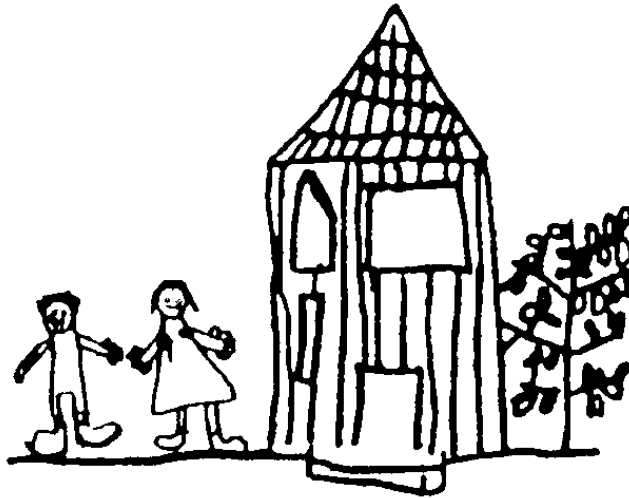


# Broomhill Infant School



## School Action Plan 2021/22

### 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 are taught and 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 will give extra support to the children that need it most.
- 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:**

- Is rich and vivid and especially promotes high standards in reading, writing and mathematics
- Embeds knowledge and key concepts in the long term memory of children
- 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
- At all stages is adapted to meet the need of an individual or group of pupils
- 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?**

### **IMPACT OF THE COVID 19 PANDEMIC**

The impact of the pandemic has inevitably meant that planned developments and improvements slowed and sometimes stalled from March 2020 to July 2021. The focus for all staff shifted to managing the constant changes necessary to manage the pandemic and ensure that the school responded in a proactive and positive way. There was an immediate and concerted CPD drive to upskill all staff in the use of IT for communication and the provision of remote learning. Subject leaders were not able to monitor and evaluate their subjects and the senior leaders in school have not been able to monitor and evaluate in the usual rigorous way. Because of the strategic leadership provided by the senior and middle leadership teams and determined response of all staff, the school maintained its high standards and responded positively to the pandemic and the unprecedented demands associated with it. Teaching critical worker and vulnerable children in school was successfully balanced with ensuring a robust, ambitious remote education for children at home. At all times the school's approach took into account the wellbeing and welfare of pupils

and staff. The provision of sequenced remote education, which mirrored exactly the curriculum in school, supported by videos and recordings (produced by school staff) was significant, endeavoured to remain broad and ambitious and provided the basis for all learning both at home and in school. In addition to interventions still being run for pupils in school, remote interventions for small groups and individuals were also established. The curriculum, however, during lockdown was not as broad and rich as in usual circumstances as we focused on ensuring the best possible progress in the core areas and on key knowledge in the broader curriculum. We also responded to parental feedback. Since the full return to school we have focused on filling gaps and re-establishing the full broad and ambitious curriculum. Teacher assessment during April/May and again in July showed that, due the quality of the remote learning offer and quality of provision since the full return to school, the majority of pupils are still working at age related expectations.

#### **Outcomes:**

**Over time the outcomes for pupils are good or better. Predicted standards at the end of Foundation Stage (GLD) was 70%. (Target exceeded at 80%)**

**The percentage of BIS Y1 pupils working at the expected level in phonics dipped to 67.5% (with 4 children one mark below the pass rate of 32 marks out of 40.)**

**In reading, writing and maths the % of BIS achieving the expected standard / greater depth at the end of KS1 is as stated below (using past Year 2 SATS papers and teacher assessment.)**

**At the end of 2020/21**

***BIS Y2 Reading Expected standard: 77% Greater depth: 25.6%***

***Writing Expected standard 67% Greater depth 12.8%***

***Maths Expected standard 79.5% Greater depth 20.5%***

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

Following the pandemic and lockdown, now is an ideal time to focus on three key areas that are well proven to impact on improved outcomes for all children as we move to a universal outstanding level of provision:

- The Curriculum
- The Quality and Consistency in Teaching (pedagogy)
- Learning Behaviours and Attitudes to learning (including social and emotional aspects to learning.)

We will focus on and:

- Ensure children return to school, are settled, in good routines and above all are happy.
- Ensure that disadvantaged children are closing the gap - Focus time with TA 1:1, small group work (LL) / Catch up teachers x2 (DS/SJ) funded by the DFE
- Continue to develop phonics teaching to improve the % of Year 1 children achieving the expected standard
- 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 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 and Subject Leaders. 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 2021/22 target areas for improvement are based on the following:**

School Self Evaluation

Foundation Stage GLD and gap analysis of children not achieving GLD - Pupil Progress Meetings

Year 1 phonics screening outcomes / gap analysis

Year 2 predicted end of KS1 outcomes / analysis

Key Improvement Priority	Focus and Targets
<b>QUALITY OF EDUCATION</b>	<ul style="list-style-type: none"> <li>Further develop the curriculum so that all subjects are taught in a structured and sequential way, with clear end points, that aids the embedding of key concepts to the long term memory</li> <li>Ensure that the delivery of the curriculum and pedagogical approaches promote the effective use of working memory and the embedding of learning to the long term memory</li> <li>Develop the quality of questioning across school (Q's written on planning) to ensure questioning promotes higher order thinking for all pupils but particularly more able pupils</li> </ul>

Actions: QUALITY OF TEACHING ...	Lead Person	CPD SM time	Timescale	Cost	What success will look like:
Revisit non - negotiables for teaching and learning environments	CT	INSET 2.7.21 & 1.9.21  SM 8.9.21	Ongoing		75%+ pupils to be at the expected standard for their year group  The quality of education is judged to be outstanding  Non - negotiable practice is evident in classrooms
High Quality Questioning Bloom's Taxonomy	CT/JJ	Staff Meeting 15.9.21			Staff planning will include different levels of questioning
Consistency in each class base of the learning environment ... A visual timetable, phonics, working walls, 'We all sparkle' Secrets of Success, School Rules ...	All	Staff Meeting 15.9.21			There is a consistency across school. Reading is clearly promoted. Children know where to look to support

Actions	Lead Person	CPD / Staff Meeting			Time/Date
Teachers and TA's know the previous attainment of all pupils in their class Teachers to know what has come before, why they are teaching what they are teaching and what comes next	CT / All	Pupil Progress Meetings	13.9.21 1.11.21		Clear focus on each pupils learning and their progress.
Presentation - excellence to be modelled by Teacher / TA... What A Good One Looks Like... (WAGOLL)	All		4.1.22 21.2.22 19.4.22 7.6.22		TA's are even more focused on supporting the learning of those falling behind. Ongoing...work across school to be of a consistently high standard
<b>Actions:</b> <b>CURRICULUM</b>					
Develop the Medium Term Plans alongside a class 'Knowledge Organiser & Vocabulary Dozen' so learning is sequential and progressive in a structured way.	Teachers	INSET 19.21 Staff Meeting 13.10.21	13.10.21 Aut 2		Clear planning for Teachers, TA's and clear learning intentions / age appropriate vocabulary for families
Subject Leaders - ensure learning is sequential and progressive - knowledge and skills		Staff Meeting 22.9.21	Spring1 Spring2 Summer 1 Summer 2 1.7.22		(Knowledge Organisers and Vocabulary) on school website

**Actions:****BEHAVIOUR AND PERSONAL DEVELOPMENT**

	<b>Lead</b>	<b>CPD/ Staff Meeting</b>	<b>Timescales</b>
	All staff	INSET 1.9.21 Staff Meeting	Autumn Term
<ul style="list-style-type: none"> <li>Children and families are greeted entering school, around school and when leaving. Simple affirmations are really important (SAFE)</li> <li>Children know the Broomhill School Rules, Forest School Rules and Secrets of Success - displayed in each classroom and the Hall</li> <li>Clear communication with all staff and parents regarding learning expectations</li> <li>Weekly overview of learning intentions on Google Classroom</li> <li>Knowledge Organiser / Vocabulary on school website</li> <li>School Council reintroduced Y1/2</li> <li>Weekly class reflection (Friday) three good things from the week and one to improve</li> <li>Be ambitious - teach growth mind set: Praise the process, effort and individual development over the end result, encourage curiosity and teach that it's ok to make mistakes. Teach helpful self talk... teach children how to talk to themselves... positive, helpful and energised</li> </ul>	SB/CT/JJ All staff  CT/JJ Teachers  JJ Teachers  All staff	Gate duty morning / afternoon  Assemblies Aut 1  Staff Meetings 8/15.9.21  Medium Term planning Staff Meeting 13.10.21 for Autumn 2  Staff Meeting 8/15.9.21	Autumn 1      wb 27.9.21  weekly

**AUTUMN INSET, TWILIGHTS & STAFF MEETINGS**

- INSET in school Wednesday 1<sup>st</sup> September - Welcome back, welcome to new staff, Covid security, classroom preparation
- TWILIGHT 6.10.21 Whole staff Asmtha training
- TWILIGHT 13.10.21 Medium Term Planning for Autumn 2
- STAFF MEETINGS - see attached





