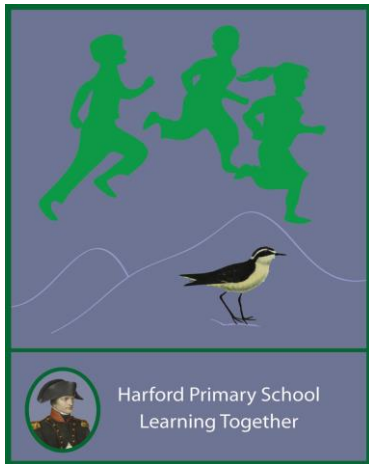
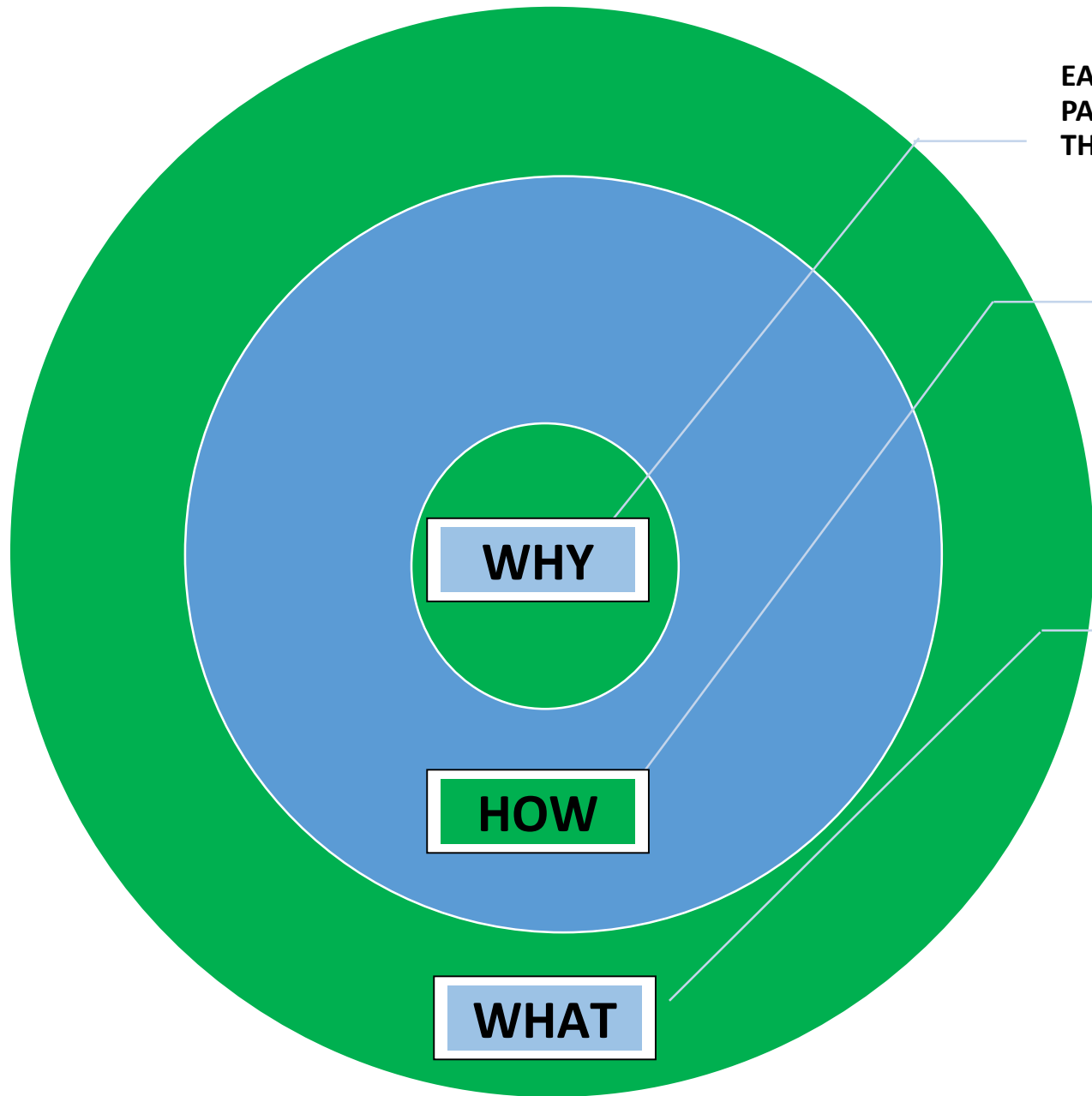


Harford Primary School

SCHOOL IMPROVEMENT PLAN



Academic Year 2020 - 2021



WHY?

EACH CHILD WILL DEVELOP A PASSION FOR LEARNING AND BE THE BEST THAT THEY CAN BE

HOW ?

THROUGH COLLABORATIVE, REFLECTIVE QUALITY FIRST TEACHING

THROUGH LEADERSHIP WHICH FACILITATES LEARNING OF THE HIGHEST QUALITY

WHAT?

A HAPPY, SUCCESSFUL AND INCLUSIVE HARFORD PRIMARY SCHOOL

English Priorities and Outcomes:

Improving student attainment and achievement in English.

Success criteria (evidence of impact)

- 100% of cohort making progress in reading and writing (using formative and summative assessment).
- 60% of cohort reaching ARE in their reading and writing (using formative and summative assessment).
- Improved PIE results
- Improved EYFS scores in CLL.

Objective	Starting Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation
<p>To improve attainment and Progress in English, by developing communication, language and literacy skills, with an emphasis on:</p> <ul style="list-style-type: none"> • Phonics • Vocabulary • SPAG 	September 2020	<ol style="list-style-type: none"> 1. Just below pupils highlighted from the PIE results are targeted to reach ARE by the end of the academic year. 2. To Term 1A Year 1 Speech and Language Infant link tests to be completed. 3. Term 1A Year 3 Speech and Language Junior link tests to be completed. 4. Term 1B Year Reception Speech and Language Infant link tests to be completed. 5. Pupils from year 4, 5 and 6 who needs retesting with Speech and Language Link test to be completed in Term 1A. 6. Following the completion of Speech and Language Link testing pupil highlighted to receive interventions as recommended. 7. EYFS indoor and outdoor provisions/environments to facilitate good vocabulary development. 8. EYFS staff to audit their knowledge on the teaching of CLL and consequently training to be implemented to support their CPD. 9. KS1 and KS2 to have VCOP displays which are constantly referred to and apart of learning journey. 10. Tricky words and/or key vocabulary to be placed on doors and used for exit tickets. 	<p>Speech and Language Link Website.</p> <p>SENCO</p> <p>Rose Brook's Training materials.</p>	

		<ol style="list-style-type: none"> 11. Word of the week to be implemented with a high focus on 'Tier 2- Extended words' words from 'Tiers of Vocabulary'. 12. 'Tier 3 – Subject terminology' words from 'Tiers of Vocabulary' to be taught at the start of every topic. 13. English planning taking on-board themed approach and therefore, steps to success journey towards outcome to be a key display. This will ensure the <u>purpose for writing.</u> 14. To use RWI as a guide for: skills that need to be taught e.g. SPAG, teaching pedagogy and selecting appropriate texts. 15. Use RWI anthology books to aid comprehension in GR. 16. Phonics and Spelling to be taught to the majority and then differentiated with focus groups identified. 17. Intervention to be devised and carried out for just below pupils. 18. Formal observations 19. Fund raiser – Sponsored Makaton to support communication development and awareness. 20. Parents Phonics Evening for EYFS and KS1. (Term 2A) 21. Parents SPAG Evening for KS2. (Term 2B) 		
End of year evaluation	<ul style="list-style-type: none"> • All Language Link initial tests have been completed and the Language Link Interventions has commenced and nearly completion. Intervention Leaders and teachers has commented how they have seen good progress in their groups. Some of the strategies being used during the Interventions has also been transferred to the classroom setting. The children on the interventions are due to be retested in July. • Language Development in Early Years has been a key focus a training session was done for all staff (using Rose Brooks's resources) to emphasise how important Language development in the Early Years is. Snowlin g 2011 cites that 'children with good scores in CLL (Communication, Language and Literacy) in the Early Years are highest achieving in KS1 and 3 in Literacy and Numeracy.' This emphasises how important EYFS education is, in the raising attainment agenda. Staff were given the tools to audit their classrooms and put in the necessaries to ensure Language rich environment. In addition to this all EYFS staff was given further instruction by the Educational Psychologist, in developing Communication Supporting Classrooms. As a result of this, both the Nursery and Reception was audited and overhauled to meet these guidelines. This has enabled a Reflective mind-set by the EYFS team which is filtering into their practice. 			

- Huge focus has been on Vocabulary building especially the use of Tier 2 words in encouraging pupils to extend their vocabulary. It is well documented that the development of Tier 2 vocabulary (extended words) is the most important for raising attainment
- Although not on the plan, all staff also received Montessori training from the Inclusion Manager, Mrs Heidi Hamm. This has given them another tool for raising attainment in their classrooms. Montessori education is based on Five Principles as follows:
 - (1) Respect for the Child
 - (2) The Absorbent Mind
 - (3) Sensitive Periods
 - (4) The Prepared Environment
 - (5) Auto Education
- In Harford we use a thematic approach, for planning. This starts with a Yearly overview and then a Half Termly Pace Planner. This style of planning was introduced by Mrs Stacey Benjamin on her return from the UK. All staff has embraced this type of planning as they feel it plots the route for learning clearly. Additionally, in Literacy they feel that it gives pupils a purpose for their writing outcome. The Read Write Inc scheme isn't used in its entirety but as a guide for, skills that need to be taught e.g. SPAG, teaching pedagogy and selecting appropriate texts.
- In line with improving communication strategies within the school, Makaton Singing training was received from the Speech and Language Therapist with all staff. Makaton is a sign language programme designed to boot language development for very young children and to help people with speech, language and communication difficulties to express themselves. This was deemed necessary especially, as we have a nonverbal pupil within the school and a few pupils with verbal communication difficulties. This idea culminated into a Sponsored Makaton designed to encourage pupils to learn the signs appropriate to their Year Group and in the process raise some money for PTA funds. This was a great success, raising £1890.00 for PTA funds.
- As an addition to developing language skills within the school we held a **No Pens Day** in November. The idea of this day was to place a spotlight on speaking and listening as there is documented evidence that spoken language skills are essential for developing reading and writing, managing emotions and developing friendships. This was a Fun Day as pupils could not use any writing implements!
- Although not in this plan and on the advice of the SEN advisor has been tested using LUCID Rapid Tests as introduced by the SEN advisor. These tests allow us to see if there are children who have difficulties with learning and whether they need further intervention. It is hoped that such will help us to help all pupils reach their full potential.
- As initiated by Rose Brooks both phonics and spelling are differentiated to suit ability and this is proving a good strategy for ensuring progress.

Maths Priorities and Outcomes:

Improving student attainment and achievement in Maths.

Success criteria (evidence of impact)

- 100% of cohort making progress in Maths (using formative and summative assessment).
- 60% of cohort reaching ARE in their Maths (using formative and summative assessment).
- Improved PIM results

Objective	Starting Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation
To improve attainment and progress in Maths by enhancing teacher understanding of planning, teaching and assessing SMARTER to allow all pupils to achieve and reach their potential.	September 2020	<ol style="list-style-type: none">1. Just below pupils highlighted from the PIM results are targeted to reach ARE by the end of the academic year.2. All classes to have a Maths working wall with key vocabulary displayed.3. Continue to plan and use the CPA approach (Maths manipulatives should be readily available to all).4. Maths planning to incorporate Inspire Maths and Mastery Maths (from Steven Powell training) schemes to best meet the National Curriculum.5. Formative assessments to be discussed, agreed and implemented. E.g. White Rose End of Term Assessments, Inspire Maths Mid-Year and End of Year Assessments...6. Teacher Assessment – Maths grid and the Maths Assessment Overview sheet.7. Mental maths to be incorporated into planning.8. Create regular opportunities for daily word problems.	Mr Steven Powell PIM results Inspire Maths resources Mastery Maths resources from SP	

		<p>9. Developing fluency with mathematical language by speaking and writing in sentences, when articulating the process and/or outcome.</p> <p>10. Formal observations</p>		
End of year evaluation	<ul style="list-style-type: none"> • All staff are becoming more confident with following and planning from, the Mastery Maths scheme devised with Mr Steven Powell. We have incorporated, teacher huddles into our staff training to allow teachers to talk and thrash out any misconceptions regularly. • At the beginning of the year, we analysed our results and scrutinised our weaknesses from the PIM results. This then led to us formulating an action plan (as above) for improvement. All of the points have been implemented. Staff have identified their just below pupils and are striving to help them reach age related. Some children are challenging teachers in this respect but we are trying. • It was agreed that we would use the White Rose end of Term Tests because this co-incides with the Mastery Maths scheme. Teachers are finding this useful as it allows them to see better, where the gaps in learning are. We find the White Rose tests are more in line with the National Curriculum. Teachers are also finding them better for their formative assessment – eg – Maths Grids. • Mental Maths has been a key focus. Teachers have been finding best strategies for improving pupil’s ability and speed. Lots of ‘timing’ strategies are being used. This has also enabled teachers to identify and plug gaps in this area. • Staff are encouraged to use manipulatives constantly to help pupils grasp concepts. • We are finding that a lot of pupils have retention and Working memory difficulties and we are currently, using the services of the Inclusion manager to give us practical strategies for helping pupils to overcome these barriers to their learning. We are finding her input very useful. 			

Health and Well Being for All Priorities and Outcomes:

To improve our children’s health & well-being through promoting healthy lifestyles.

Success criteria (evidence of impact)

- PASS results show 80% of pupils happy with the schooling experience. (Improved upon 2019/20 results)
- A programme of activities and initiatives interspersed throughout the year, promoting healthy lifestyles.
- Interventions and support in place for pupils identified in PASS, PIM and PIE as needing additional support. This should also include teacher assessment in ensuring early identification.

Objective	Starting Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation
To improve our children's health & well-being through the promotion of healthy lifestyles and building positive relationships.	September 2020	<p>All staff encouraged to build positive relationships with pupils through:</p> <ol style="list-style-type: none"> 1. Positive staff/pupil talk encouraged and modelled. 2. A team building day. 3. Assemblies to have a PHSCE focus and differentiated ie KS1 assembly, KS2 assembly to ensure all children understand key messages. 4. Provision Mapping to be completed and reviewed each half term and synchronized to meet current pupil needs. (To include: Language Link Interventions, ELSA support etc.) 5. Differentiation to be a key focus of all teaching and learning to meet pupil needs. 6. Extra-Curricular activities enhanced with lunch time clubs and theme days (A programme to be developed). 7 To encourage and promote healthy lifestyles though: <ol style="list-style-type: none"> 1. Implementing a whole school fitness programme. This could include: the daily run; a fitness afternoon with parents, pupils and staff; Wake and Shake etc. 2. Create an action plan to encourage healthy eating. 	<p>PASS results and assessment</p> <p>Teachers</p> <p>Inclusion team</p> <p>PTA</p> <p>HPS Healthy Lifestyles rep – Miss L. Joshua</p>	
End of year evaluation	<ul style="list-style-type: none"> • Positive staff/pupil talk are being encouraged and modelled. There are still some staff who sometimes forget but we will continue to make this a priority. We have been fortunate although not on this plan, to have had instruction from the Ed Psych on Developing Nurturing schools. The sessions have been fantastic and proved a lot of food for thought for staff. As an outcome, staff has been tasked with looking at the principles learnt and thinking how they can improve this in the classes. Her Key message has been all Behaviour is Communication. 			

- Assemblies has been organised as suggested in Point 2. It is felt that having KS1 and 2 assemblies is better, as the 'pitch' is more appropriate for the year group and pupils more readily understand the message.
- Extra Curricula Lunchtime clubs has been ongoing and much enjoyed. To date we have had, ICT, Gardening, Lego Club, Crafts, Knitting Wool Crafts, Saints Club, and Quiet Club.
- In regards to Promoting Healthy Lifestyles to date we have introduced the Daily Run. The Daily Run is something that is well established in UK Schools as the Daily Mile. We have used the principles (below) and use our School Playing Field. Staff chose their time in the day depending on their structure.

- *It takes place in 15 minutes, with most children averaging a mile, or more, each day.*

-

- *Children run outside in the fresh air – and the weather is a benefit, not a barrier.*

-

- *There's no set up, tidy up, or equipment required.*

-

- *No staff training is needed and there is no extra workload for teachers.*

-

- *Children run in their uniforms so no kit or changing time is needed.*

-

- *It's social, non-competitive and fun.*

-

- *The children return to class ready to learn.*

-

- *It helps to improve fitness and achieve a healthy weight.*

-

- *It encourages children to be aware of their health.*

-

- *It's fully inclusive; every child, whatever their circumstances, age or ability, succeeds at The Daily Mile.*

(Taken from the Daily Mile Website)

- A Fitness afternoon was held in February from 4.30 – 6.00 pm for parents and pupils. This was much enjoyed by all.
- Provision Mapping has been ongoing according to Need.
- Theme Days so far has been, International Literacy Day (September) Commonwealth Day (March) Marine Awareness Day, linked with International Book Day (March) Mother's Day (March) - this was a **Bring Your Mummy to School morning**, Farm Fun Day (April) Autism Funky Friday (April) Napoleon Theme Day (May) and Culture Day (May). The learning

	<p>programme for the days has enabled cross curricula learning to take place to quite a high level and facilitated much enjoyment for the pupils.</p> <ul style="list-style-type: none">• Differentiation has been a key focus of teaching and learning for the majority of the staff although there are some staff who has to be constantly reminded. A lot of training to date has been designed to show how differentiation is a key component of Quality First Teaching.

