

# Broomhill Infant School



## School Action Plan 2020/21

### 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. Predicted standards at the end of Foundation Stage (GLD) was 75%. (Target met)  
 The predicted percentage of BIS Y1 pupils working at the expected level in phonics dipped to 73.5%. This was a as a result of lockdown.  
 In reading, writing and maths the predicted % of BIS achieving the expected standard / greater depth at the end of KS1 is as stated below.

At the end of 2019/20... all figures are predicted using information from pupil progress meetings and internal tracking (Sept 2019 - March 2020)

**BIS Y2 Reading Expected standard: 52.8% Greater depth: 19.4%**

**Writing Expected standard 58.3% Greater depth 16.7%**

**Maths Expected standard 58.3% Greater depth 16.7%**

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

- Ensure children return to school, are settled, in good routines and above all are happy.
- Continue to develop the outdoor learning environment and expertise in EYFS to improve on 2020 (predicted) Good Level of Development
- Continue to develop phonics teaching to improve the % of Year 1 children achieving the expected standard
- Ensure that disadvantaged children are closing the gap - Focus time with TA 1:1, small group work / Active TA and catch up TA (funded by the DFE)
- Continue to develop maths mastery - Helen Downham to lead
- Ensure that numicon, base 10 materials, Cuisenaire and natural materials 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, (with special emphasis on the *immersion* phase) linked to the half term topics (Learning Challenge Curriculum) - INSET Refresh...1/9/20 Jo Jones
- 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 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 2020/21 target areas for improvement are based on the following:**

School Self Evaluation of an Autumn return to school after an extended period of Covid 19 lockdown

Foundation Stage GLD (predicted) and gap analysis of children not achieving GLD

Year 1 predicted phonics screening outcomes / analysis

Year 2 predicted end of KS1 outcomes / analysis

<b>Key Improvement Priority Recovery &amp; Wellbeing</b>	<b>To ensure processes and strategies are in place to enable all children and staff to be in school in a safe and supportive environment</b>
<b>Success Criteria:</b>	<p><i>We will know we are successful when ...</i></p> <p><i>Staff and children have settled back into school safely and happily</i></p> <ul style="list-style-type: none"> <li>• Hygiene processes become a routine part of the day</li> <li>• Wellbeing for both staff and children is a priority and all parties are happy</li> <li>• Blended learning will be planned</li> </ul>

<b>Key Improvement Priority - Recovery &amp; Wellbeing</b>	<b>Lead Person</b>	<b>CPD / Staff Meeting</b>	<b>Timescales</b>
Processes are in place to ensure good hygiene across school Hand sanitiser in all bases and shared areas Children to sanitise on entry to school and wash hands regularly Tables and equipment thoroughly cleaned between sessions/ groups. Full clean downstairs after lunchtime, tables, chairs, door handles and light switches	CT/JJ  SB  TAs  TB		Ongoing
Well-being for the children <ul style="list-style-type: none"> <li>• Circle Time should take place every week at the</li> </ul>	CT/JJ class	Jenny Mosley training : Listening and Empathy (Learn Sheffield: Covid Recovery Festival )	15.9.20 Weekly/ Daily

<p>same time</p> <ul style="list-style-type: none"> <li>• Each class to have a Think Box for them to put in ideas for Circle Time</li> <li>• Listening tokens given to children</li> </ul>	teacher	<p>Twilight session: Fiona Watson -The Importance of Sleep</p> <p>Zoe Brownlie training: Healthy Minds. (LS)</p>	<p>30.9.20</p> <p>8.9.20</p>
<p>Well-being for staff</p> <ul style="list-style-type: none"> <li>• Be aware of isolated/ vulnerable staff and contact them regularly.</li> <li>• Ensure all staff feel valued and listened to</li> <li>• Introduce Well-being Wednesday</li> </ul>	All staff	As above	
<p>Plan for 'Blended Learning' in the event of local lock down or bubbles of children being sent home.</p>	All staff	SH to ensure learning platform ready.	Ongoing
<p>Parents Evening to be carried out by phone in the Autumn 20/22.10.20</p> <p>Each year group to have time to plan a week of distance learning.</p>	Class Teacher	<p>23/9/20</p> <p>Planning time given in year groups to plan.</p> <p>DS/ PL - FS2</p> <p>GH/ JJ/ SH - Y1</p> <p>SJ/ HD -Y2</p>	<p>Ongoing</p> <p>23.9.20</p>

<b>Improvement Priority</b>	<b>Reading</b>
<b>Success Criteria:</b>	<i>We will know we are successful when .....</i> All children are making at least expected progress in phonics and reading

<b>Actions</b>	<b>Lead Person</b>	<b>CPD / Staff Meeting</b>	<b>Timescales</b>
Children's phonics will be assessed in September to provide a baseline for ongoing teaching and learning Year 2 children to take previous Phonics Screening Test in Autumn 2. Results to be submitted by the end of the Autumn Term	All staff		Ongoing
Phonics file set up for each phonics group to ensure continuity when different members of staff teach a group. Plan to be initialled and dated after each session	All Staff	Inset days July 2020 & September 2020	Ongoing
Each class to experience modelled and shared reading through big books and enlarged texts	Teacher		Ongoing
All children to read with a member of staff at least once a week. Guided reading to be used as and when appropriate.	Teacher		Ongoing
Story time EVERYDAY at 2.30 including virtual mystery reader slot on Thursdays Shared google drive set up for stories.	All staff		Ongoing
Reading promoted on weekly newsletter and families reminded to read a bedtime story. There is a bank of stories read by staff on the school Facebook and website	CT/JJ PL		weekly
Early Reading pamphlet distributed to all new parents in admissions pack	CT/PL		June/July

<b>Improvement Priority</b>	<b>Catch up</b> <b>Monitor and amend our curriculum provision for the needs of all pupils</b>
<b>Success Criteria:</b>	<i>We will know we are successful when .....</i> Children are on track to make at least expected progress

<b>Action</b>	<b>Lead</b>	<b>CPD/ Staff Meeting</b>	<b>Timescales</b>
Carry out initial assessments in phonics, maths, reading and writing to establish a clear baseline and highlight gaps	Teachers		<b>First two weeks in September</b>
Highlight specific children for interventions in emotional wellbeing, English and Maths.	CT/JJ LL		September
New member of staff to be appointed to facilitate catch activities/ tasks (	CT/JJ		Autumn 1 Start date 29.9.20
Tracking Draft a plan for a programme of assessment that includes dates for review and inputting of data. To include phonics phases and book bands. 23/9/20	Teachers		Ongoing

<b>Action SPRING TERM</b>	<b>Lead Person</b>	<b>CPD / Staff Meeting</b>	<b>Timescales</b>
<b>Subject Leadership</b> <b>Teachers to develop their subject and pedagogical knowledge so that all SLs are confident and well equipped to fully meet their roles by JULY 2021</b>			
Staff to assess their professional development needs in terms of their subject areas	CT		January 2021
Management and staff meeting time allocated to enable staff to monitor provision of their subject across school.	CT		January-June 2021



