i></p> <p><i>80+ children are at the expected standard for their year group</i></p> <p><i>30% + children achieving greater depth</i></p> <p>Prioritise reading - upgrade library / assembly with librarian / prominent displays promoting reading</p> <p>All children to experience the modelling of reading through whole class large shared texts - big books and large texts on the IWB</p> <p>Each class to have story time every afternoon at 2.30pm</p> <p>Through 'Author Study' (Y2) and Shared Reading FS2 / Y1 teach children to understand the features of different genre and how texts work</p> <p>Teachers to develop their high level questioning to develop skills of inference and deduction</p> <p>All children in FS2, Y1 and Y2 to read individually to a member of staff every week. Guided Reading for small groups as appropriate</p> <p>Identified children to read every week with a reading volunteers from Sheffield University and volunteers from the community</p> <p>Continue 'Parent Reading Morning' Each Tuesday 8.45-9.00am</p> <p>Distribute 'Early Reading' guidance and advice to parents/families in the form of a booklet</p> <p>Parent / Volunteer Reading Presentation 16.10.19 @ 9am followed by coffee morning</p> <p>'Mystery Reader' to continue.... Modelling intonation and expression Each Thursday @ 2.30pm</p> <p>Promote reading each week on weekly newsletter ... remind families to read at bedtime</p> <p>Staff filmed reading a story for children to access at home</p> |

|  |  |
|--|--|
|  |  |
|--|--|

| <b>Key Improvement Priority – Reading<br/>(with a focus on phonics and early reading)</b>   | <b>Lead Person</b>   | <b>CPD / Staff Meeting</b>               | <b>Timescales</b>  |
|---|----------------------|--|--|
| Prioritise Reading throughout school and with families  | CT/JJ                | INSET Day 2.9.19<br>Staff Meeting 4.9.19 | Ongoing  |
| Vocabulary:<br>All children to experience the modelling of reading through whole class large shared texts big books and on the Interactive Whiteboard | All staff            |  | Daily  |
| Each class to have story time every afternoon   | All staff            |  | Daily at 2.30pm  |
| Through 'Author Study' (Y2) and Shared Reading FS2 / Y1 teach children to understand how texts work   | All staff            |  | Ongoing  |
| Teachers to develop their high level questioning to develop skills of inference and deduction   | Class Teacher        |  | Ongoing  |
| All children in FS2, Y1 and Y2 to read individually to a member of staff every week. Guided Reading for small groups as appropriate                   | Class Teacher        |  | Ongoing  |
| Identified children to read every week with a reading volunteers from Sheffield University and volunteers from the community                          | CT/<br>Class Teacher |  | Ongoing<br>Identify 'Might' children at half term<br>Pupil Progress Meetings |

|   |                    |  |                        |
|---|--------------------|--|------------------------|
| Continue 'Parent Reading Morning' Each Tuesday 8.45-9.00am  | Class Teacher TA's |  | Weekly                 |
| Distribute 'Early Reading' guidance and advice to parents/families in the form of a booklet                                       | PL SH              |  | October Parent Meeting |
| 'Mystery Reader' to continue.... Modelling intonation and expression each Thursday @ 2.30pm                                       | Class Teacher      |  | Weekly                 |
| Promote the love of reading on the weekly newsletter with reminders to families re: the value of reading ...especially at bedtime | MV                 |  | Weekly                 |

|                             |  |
|-----------------------------|--|
| <b>Improvement Priority</b> | <b>Writing:</b>  |
| <b>Success Criteria:</b>    | <i>We will know we are successful when .....</i><br><i>70% + children are at the expected standard for their year group</i><br><i>20% + children are exceeding the standard for their age group</i><br><i>All children can talk about using phonics and other spelling strategies to help them spell new words</i><br><i>All children form letters correctly</i><br><i>All children apply their knowledge of SPaG when writing across the curriculum</i> |

| <b>Actions</b>  | <b>Lead Person</b> | <b>CPD / Staff Meeting</b>   | <b>Timescales</b> |
|---|--------------------|--|-------------------|
| All staff know and understand that writing is a continued priority 2019/20  | JJ                 | INSET 2/9/19 - Refresh and introduce to new staff 'Teaching the Sequence of Writing' | Ongoing           |
| Use of visual literacy/ big books/large shared texts / role play / drama/ small world/ imaginative play as a stimulus for writing | All Staff          |  | Ongoing           |
| All staff are consistent in the planning and delivery of 'Teaching the Sequence of Writing'                                       | Teacher            | As above   | Ongoing           |



|  |                |  |                      |
|--|----------------|--|----------------------|
| SPAG to be taught every week and applied in focused writing activities and all writing across the curriculum   | Teacher        | Staff Meetings Spring1 Summer 1.<br>In school moderation one staff meeting per half term | Ongoing              |
| To inform FS2 parents of the methods and strategies we use to teach children to write & distribute literature to support parents helping their children to read  | CT/PL/<br>SH   | Parents Meeting  | 23.10. 2019 @<br>6pm |
| Inform all parents from FS2 - Y2 of the methods used for teaching writing and the developmental progression in the form of a parent information booklet / progression in writing display in school           | CT/JJ          | Parents Evenings   | 8/10/19<br>10/10/19  |
| To inform Y2 parents of the methods and strategies we use to teach children to write & distribute literature to support parents helping their children to progress and be prepared for end of KS1 assessment | CT/JJ<br>HD/AC | Parents Meeting  | Date TBC             |

|                             |  |
|-----------------------------|--|
| <b>Improvement Priority</b> | <p><b>Continued Maths Mastery - (second year 2019/20)</b></p> <p><i>We will continue, across school, using models and images ... Numicon, base 10 and Cuisenaire</i></p> <p><i>Children can talk about the mathematical strategies they use to calculate</i></p> <p><i>All children are confident with basic skills so able to work for mastery and greater depth in learning</i></p> <p><i>We have fully implemented the White Rose Scheme of Work and National Centre for Teaching Maths (NCTM) to ensure correct coverage in each year group</i></p> <p><i>We are consistent from FS2 to Y2 delivering <b>daily</b> mental and oral maths sessions</i></p> <p><i>We are consistent in Year 2 using 'My Maths' on line programme in class to support lessons and for homework in learning logs to consolidate class teaching . Year 1 and FS2 will use My Maths in Learning Logs twice per half term</i></p> |
| <b>Success Criteria:</b>    | <p><i>We will know we are successful when .....</i></p> <p><i>80% + children are at the expected standard for their year group</i></p> <p><i>30%+ of children achieve greater depth in maths</i></p>   |

| Action   | Lead     | CPD/ Staff Meeting                        | Timescales |
|--|----------|---|------------|
| Continued training with the National Centre for Excellence | HD / JJ/ | 11.10.19 / 13.12.12 / 10.1.20 / 13.3.20 / |            |

|   |                 |  |   |
|---|-----------------|--|---|
| in the Teaching of Mathematics  | CT              | 17.1.20/26.6.20 - all morning only                               |   |
| All children use models and images in maths lessons from FS2 - Y2   | CT / HD         | INSET day 2.9.19 HD  |   |
| Ensure each maths block involves reasoning / problem solving and deep thinking to develop maths mastery                       |                 |  |   |
| To continue to use 'My Maths' from FS2 to Y2 for use in home and school   | All Staff<br>HD | Refresh 'My Maths' subscription Oct 2019...<br><br>Staff Meeting | Y2 ongoing<br>Y1 / FS2<br>2x half term in learning logs |
| To ensure that one maths lesson per week is taught outdoors and evidenced in a class book                                     | Teachers        |  | Weekly  |
| Distribute 'Helping your Child With Maths' information booklet  | HD / Staff      | Foundation Stage Parents Meeting                                 | October 2019  |
| To continue to use the 'Sharrow Assessment Grid' for maths Y1 and Y2 which combines the ARE and Steps from the Sheffield Grid | Y1/Y2 Teachers  |  | Ongoing   |

| Action  | Lead Person        | CPD / Staff Meeting   | Timescales         |
|---|--------------------|---|--------------------|
| Embed the Sheffield Computing Scheme of Work and the 'Rising Stars Scheme of Work   | SH CT              | SH to Royd Infant School Computing course<br>SH Management Time<br>Staff Meeting Aut 2 / Spring 1 | Date 24.9.19       |
| To complete the E Safety audit from Sheffield Safeguarding Board and disseminate the information to children, staff, parents and Govs         | JJ SH<br>CT        | JJ/SH to complete E Safety Audit /<br>E Safety Staff Meeting / Parents meeting                    | Aut 2<br><br>Aut 2 |
| To further develop the FS2 outdoor provision ... Visit 'Outstanding Outdoor Provision' as part of Teacher & TA Performance Management 2019/20 | CT PL& F2<br>Staff | To meet with the Triad/ Sheaf practitioners and moderators each half term                         | Aut 2 & ongoing    |
| Moderation - In School and with the Triad of Schools  |                    |   |                    |



