

Broomhill Infant School



School Improvement Plan

SIP 2022-23

Broomhill Infant School

SCHOOL IMPROVEMENT PLAN 2022/23

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.

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. Standards at the end of Foundation Stage demonstrate that we are broadly in line with National GLD at 81.5%. The % of BIS Year 1 pupils working at the expected level in phonics is 92% which is above Sheffield and National figures 2018. In reading, writing and maths the % of BIS children achieving the expected standard is as stated below.

At the end of 2021/22

BIS FS2 GLD - 81.5% - above Sheffield 70.4% & National 72%.

BIS Y1 - 92% of children achieved the expected standard in phonics - above Sheffield 79.1% and National 83%

BIS Y2 - Expected Standard: Reading 70% Writing 62% Maths 64% National Expected Standard: Reading 76% Writing 70% Maths 76%. This is due to Covid

BIS Y2 - Greater Depth: Reading 19% Writing 6% Maths 8% National Greater Depth: Reading 26% Writing 16% 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. Also, we intend to implement a SEND progression Map to monitor the impact of interventions.

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



School Improvement Plan Overview

CORE PRIORITIES 2022/23

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

CORE PRIORITY Early Reading and Phonics	RATIONALE (why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
1. Now that Book club is embedded, ensure that pupils make rapid progress in all five of the reading comprehension skills.	2021/22 is the first set of statutory assessments since the Pandemic. Whilst data should not be compared to previous years, and/or with LA or NAT averages, it is an important part of school improvement to build on prior results no matter how much success they show.	<p>AUTUMN</p> <ul style="list-style-type: none"> Quality of teaching/teaching support consistently strong All staff (including new members of the team) have the expertise needed to teach phonics and early reading effectively; staff are confident in assessing and teaching using the agreed school reading system. Evidence of progress demonstrates clear impact of targeted areas by December. 			

		<ul style="list-style-type: none"> • Lowest 20% is carefully monitored • Parents are confident about how to support their child's learning at home • A love of reading is fostered and enjoyed 			
		<p>SPRING</p> <ul style="list-style-type: none"> • Quality of teaching/teaching support, consistently strong with increased exemplary practice. • Data indicates rapid progress • Children with additional needs are supported effectively with appropriate plans and resources to promote progress 			

		<ul style="list-style-type: none"> • A love of reading is fostered and enjoyed • Lowest 20% is carefully monitored 			
		<p>SUMMER</p> <ul style="list-style-type: none"> • Assess whether the children know more, can do more, remember more. • Lowest 20% is carefully monitored • Outcomes in all year groups/all areas are in line with or better than 21/22. 			

CORE PRIORITY (What are we focused on?)	RATIONALE (why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
2. To sustain and build upon impressive improvement in phonics.	To ensure that our rigorous and robust whole school approach to phonics is embedded.	AUTUMN <ul style="list-style-type: none"> SLT to ensure consistent approach is embedded Curriculum Lead to assess the impact of the phonics scheme half termly 			
		SPRING <ul style="list-style-type: none"> SLT to ensure consistent approach is maintained Curriculum Lead to assess the impact of the phonics scheme half termly 			
		SUMMER <ul style="list-style-type: none"> Curriculum Lead to assess the impact of the phonics scheme half termly 			

		<ul style="list-style-type: none">• Curriculum lead to group the children in preparation for Autumn 1			
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CORE PRIORITY (What are we focused on?)	RATIONALE (why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
3. To continue to make the best possible progress in maths.	To ensure that our whole school White Rose Maths Scheme is being used most effectively so that the children can do more, know more, remember more.	AUTUMN <ul style="list-style-type: none"> • CPD for staff - from the maths lead - 1st Sep Inset Day • CPD for teachers and TAs - 31st Oct - Inset Day 			
		SPRING <ul style="list-style-type: none"> • Teaching at the point of need • Ensure that misconceptions are addressed straight away 			
		SUMMER <ul style="list-style-type: none"> • Teaching at the point of need • Ensure that misconceptions are 			

		<p>addressed straight away</p> <ul style="list-style-type: none">● Assess whether the children know more, can do more, remember more.			
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CORE PRIORITY (What are we focused on?)	RATIONALE (why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
4. To continue to make the best possible progress in writing.	Our outcomes were lower than expected but broadly in line with national.	AUTUMN <ul style="list-style-type: none"> Review our SPaG policy Develop a whole school approach for teaching SPaG Develop knowledge progression for teaching SPaG 			
		SPRING <ul style="list-style-type: none"> Continue to develop the whole school approach for teaching SPaG Ensure that progression is evident across year groups 			

		<p>SUMMER</p> <ul style="list-style-type: none"> • Assess whether the children know more, can do more, remember more. • Ensure that these spellings being applied to the wider curriculum. 			
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CORE PRIORITY (What are we focused on?)	RATIONALE (why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
5. To continue to develop the wider curriculum planning and develop subject actions plans. To be ambitious for PP and SEND children in all subjects	To excel in all subjects. To be able to remember what they have learned and talk about it. To ensure that the SEND and PP children get a good offer.	<p>AUTUMN</p> <ul style="list-style-type: none"> To plan the topic overviews detailing progression of knowledge and skills To continue to develop the MTPs for every half term - to include logically sequenced knowledge progression, our golden thread, career links, SMSC links, enrichment opportunities and weaving British Value through the learning. 			

		<p>SPRING</p> <ul style="list-style-type: none"> • To continue to develop and refine the MTPs for every half term. • Subject leaders to use the impact monitoring cycle to monitor their subject and assess gaps 			
		<p>SUMMER</p> <ul style="list-style-type: none"> • Assess whether the children know more, can do more, remember more. • To develop the retention and recall policy organically 			

CORE PRIORITY (What are we focused on?)	RATIONALE (why are we doing this?)	SUCCESS CRITERIA (What are the indicators or measures of success?)	RAG RATE		
			AUT	SPR	SUM
6. To ensure that whole school attendance improves by 1.5%	To ensure we build on effective strategies to improve school attendance by 1.5% from 92.6% to 94.1%	AUTUMN <ul style="list-style-type: none"> • Monitor attendance and PA weekly • To be aware of target groups for improvement • Follow the BIS Attendance Policy and reduce PA rate. • Raise awareness amongst staff that attendance is everyone's business • Introduce the BIS ambassadors to the parents and the children - pastoral role • Meet with inclusion and attendance officer regularly 			

		<ul style="list-style-type: none"> • Change start time to enable parents with siblings at other school's time to get their children in on time. • Increase capacity for clubs before school • Encourage parents to organise a walking bus to the junior school • Display weekly attendance in the foyer 			
		<p>SPRING</p> <ul style="list-style-type: none"> • Meet with inclusion and attendance officer • Monitor attendance and PA weekly • Continue to display weekly attendance in the foyer 			

		<ul style="list-style-type: none"> Assess the impact of the interventions 			
		SUMMER <ul style="list-style-type: none"> Meet with inclusion and attendance officer Monitor attendance and PA weekly Continue to display weekly attendance in the foyer 			