

Stratford- sub-Castle **Church of England VC Primary School**

School Improvement Action Plan **Overview @07/09/21**

URN: 126361

Ofsted inspection date: 06 / 07 OCTOBER 2017

Chair of Governors: Angela Britten

Headteacher: Kay Bridson

2020/2021/2022

RELATIONSHIPS >>ROUTINES >> REPAIR & MOVE FORWARD>>

This plan has been adapted following the period of Lockdown 05/01/21 – 08/03/21.

The COVID IMPACT STATEMENT (16/03/21 feeds into this document)

See also: Strategic Plan 2019 - 2023

INTENTION >> IMPLEMENTATION >> IMPACT



Life in all its fullness!

Our Curriculum Intention

Our curriculum is unique because of our historical and geographical location, as well as the wonderful natural environment in and around the school. These enhance and drive our curriculum. Although we are socially diverse, we are not culturally diverse. We want to develop our curriculum to increasingly extend our pupils' horizons and help them to know about and understand that the village of Stratford-sub-Castle, the city of Salisbury and the county of Wiltshire are part of a much, much bigger world. A world, which is ever more connected and interconnected.

Objectives of ...NATIONAL CURRICULUM

RE: SACRE/ Understanding Christianity

READING	SMSC	BRITISH VALUES	PHYSICAL DEVELOPMENT	VALUES, SKILLS & KNOWLEDGE WOVEN WITHIN AND BETWEEN SUBJECTS	CHRISTIAN VALUES	RIGHTS & RESPONSIBILITIES AS GLOBAL CITIZENS	LEARNING TO LEARN	ORACY & VOCABULARY	MENTAL HEALTH WELL BEING INCLUDING PERSONAL SAFETY
ACTIVE and RELEVANT (Brain and body!)		OPEN HORIZONS (Upwards and outwards!)		IMPROVEMENT with CONTINUITY and CONSISTENCY		SAFETY and SECURITY (Well-being)			
1. <u>Wisdom, Knowledge & Skills</u> A curriculum founded on the National Curriculum, woven together in a coherent way; enabling teachers to excite and enthuse, independent, self-motivated & self-reflective learners.		2. <u>Hope & Aspiration</u> Every young person accesses high-quality provision, achieving the best possible outcomes, regardless of prior attainment or background.		3. <u>Community & Living Well Together</u> Children, families, staff, governors and the community work together to constantly improve the quality of relationships, levels of participation and the flourishing of local, national and global communities.		4. <u>Dignity and Respect.</u> Every young person's 'Stratford Journey' provides a launch-pad, building: confidence, resilience, tolerance, enthusiasm; as well as, the knowledge and skills to lead responsible, successful and fulfilled lives.			

OVERALL MISSION OF STRATFORD-SUB-CASTLE CHURCH OF ENGLAND PRIMARY SCHOOL.

To be a beacon of inclusive excellence, providing a balanced and broadly-based education; producing confident, resilient, tolerant and enthusiastic young people who live and work well with others and who know and live out their rights and responsibilities as global citizens.

QUALITY OF EDUCATION

School Improvement 2021-2022

2021 – 2022 See page 3, page 4, page 5 and page 6	2021-2022 See page 3, page 4, page 5 and page 6	2021-2022 See page 5 and page 6	2021-2022 See page 3, page 4, page 5 and page 6
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Outcomes 2020/2021 into 2021/2022.

QUALITY OF EDUCATION:	IMPACT AT JULY 2021	IMPACT AT DECEMBER 2021	IMPACT AT APRIL 2022	IMPACT AT JUNE 2022
<p><u>PRIORITY FOR IMPROVEMENT:</u></p> <p>Raise standards in Maths by 'embedding' the use of teaching for a Maths mastery curriculum across the school.</p> <p>(Repair the 'damage done by C19' * so that there is consistency of approach across the whole school.)</p> <ul style="list-style-type: none"> Disrupted routines* Previous learning 'forgotten' – effects of 'trauma' * Consistency and strategies not being used due to reduced monitoring/ COVID restrictions* The passage of time without repetition and rehearsal of 'common practice'* 	<p>By JULY 2021 all pupils are engaged in their learning and can show how they have made progress in Maths by:</p> <ul style="list-style-type: none"> beginning to use stem sentences to explain the concept they are learning and to explain their reasoning when problem solving using appropriate 'subject specific/age-appropriate vocabulary' <p>By JULY 2021 all teachers feel more confident with their own Maths pedagogy (methods and practice) by:</p> <ul style="list-style-type: none"> having a clear understanding of the overall intention, implementation and impact of Maths at SSC. understanding how their practice fits into the 'big picture' using the 'How to at SSC' to evaluate their own practice and work with the Math's subject team/ leader to develop their own Math's pedagogy using the school's stem sentence and the Math's Vocabulary Progression document to plan daily Maths sessions. 	<p>By DECEMBER 2021 all pupils are highly engaged in their learning and can show how they have made progress in Maths by:</p> <ul style="list-style-type: none"> using stem sentences, with increased confidence, to explain the concept they are learning and to explain their reasoning when problem solving using concrete resources and images to support their mathematical thinking/ explanations. <p>By DECEMBER 2021 all teachers have a secure understanding of how to use images & concrete resources to support the development of Maths concepts by:</p> <ul style="list-style-type: none"> having a good working knowledge of the school's Calculation Policy and use it in planning to ensure the correct use / consistent use of images and resources images and or concrete resources are used / available EVERY Math's session where appropriate. 	<p>By APRIL 2022 all pupils are highly engaged in their learning and can show how they have made progress in Maths by:</p> <ul style="list-style-type: none"> confidently using stem sentences to explain the concept they are learning and to explain their reasoning when problem solving using concrete resources and images with increased confidence, to support mathematical thinking/ explanations beginning to demonstrate that they can solve problems efficiently and with understanding. <p>By APRIL 2022 all teaching staff are able to support the development of pupils' 'Math's facts' so that problems are solved efficiently and with understanding by:</p> <ul style="list-style-type: none"> exploring and developing pedagogy: 'FLUENCY' using 'Planet Booklets' consistently and with maximum impact. 	<p>By JUNE 2022 all pupils are highly engaged in their learning and can show how they have made progress in Maths by:</p> <ul style="list-style-type: none"> confidently and accurately solving problems, demonstrating mathematical efficiency and understanding using 'what they already know' to solve problems spotting patterns and being able to explain their thinking using appropriate mathematical language. <p>By JUNE 2022 all teachers have a better understanding of 'VARIATION' as a teaching strategy and are using 'variation' to set- up and craft fluency questions and challenges by:</p> <ul style="list-style-type: none"> exploring and developing pedagogy: 'VARIATION' consistently planning for and using 'variation' in practice.
<p><u>KEY TASKS</u></p> <p>On-going assessment cycle including Pupil Progress Meetings Teacher/ SENDco/ DHT and HT.</p>	Review contents of Planet Booklets and ensure ideas for parental support on website. By end of May 2021 HC	Relaunch Planet Booklets and remind parents/staff about ideas for parental support on website. By end of September 2021.	Teacher CPD sessions x3	Teacher CPD sessions x3
	Teacher CPD sessions x3 – components of Maths mastery and supporting docs.	Teacher CPD sessions x3 09.09.21, 30.09.21, 11.11.21		
	'How to at SSC' written, agreed and published on Staffshare. HC	Review/ refresh: 'Calculation Policy'- how to use it effectively. 30.09.21		
	Detailed Action Plan written and shared with staff and Governors.			
<p><u>Monitoring and Evaluation</u></p> <p>Specific date set Completed</p>	<p>Subject Leader Monitoring Day: 22.06.21 HC</p> <p>Maths Governor Monitoring visit: 04.05.21 & 22.06.21 HC and CC</p> <p>Curriculum and Standards Committee: 23.06.21 @ 16:00</p> <p>Lesson Observations / Learning Walks: W/c 28.06.21 KB</p>	<p>Subject Lead Monitor Day: W/c 20/09/21 HC</p> <p>Maths Governor Monitoring visit: Nov '21 HC & CC</p> <p>Curriculum and Standards Committee: 22.09.21 @ 16:00</p> <p>Lesson Observations / Learning Walks: w/c 04.10.21 KB</p>	<p>Subject Leader Monitoring Day: March 2022</p> <p>Maths Governor Monitoring visit: April 2022</p> <p>Curriculum and Standards Committee: 23.03.22 @ 16:00</p> <p>Lesson Observations / Learning Walks: w/c 28.03.21</p>	<p>Subject Leader Monitoring Day: June 2022 HC</p> <p>Maths Governor Monitoring visit: June 2022</p> <p>Curriculum and Standards Committee: 22.06.22 @ 16:00</p> <p>Lesson Observations / Learning Walks: W/c 04.07.22</p>

QUALITY OF EDUCATION:	IMPACT AT JULY 2021	IMPACT AT DECEMBER 2021	IMPACT AT APRIL 2022	IMPACT AT JUNE 2022
<p><u>PRIORITY FOR IMPROVEMENT:</u></p> <p>Raise standards in English by embedding the teaching of phonics (EYFS and KS1) and developing, grammar, punctuation, spelling and stamina for writing (KS2).</p> <p>(Repair the 'damage done by C19' * so that there is consistency of approach across the whole school.)</p> <ul style="list-style-type: none"> Disrupted routines* Previous learning 'forgotten' – effects of 'trauma' * Consistency and strategies not being used due to reduced monitoring/ COVID restrictions* The passage of time without repetition and rehearsal of 'common practice'* 	<p>By JULY 2021 all pupils in EYFS/ KS1 are engaged in their learning and can show they have made progress in phonics by:</p> <ul style="list-style-type: none"> engaging in daily phonics lessons using school agreed/appropriate 'subject specific/age-appropriate vocabulary' and conventions being ready for the appropriate next phase of learning. <p>By JULY 2021 all pupils in KS2 are engaged in their learning and can show they have made progress in spelling by:</p> <ul style="list-style-type: none"> beginning to use the framework of SME to explain the process and patterns involved in learning spellings – the importance of rehearsal and repetition experiencing success and challenge using school agreed/appropriate 'subject specific/age-appropriate vocabulary' and conventions beginning to develop writing stamina and a fluent style. <p>By JULY 2021 all teachers feel more confident with their own phonic/ spelling pedagogy (methods and practice) by:</p> <ul style="list-style-type: none"> having a clear understanding of the overall intention, implementation and impact of phonics and/or SME at SSC. understanding how their practice fits into the 'big picture' developing the 'How to at SSC' to evaluate their own practice and work with the English subject team/ leader to develop their own spelling pedagogy. 	<p>By DECEMBER 2021 all pupils in EYFS/ KS1 are engaged in their learning and can show they have made progress in phonics by:</p> <ul style="list-style-type: none"> engaging in daily phonics lessons using school agreed/appropriate 'subject specific/age-appropriate vocabulary' and conventions <p>By DECEMBER 2021 all pupils in KS2 are engaged in their learning and can show they have made progress in spelling by:</p> <ul style="list-style-type: none"> using the framework of SME to explain the process and patterns involved in learning spellings – the importance of rehearsal and repetition experiencing success and challenge using agreed/ appropriate vocabulary/conventions with increased confidence writing with increased speed and fluency. <p>By JULY 2021 all teachers feel more confident with their own phonic/ spelling pedagogy (methods and practice) by:</p> <ul style="list-style-type: none"> having a clear understanding of the overall intention, implementation and impact of phonics and/or SME at SSC. understanding how their practice fits into the 'big picture' using the 'How to at SSC' to evaluate their own practice and work with the English subject team/ leader to develop their own spelling pedagogy. 	<p>By APRIL 2022 all pupils in EYFS/ KS1 are highly engaged in their learning and can show they have made progress in phonics by:</p> <ul style="list-style-type: none"> engaging in daily phonics lessons using phonic knowledge in reading and writing where appropriate reaching agreed milestones for their developmental stage. <p>By APRIL 2022 all pupils in KS2 are highly engaged in their learning and can show they have made progress in spelling by:</p> <ul style="list-style-type: none"> using the framework of SME to explain the process and patterns involved in learning spellings – the importance of rehearsal and repetition using their phonic and spelling knowledge to spell accurately in free-writing feeling like they are making progress and are proud of their achievements. <p>By JULY 2022 all teachers are delivering phonics / spelling sessions effectively and with high impact by:</p> <ul style="list-style-type: none"> having a clear understanding of assessment methods in phonics / spelling using assessment effectively to ensure lessons are appropriately focused and allow for repetition where necessary / timely challenge. 	<p>By JUNE 2022 all pupils in EYFS/ KS1 are highly engaged in their learning and can show they have made progress in phonics by:</p> <ul style="list-style-type: none"> engaging in daily phonics lessons using phonic knowledge in reading and writing where appropriate reaching agreed milestones for their developmental stage. <p>By JUNE 2022 all pupils in KS2 are engaged in their learning and can show they have made progress in spelling by:</p> <ul style="list-style-type: none"> using their phonic and spelling knowledge to spell accurately in free-writing and write age appropriately achieving age related expectations or better in KS2 SATS spelling and GPS tests <p>By JULY 2022 all teachers are delivering phonics / spelling sessions effectively and phonics – spelling has a cohesive journey throughout the school by:</p> <ul style="list-style-type: none"> assessment methods in phonics / spelling consistent across the school effective use of assessment across the school.
<p><u>KEY TASKS</u></p> <p>On-going assessment cycle including Pupil Progress Meetings Teacher/ SENDco/ DHT and HT.</p>	Join 'Ramsbury English Hub' – Engage with Phonics CPD. Audit Phonic scheme and begin to plan for future changes. March 2021	Teacher CPD sessions x3 TA CPD x 1 09.09.21, 07.10.21	Teacher CPD sessions x2	Teacher CPD sessions x2
	English Leader training and SLT training for phonics. 26.05.21 KS & JMW			
	Purchase of SME resources & SME training for teachers. February 2021			
	Staff CPD: Collaborate to produce How to at SSC for Phonics and spelling. February – May 2021			
<p><u>Monitoring and Evaluation</u></p> <p>Specific date set Completed</p>	Subject Leader Monitoring Day: 26.05.21 KS & JMW English Governor Monitoring visit: June 2021 Curriculum and Standards Committee: 23.06.21 @ 16:00 Lesson Observations / Learning Walks: W/c 28.06.21 KB	Subject Lead Monitor Day: W/c 20/09/21 KS English Governor Monitoring visit: November 2021 KS & KM Curriculum and Standards Committee: 22.09.21 @ 16:00 Lesson Observations / Learning Walks: w/c 04.10.21 KB	Subject Leader Monitoring Day: March 2022 KS English Governor Monitoring visit: April 2022 KS & KM Curriculum and Standards Committee: 23.03.22 @ 16:00 Lesson Observations / Learning Walks: w/c 28.03.21 KB	Subject Leader Monitoring Day: June 2022 KS Maths Governor Monitoring visit: June 2022 Curriculum and Standards Committee: 22.06.22 @ 16:00 Lesson Observations / Learning Walks: W/c 04.07.22

BEHAVIOUR AND ATTITUDES/PERSONAL DEVELOPMENT:	IMPACT AT JULY 2021	IMPACT AT DECEMBER 2021	IMPACT AT APRIL 2022	IMPACT AT JUNE 2022
<p><u>PRIORITY FOR IMPROVEMENT:</u></p> <p>Raise standards of achievement by maximising learning potential through a more proficient/coherent application of 'right time' learning and by developing a whole-school trauma-sensitive approach to support the social and emotional development/health of all children. (Thrive and Forest Schools)</p> <p>Supporting 'Right-time' development by adapting relationships, ethos, curriculum and environment to meet the needs of all children as they arise naturally in line with age related expectations.</p> <p>Responding to key times by using relational strategies to meet the needs of children and young people when they are experiencing change, loss or significant life events.</p> <p>Repairing interrupted development by using targeted reparative work to fill gaps where children's needs have not been met, at the right time in their earlier development.</p>	<p>By JULY 2021 all pupils have re-engaged with friends and with school-based learning by:</p> <ul style="list-style-type: none"> attending school regularly so that all classes/ cohorts have an attendance above the national average feeling safe at school and are enjoying reconnecting and returning to good learning habits. <p>By JULY 2021 all pupils in Fox Class will have re-engaged with friends, have improved motivation and better 'mood' in school by</p> <ul style="list-style-type: none"> taking part in Forest Schools 'trial sessions' one a week for a term. <p>By JULY 2021 all teachers and teaching assistants have the knowledge, skills and language they need to start embracing THRIVE as a whole school approach by:</p> <ul style="list-style-type: none"> having a clear understanding of the development of the brain/ child development (Thrive model) knowing about stress regulation and the effects of stress on the developing brain understanding the importance of 'relationship', PACE model and Vital Relational Functions (VRF). understanding the use of metaphor and WIN approach to help talk about emotions and sensations developing a shared vocabulary to talk/ connect with children and each other beginning to use PACE, VRFs, metaphors and the WIN approach with children in every day practice. <p>By JULY 2021 all class teachers demonstrate they have the knowledge, skills and support from a qualified THRIVE practitioner by:</p> <ul style="list-style-type: none"> completing a THRIVE assessment for the whole class ready for transition beginning to understand how 'Right-time' approach can be used to adapt the curriculum to suit the needs of all children 	<p>By DECEMBER 2021 all pupils are continuing to engaged with friends and are beginning to develop self-awareness skills to support their life now and in the future:</p> <ul style="list-style-type: none"> attending school regularly so that all classes/ cohorts have an attendance above the national average developing techniques for meta-cognition (thinking about thinking) and are beginning to use self-talk to improve decision making and resilience engaging in outdoor learning and taking part in Forest Schools with growing confidence <p>By DECEMBER 2021 all teachers and teaching assistants have a developing understanding of how to use THRIVE strategies in their daily practice by</p> <ul style="list-style-type: none"> using 'relationship', PACE model and Vital Relational Functions. using metaphor and WIN approach to help talk about emotions and sensations using a shared vocabulary to talk/ connect with children and each other <p>By DECEMBER 2021 all class teachers have a developing understanding of how to support emotional development by</p> <ul style="list-style-type: none"> using THIVE whole class assessments to support and adapt curriculum planning a developing understanding of Forest Schools and how the approach can be used in all year groups. 	<p>By APRIL 2022 all pupils are fully engaged with friends and with learning by:</p> <ul style="list-style-type: none"> attending school regularly so that all classes/ cohorts have an attendance above the national average developing BLP skills and attitudes. <p>By APRIL 2022 all teachers and teaching assistants have a secure understanding of how to use THRIVE strategies in their daily practice by</p> <ul style="list-style-type: none"> using 'relationship', PACE model and Vital Relational Functions. using metaphor and WIN approach to help talk about emotions and sensations using a shared vocabulary to talk/ connect with children and each other <p>By APRIL 2022 all class teachers have a secure understanding of how to support emotional development by</p> <ul style="list-style-type: none"> using THIVE whole class assessments to support and adapt curriculum planning working with the Forest Schools practitioner to tailor the curriculum for individuals and groups of pupils.. 	<p>By APRIL 2022 all pupils are fully engaged with friends and are developing BLP skills to develop their learning by:</p> <ul style="list-style-type: none"> attending school regularly so that all classes/ cohorts have an attendance above the national average secure implementation of BLP strategies and attitudes <p>By APRIL 2022 all teachers and teaching assistants have a secure understanding of how to use THRIVE strategies in their daily practice by confidently and consistently:</p> <ul style="list-style-type: none"> using 'relationship', PACE model and Vital Relational Functions. using metaphor and WIN approach to help talk about emotions and sensations using a shared vocabulary to talk/ connect with children and each other <p>By APRIL 2022 all class teachers have an secure understanding of how to support emotional development and are able to consistently and apply strategies by</p> <ul style="list-style-type: none"> using THIVE whole class assessments to support and adapt curriculum planning effectively working with the Forest Schools practitioner to tailor the curriculum for individuals and groups of pupils..
<p><u>KEY TASKS</u></p> <p>On-going assessment cycle including Pupil Progress Meetings Teacher/ SENDco/ DHT and HT.</p>	<p>CPD: Trained Thrive Practitioner (JMW) and SLT (KB) member. By 18.05.21</p> <p>CPD: All teaching staff receive introductory 3 hour training by THRIVE. By 28.05.21</p> <p>CPD: All Teaching assistants receive follow-up training from SLT. By 28.05.21</p> <p>CPD: TA (RD) attends initial Forest School training – trials with 1 class. April 2021</p>			
<p><u>Monitoring and Evaluation</u></p> <p>Specific date set Completed</p>	<p>SENDco and HT learning Walks and discussion with pupils. Parental feedback. May 2021</p> <p>Curriculum and Standards Committee: 23.06.21 @ 16:00</p>	<p>Link Governors – Nicola Clare (Thrive), Clare Connatt (Forest Schools) Curriculum and Standards Committee: 22.09.21 @ 16:00</p> <p>SENDco and HT learning Walks and discussion with pupils. Parental</p>	<p>SENDco and HT learning Walks and discussion with pupils. Parental feedback. February 2022</p> <p>Curriculum and Standards Committee: 23.03.22 @ 16:00</p>	<p>SENDco and HT learning Walks and discussion with pupils. Parental feedback. May 2022</p> <p>Curriculum and Standards Committee: 22.06.22 @ 16:00</p>

		feedback. October 2021		
LEADERSHIP & MANAGEMENT:	IMPACT AT JULY 2021	IMPACT AT DECEMBER 2021	IMPACT AT APRIL 2022	IMPACT AT JUNE 2022
<p>PRIORITY FOR IMPROVEMENT:</p> <p>Leadership and Management of the Curriculum: Develop curriculum leadership and governance knowledge, skills and systems. So that...</p> <p>The school's curriculum delivers its strategic principles.</p> <p>Curriculum leadership is distributed across the school with leaders and teams working together to ensure the 'connectedness' of our 3D curriculum.</p> <p>All subject leaders understand their roles and responsibilities and monitor and evaluate their subjects effectively.</p> <p>Governors know the strengths and weaknesses of their named subject and how it fits into the school's 3D curriculum.</p> <p>Governors have a good working knowledge of the school's strengths and weaknesses as a Church School (SMSC).</p> <p>(Repair the 'damage done by C19' * so that there is consistency of approach across the whole school.)</p>	<p>By JULY 2021 all curriculum subject leaders/ teams and governors have</p> <ul style="list-style-type: none"> a clear understanding of how MATHS MASTERY, PHONICS, SME, THRIVE and FOREST SCHOOLS fit into the overall intention for the school's curriculum a plan for governor monitoring, which is useful to both curriculum leaders and governors and which monitors and evaluates the 'progress' being made towards school improvement governors have used written documents and 'virtual visits' where possible to know/ understand the strengths and weaknesses of their named subject and how it fits into the school's 3D curriculum. a working knowledge of how their subjects are communicated to stakeholders on the school website. Subject leader folders which are consistent and up to date – correlate with website and evaluation of action plan 20/21 governors have a developing working knowledge of the school's strengths and weaknesses as a Church School (SMSC). 	<p>By DECEMBER 2021 all curriculum subject leaders/ teams and governors have</p> <ul style="list-style-type: none"> contributed to subject leadership review, in the light of staffing changes and subject leaders know are able to cross reference their subject(s) 'on paper' and the reality in school arranged governor visits to school in person in order to know the strengths and weaknesses of named subjects and how it fits into the school's 3D curriculum. contributed to the SIAMS SEF and knowledge of the school's strengths and weaknesses as a Church School (SMSC). 	<p>By APRIL 2022 all curriculum subject leaders/ teams and governors have</p> <ul style="list-style-type: none"> knowledge of the whole curriculum and Stratford strands and can communicate the strengths and areas for development verbally and on paper. arranged governor visits to school in person in order to know the strengths and weaknesses of named subjects and how it fits into the school's 3D curriculum. Governor Visit reports are used effectively to evaluate the curriculum. governors have a good working knowledge of the school's strengths and weaknesses as a Church School (SMSC). They have a growing understanding of Thrive and Forest Schools as part of the schools mission 'Life in all its fullness' 	<p>By JUNE 2022 all curriculum subject leaders/ teams and governors have</p> <ul style="list-style-type: none"> subject leaders 'know' their subjects and feel they are confidently leading a collaborative effort of improvement governors are able to talk about their curriculum subjects with confidence and feel able to ask challenging questions about their subjects contributed to a completed and constantly reviewed SIOAMS SEF.
<p>KEY TASKS</p> <p>On-going assessment cycle including Pupil Progress Meetings Teacher/ SENDco/ DHT and HT.</p>	<p>Designate link Governor for Thrive</p> <p>Designate link Governor for Forest Schools</p> <p>Review Governor responsibilities</p>			
<p>Monitoring and Evaluation</p> <p>Specific date set Completed</p> <p>Proposed dates!</p>	<p>Curriculum and Standards Committee: 23.06.21 @ 16:00</p> <p>FGB: 28.06.21</p> <p>DBE Adviser visit 29.06.21</p> <p>LA Adviser visit 19.07.21</p>	<p>Curriculum and Standards Committee: 22.09.21 @ 16:00</p> <p>FGB: 15.09.21</p> <p>FGB: 22.11.21</p>	<p>Curriculum and Standards Committee: 23.03.22 @ 16:00</p> <p>FGB: 28.03.22</p>	<p>Curriculum and Standards Committee: 22.06.22 @ 16:00</p>

SCHOOL IMPROVEMENT PRIORITIES	SIAP: Summary Statement @ July 2021	Evidence
<p>Raise standards in Maths by ‘embedding’ the use of teaching for a Maths mastery curriculum across the school. (See page 3)</p>	<p>ALL IMPACT STATEMENTS ACHIEVED (See page 3)</p> <p>Maths is led by a very experienced Maths Lead, who has continued to deliver G&T Days for the County at Braeside and to work closely with the Maths Hub. Maths lead supports all staff well and they ask for help with delivery of Maths mastery. 100% of teachers say their practice has improved after CPD delivered by the Maths lead and as a result of her support. Pupils enjoy Maths and look forward to Maths lessons. All classrooms have displays which link to the school’s Calculation Policy. Stem sentences are on display and are used by teaching staff and pupils. Y4 pupils had a go at x table check. Only one pupil achieved 35/35. Many 34/35 and 33/35 but no errors allowed, children must get full marks.</p> <p>Next:</p> <ol style="list-style-type: none"> 1. Ensure pupils have an opportunity to use computer programmes which mimic Y4 tables test. 2. Review Planet Booklets and their use – do division facts support learning of multiplication facts and do we reinforce 12x tables? 3. TD Day September 2021 ensure all Teaching assistants trained – stem sentences and maths mastery reminders 	<p>Curriculum Committee Minutes 23.06.21 Maths Governor visit report 04.05.21 Maths Leader/ SLT monitoring – learning walks, displays, book-looks and pupil interviews. June 2021 Maths Action Plan</p>
<p>Raise standards in English by embedding the teaching of phonics (EYFS and KS1) and developing, grammar, punctuation, spelling and stamina for writing (KS2). (See page 4)</p>	<p>ALL IMPACT STATEMENTS ACHIEVED (See page 4)</p> <p>Subject leadership has been shared as English lead is on maternity leave next academic year. This has been a successful ‘hand-over time’ with the <i>Ramsbury English Hub</i> being joined and staff training on Phonics taking place may/ June 2021. School submitted an Action plan for funding and has been accepted. A <i>How2@SSC</i> details for teachers the expectations of phonics and spelling teaching (Spelling Made Easy). SME taking place in all classrooms and new routines for the teaching and learning of spellings are being established. Writing stamina has greatly improved since April 2021.</p> <p>Next:</p> <ol style="list-style-type: none"> 4. Engage with training programme – Ramsbury Hub and ascertain possible funding for matched funding. 5. Ensure How2@SSC Guides are easily accessible to all staff on Sharepoint 6. Ensure SME is delivered with consistency across the school and helps children to enjoy learning spellings and reinforces learning to learn strategies (BLP and growth mindset) 	<p>Curriculum Committee Minutes 23.06.21 Maths Leader/ SLT monitoring – learning walks, displays, book-looks and pupil interviews. June 2021 E-mail of acceptance from Ramsbury English Hub/ Action Plan.</p>
<p>Raise standards of achievement by maximising learning potential through a more proficient/ coherent application of ‘right time’ learning and by developing a whole-school trauma-sensitive approach to support the social and emotional development/ health of all children. (Thrive and Forest Schools)</p>	<p>ALL IMPACT STATEMENTS ACHIEVED (See page 5)</p> <p>A Teaching Assistant is currently being trained as a Forest School Practitioner. (MOD Education Fund). She gave up a week of her Easter holiday, to be trained by Wiltshire Wildlife Trust. The positive impact on Fox Class which has 35% SEND and several children with ASD and others with increased levels of anxiety following C-19 has been obvious! The children are more settled when in the classroom and look forward to their weekly sessions. Attendance levels are high and behaviour and concentration levels have improved. 100% of parents say their children have benefitted from this outdoor learning. The high quality Thrive training (funded by MOD Ed. Fund) followed on nicely from the training already received by the school from the Timpson Trust (funded by Wiltshire Council). All of this training complements the schools ‘Behaviour for Life and Learning’ Policy already in place. The school has been used as a case study by <i>The Rees Centre at Oxford University</i>. The researcher said that our group of children and staff who were interviewed, were the best groups she had ever talked to. The children were able to talk about the support they receive and the ethos of the school very clearly/ appreciatively. The staff demonstrated teamwork and a cohesiveness- a collective shared knowledgeableness! Thrive class assessments having a positive impact – collaborative art work and the Journals have been well received by EYFS/Y1 and Y5/Y6. Thrive fits into the new Engagement Model and new EYFS Profile extremely well.</p> <p>Next:</p> <ol style="list-style-type: none"> 7. Ensure Thrive meshes with Engagement Model for SEND and new EYFS profile 8. Roll out Outdoor Learning (soon to be Forest Schools) to more classes. 	<p>Curriculum Committee Minutes 23.06.21 SLT monitoring – learning walks, displays, book-looks and pupil interviews. June 2021 Action Plan. MOD Evaluation document.</p>

(See page 5)		
Leadership and Management of the Curriculum: Develop curriculum leadership and governance knowledge, skills and systems.	<p>MOST IMPACT STATEMENTS ACHIEVED (See page 6)</p> <p>Despite the restrictions of C-19, Governors have kept up to date with 'Curriculum leadership' by various virtual methods. Curriculum & Standards Minutes have been detailed, so that all Governors could acquire effective curriculum information. Most Governors have audited their website subject pages and communicated with the C&S Committee.</p> <p>Last year C-19 provided a chance for Subject leaders to gain some valuable extended/ uninterrupted time to develop Knowledge Organisers, Vocabulary Maps and Progression documents. These have proved useful this year and Subject leaders have worked together to ensure the whole school Curriculum Map fits well together. High quality conversations between teachers regarding curriculum design / crafting are evidence of a collective understanding of the school's vision for the curriculum. E.g. Linking what we know about plants to RE when parsley used as part of a Jewish worship. Linking history to geography in a better way.</p> <p>Despite C-19 children have experienced a broad and balanced curriculum, with even art and sewing materials being available / delivered to children during the January/ February Lockdown. The curriculum remained as hands on and active as possible under the circumstances. 'Awe and Wonder Walks' and daily tutorials were a 'big hit'. Learning walks – the quality of oracy and subject specific vocabulary being used as well as the application of explicit skills learned in lessons being used in 'Challenge Time'. Due to C-19 the curriculum has not been as 'outward' looking as is desired and we must map each cohort to see what visits and visitors and cultural capital they have missed out on.</p> <p>Next:</p> <ul style="list-style-type: none"> 9. Complete website pages for MFL (French) 10. Ensure Subject leaders meet with Governors IN SCHOOL early Autumn Term (C-19 permitting) 11. Share Subject Action Plans for 2021/2022 with Governors and staff early 2021/2022 to launch new school year. 	<p>Curriculum Committee Minutes 2020/2021</p> <p>SIAMs SEF</p> <p>DBE Advisor's Report.</p> <p>Subject leadership files</p> <p>School website – Learning section.</p> <p>Curriculum lead / Maths Lead Monitoring – displays and discussions with pupils.</p>