

Washingborough Academy School Improvement Plan



2022/23

Context / Current Position

- The school was graded good by OFSTED in 2017
- The school started a review of its curriculum during the summer term in 2019. As a result, the school has developed a consistent curriculum intent
- Core principles and a clear progression in reading, writing and maths have been developed and are evaluated by leaders across the school
- Learning in the foundation subjects is sequenced by subject leaders and developed by class teachers
- A Read, Write Inc Audit was carried out by the local English Hub in October 2022 and new resources and training has been programmed into this year's CPD
- We have been chosen to be part of a Teaching for Mastery Development Work Group. This is a key programme, funded by the Department of Education which aims to support our whole school strategic priority of supporting the implementation of teaching for mastery
- We now use White Rose Maths as the mathematics scheme throughout the whole of school

OBJECTIVES FOR 2022/23

Objective 1	Quality of Education	Provide greater opportunities in mathematics for pupils to develop their problem-solving and reasoning skills
Objective 2	Quality of Education	To further enhance early reading, fluency, comprehension, confidence and enjoyment in reading through the development of staff's knowledge and understanding of the Read Write Inc scheme.
Objective 3	Quality of Education	Learners in EYFS acquire a desire for learning and develop a wide vocabulary, ability to communicate effectively and a secure knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
Objective 4	Personal Development	Newly implemented Wellbeing sessions and assessments are applied effectively.
Objective 5	Behaviour & Attitudes	SMSC and PSHE is embedded throughout the curriculum and beyond the classroom so that learners gain the skills necessary for future learning and to become well-rounded citizens.
Objective 6	Leadership & Management	To monitor the clear and appropriate outcomes for each year group in each lesson.

QUALITY OF EDUCATION

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	MONITORING
<p>Maths</p> <p>Provide greater opportunities in mathematics for pupils to develop their problem-solving and reasoning skills</p>	<p>Introduction/implementation of White Rose Maths and utilising a 'dig deeper' element within each lesson Structure of the lessons is consistent across the whole school</p>	<p>Evidence of reasoning for all children (of all abilities)</p>	<p>Subject leader</p>	<p>July 2023</p>	<p>Scheme - £228</p> <p>Workbooks (KS1 and KS2) - £2400</p>	<p>Evidence to be shown in workbooks and maths books of dig deeper and extend elements</p> <p>Evidence for this to be reviewed and collated by the subject leader on a termly basis</p>
<p>Implement the Mastering Number programme so that teachers in key stage 1 build on pupils' early mathematical skills so that a greater proportion of pupils achieve the expected standard at the end of key stage 1 in mathematics</p>	<p>Monitor assessment of maths for key stage 1 Communication with the mastering number lead to ensure an appropriate delivery across key stage 1 Liaise with the mastering number lead through training opportunities, observations, and feedback</p>	<p>Children will have a clear and coherent understanding of number and will be able to access a range of methods, including abstract, concrete and pictorial</p>	<p>Subject leader</p>	<p>Ongoing</p>	<p>No cost</p>	<p>Review of data through termly summative assessments with an increase in scores because of enhanced number fluency and knowledge of number facts</p> <p>Learning walk completed with NCETM maths specialist (Mark Cotton) with feedback and next steps documented in the subject folder</p>
<p>Reading</p> <p>To further enhance early reading, fluency, comprehension, confidence and enjoyment in reading through the development of staff's knowledge and understanding of the Read Write Inc scheme</p>	<p>New resources to support teaching of phonics All staff to take part in new Read Write Inc training Daily phonics lessons Regular tracking of children's progress Celebration of phonics progress with events such as 'Top Table' New phonetically decodable RWI book bag books to be sent home</p>	<p>Teachers to feel confident teaching Read Write Inc Evidence of progression in phonics (Phonics Screening Tracker) Teachers to monitor how much children are reading at home Children will have a more positive view</p>	<p>Reading/Phonics leader Key stage leaders Teachers LSAs</p>	<p>Training package to be implemented by December 2022 All staff to have received training by April 2023</p>	<p>Cost of Read Write Inc blended training package (£4700+VAT) Cost of Read Write Inc resources (OUP) (TBC)</p>	<p>Regular Read Write Inc. assessments Phonics screening assessments Assessments from books Children's voice surveys Self-evaluation forms Home reading records</p>

QUALITY OF EDUCATION

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	MONITORING
	<p>Parents to be involved with phonics workshops and reading events such a 'Bedtime Story Event' and 'Summertime Picnic'</p> <p>Daily phonics interventions with skilled staff members</p> <p>Children will be exposed to a range of reading techniques, e.g. choral reading, echo reading</p> <p>Importance of fluency to be communicated with parents</p> <p>Children to receive a 'red words' book mark to help support reading at home</p> <p>Regular fluency lessons</p> <p>Teachers will convey their love of reading through book talk in the classroom</p>	<p>on reading and will read more at home for pleasure</p>				<p>Learning walks</p> <p>Learning snapshots</p>
<p>Increase children's knowledge and understanding of inference in Key Stage Two (50.85% Year 6 SATS)</p>	<p>Daily guided reading sessions will take place</p> <p>Fortnightly reading sessions, focusing on different reading skills</p> <p>Inference skills to be taught and practised within a range of lessons</p> <p>Teachers to attend training in order to best support children</p>	<p>Children will be able to discuss their inferences confidently after reading a piece of text/ looking at an image</p> <p>Children will be more confident answering inference questions</p>	<p>Reading/ Phonics leader</p> <p>Key stage leaders</p> <p>Teachers</p>	<p>June 2023</p>	<p>No cost</p>	<p>Termly assessments</p> <p>Pupil voice surveys</p> <p>Class discussions</p> <p>Guided reading sessions</p>
<p>Speaking & Listening</p> <p>In EYFS to prioritise communication, speech and language in setting, and for</p>	<p>Highlight importance of language in the Parents' Phonics Workshop (September 2022)</p>	<p>Speech intervention outcomes</p>	<p>Alison McGowan</p>	<p>July 2023</p>		<p>September 2022 – phonics workshop delivered</p>

QUALITY OF EDUCATION

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	MONITORING
children to develop at least good language acquisition and progression throughout the year to allow children to reach GLD	<p>Model high quality language during every lesson and when working in provision</p> <p>Language and familiar stories to be focused on in stories and modelled to extend new vocabulary. Children to take home a reading book matched to their phonics level and a book from the library to read for pleasure</p> <p>Introduce Helicopter Stories after October half term</p> <p>Introduce key vocabulary in each theme</p> <p>Identify gaps early and provide effective intervention</p>	Formative and summative assessment throughout the year				September 2022 – Speech and Language assessments completed
<p>SEND</p> <p>To use effective ways of measuring progress specifically for pupils with SEND</p>	<p>Clear process by which all staff apply for 'out of year testing'</p> <p>Use of alternative methods – e.g. AET Framework (Autism Education Trust) to measure small steps</p> <p>Introduction of PIVATS to monitor and report on progress</p> <p>All staff understand and implement Pre-Key Stage Assessments</p>	PIVATS will allow us to measure small steps of progress in a nationally standardised framework	SENDCO Key Stage Leaders Class teachers	This will be started by January 2023 and embedded by January 2024.		<p>Purchased PIVATS 5</p> <p>Training dates to roll out to whole school TBC</p> <p>Data will be collected and added to SEND support plans</p>

PERSONAL DEVELOPMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	MONITORING
Newly implemented wellbeing sessions and assessments are implemented effectively	Termly children's wellbeing surveys to be carried out Snapshots of Wellbeing sessions Monitoring of assessment sheets Feedback from staff	Wellbeing surveys to be positive, snapshots of wellbeing sessions Assessments to be shown to be addressing issues and making a positive impact	SLMH and PSHE leader	July 2023	Cover for snapshots to be carried out and feedback to be analysed	Monitored each term by SLMH
Parents to be involved and informed regarding PSHE, wellbeing and personal development	Carry out RSHE parent consultation Send out termly PSHE teaching updates Use social media to share learning Investigate further strategies to engage with parents and carers regarding PSHE, wellbeing and personal development	Parent surveys to have positive results RSHE and wellbeing policies to have input from parents	SLMH and PSHE leader	July 2023		Monitored each term by SLMH

PERSONAL DEVELOPMENT

<p>A mental health support framework to be in place for staff to refer to in order to support children appropriately</p>	<p>Meet with Healthy Minds to discuss provision (October 2022) Analyse in-school provision and Early Help strategies that can be inputted into the framework</p>	<p>Feedback from staff and application to wellbeing assessments</p>	<p>SLMH leader, SENCo and DSL</p>	<p>December 2022</p>		<p>SLMH to complete and disseminate to staff by December 2022</p>
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BEHAVIOUR AND ATTITUDES

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIVED BY	COST	MONITORING
<p>Our learners' attitudes to their education remain positive</p> <p>Children are committed to their learning, know how to study effectively and are resilient to setbacks. They take pride in their achievements</p>	<p>Through the teaching of SMSC and VbE, learners are able to reflect on their own beliefs whilst having respect for others</p>	<p>Giving ownership to children to model behaviours and expectations</p> <p>School Parliament/Guardians of the Earth/peer role models</p>	<p>SLMH lead</p> <p>Wider School lead</p> <p>AHT</p> <p>Teachers</p>	<p>Termly</p>		<p>School Parliament</p> <p>Guardians of the Earth</p> <p>How the children present themselves in lessons and presentation in books</p>

LEADERSHIP AND MANAGEMENT

TARGET	ACTIONS	EVALUATION	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIVED BY	COST	MONITORING
For leaders to monitor and ensure adaptive learning for abilities and year groups across the curriculum	Quality team planning – catering effectively for split year groups Use of Dig Deeper across subjects Adaptive questioning Appropriate support and scaffolds in lessons to be prepared and planned for	For children to be secure in their knowledge and application, appropriate to their individual level and need	Headteacher, senior leaders and subject leaders	Ongoing		Monitoring activities throughout the year
Our staff consistently report high levels of support for wellbeing issues	Offer pastoral support to all staff in the form of supervision Develop a staff supervision policy	All members of staff feeling secure within the school setting to discuss issues that support the improvement of quality of work to achieve agreed outcomes	Headteacher and senior leaders	Monthly	Further counseling if needed	Measure the qualitative impact on staff performance and retention
Leaders have a clear ambitious vision for providing high-quality education for all learners	CPD programme enables teachers to develop their knowledge and understanding of the curriculum, teaching and learning	The impact on school improvement Performance management	AHT/HT and subject leaders	Weekly	External courses to enhance pedagogy	Lesson observations show impact of CPD in raising standards
Leaders ensure that throughout the school community there are strong, shared values, policies and practice	Involve all stakeholders in school improvement Work with members of the local community	School surveys undertaken through the year with parents and learners to ensure that improvements are constantly being made	SLT/Governors/Staff	3 times a year		Monitor impact of school initiatives on school improvement

LEADERSHIP AND MANAGEMENT

	(professionals, local schools, local services) to support school improvement Work collaboratively with governors to implement school improvement plans	Respond to survey analysis through school improvement planning				
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