

# Singleton C.E. Primary School

## School Improvement Plan

### 2019 to 2020



**KEY PRIORITY 1: Quality of Education**

Improve the quality of teaching and learning and improve outcomes for pupils in writing.

Ensure high quality planned and structured phonics/spellings taught consistently across the school.

RRSA link: Standard D: Children are empowered to become active citizens and learners

Article 29: Your education should help you use and develop your talents and abilities.

Baseline	Timescale	Milestones
<p>Outcomes 2019</p> <ul style="list-style-type: none"> <li>- GLD 62%, 67% Reading and Writing (Cohort: 6)</li> <li>- Year 1 Phonics: 78% (Cohort: 9)</li> <li>- KS1: 73% Reading and Writing (Cohort: 11)</li> <li>- KS2: 46% Reading 54% Writing (Cohort: 13)</li> </ul> <p>Writing outcomes have been consistently below national for the last three years. (56%, 57%, 54% respectively).</p> <p>English review in staff meeting concluded that:</p> <p>Children require a greater variety of mark-making opportunities in Reception</p> <p>Children should be more aware of the writing process</p> <p>Children, particularly in Year 5/6 should have greater ownership over the choice of genre in which they write in, and support throughout the school to</p>	September 2019	<ul style="list-style-type: none"> <li>• Staff review of English, reviewing planning, expectations for each class:</li> <li>• Review of marking policy.</li> </ul>
	13/1/20 ✓  23/04/20	<p>Review of current policy against other schools using THE KEY with TY: 13/1/20</p> <p>Follow up meeting to:</p> <ul style="list-style-type: none"> <li>• change language to INTENT/IMPLEMENTATION IMPACT</li> <li>• add reading section to policy</li> <li>• add writing process to policy</li> <li>• ensure EYFS/KS1/KS2 expectations in sections clear</li> </ul>
	November 2019	<ul style="list-style-type: none"> <li>• Writing moderation across the school to ensure progression and agreement of expected outcomes.</li> </ul>
	12 <sup>th</sup> Feb ✓ 22 <sup>nd</sup> April GAS locality moderation: YR: 7/05 Y2: 30/04 Y6: 14/05  Feb 2020 ✓	<p>Dates each half term scheduled in for KS1 and 2.</p> <p>Locality Moderation – GAS schools and Chichester schools.</p> <p>Year 2 teacher to discuss moderation process with Headteacher</p> <p>NOTE will need to be done again as change of teacher for Summer term</p>

enable them to make these decisions.	December 2019	<ul style="list-style-type: none"> <li>Review of EYFS Learning Journey's shows greater range of mark-making opportunities.</li> <li>Classroom environment/planning shows that children are aware of the writing process and where they are within it.</li> <li>Data indicates children making 33% progress towards outcomes.</li> </ul>
	By 10/3/20  Cath/Gill to cover for 1 morning to release Ruth:10/3  12/2/20 ✓	Theresa to monitor through: <ul style="list-style-type: none"> <li>Dips into journals with pupil voice opportunity</li> <li>Review of planning to look at where planned provision explicitly references mark making</li> <li>Theresa and Ruth to look at environment to discuss how to ensure it has a rich language focus -</li> <li>Pupil progress meeting to discuss progress against Early Years profile:% of children on track to meet Expected standards – looking at any barriers/interventions</li> </ul>
	April 2019	<ul style="list-style-type: none"> <li>Year 6 range of writing shows evidence of choice of genres.</li> <li>Data indicates children making 66% progress towards outcomes.</li> </ul>
	13/1/20 ✓ 5/2/20 ✓ 4/2/20 10/2/20 ✓	Meeting with TY 13/1 to look at opportunities built in to planning/timing of to ensure choice and writing process enabled.  Pupil progress meeting to discuss progress against Early Years profile:% of children on track to meet
	July 2019	<ul style="list-style-type: none"> <li>FFT Target for Writing Outcomes to be met:KS1 70% (7 out of 9 children) KS2 64% (9 out of 14 children)</li> </ul>
	12/2/20 ✓  Date to be agreed but Spring Term 2	Theresa to meet with Year 2 teacher to look through data and discuss a programme of support for Spring Term 2.  Theresa to seek support from Louise Gasser/Stewart Mckenzie to ensure data fully understood and actions going forward.

<p>Provision and Teaching of Phonics</p> <p><b>Data:</b>  <b>2017</b>  <b>2018</b>  <b>2019</b></p> <p><b>OFSTED December 2019</b>  <i>Leaders have not ensured that the phonics curriculum that pupil's study is sufficiently well planned and implemented. Across the curriculum, staff do not always know which books pupils are reading and why. Leaders need to ensure that the planning and delivery of the phonics curriculum improves, so more pupils have the necessary phonics skills and knowledge to help them read and write better.</i></p>	<p>By 17/01/20 ✓</p> <p>10/03/20 ✓</p> <p>Spring Term 2</p> <p>21/04/20</p> <p>8/9/10 June 2020</p> <p>23/04/20</p> <p>W/beg:  22/06/20 ✓  September 2020</p> <p>INSET: 4/9/20</p> <p>28/09 ✓</p> <p>21/10 ✓</p>	<p>Willow Class to ensure all children are in a stage not age group for phonics and this be taught by 3 key adults at the same time.</p> <p>Review/audit of Materials being used by staff to teach phonics to allow for purchase of new scheme to use for Summer term 2020: Theresa and Ruth Financial cost: £300 for new scheme</p> <p>Observations of each phonic groups to assess for session structure before planning for training: Theresa</p> <p>Feedback and planning forward mini meet to allow staff to refine practice</p> <p>Observations of each phonic group to look for embedding of process</p> <p>Phonics teaching to be embedded with English policy: Theresa and Tara</p> <p>All children from YR-5 to be assessed using spelling assessment/phonic test and a piece of dictated writing to look at current phonic/spelling level – grouping for September 2020 made using this data</p> <p>Phonics Lesson Training for all staff: September 2020 to ensure Plan: Do: Apply: Review approach and expectations/arrangements</p>
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Impact: staff	Impact: parent / pupil voice	Impact and monitoring: Governors
<p>Review of English Policy: Good to have a starting conversation about where school currently is and compare policy content.</p> <p>Writing Process meeting 5/2/20 useful to see current practice and sharing of ideas. Discussion about working walls and modelled version in Oak Class supported ideas moving forward. Need to revisit to embed further and discuss editing process.</p> <p>Audit/purchase/organisation substantially improved provision for phonics learning.</p> <p>Training impact on pupil progress to be monitored in Autumn Term 2: 2020</p> <p>Impact of Stage not Age groups to be monitored in Autumn Term 2</p>	<p>NOT POSSIBLE AS YET</p>	<p>NOT POSSIBLE AS YET</p>

**KEY PRIORITY 2: Quality of Education/Personal Development**

- To define and agree the rationale and intent behind Singleton C.E. Primary School's Curriculum.

*RRSA link: Standard D: Children are empowered to become active citizens and learners*

*Article 29: Your education should help you use and develop your talents and abilities.*

Baseline	Timescale	Milestones
<p>The school has an established topic cycle covering the National Curriculum. As a Rights Respecting School, children's rights and responsibilities are embedded within this. The most recent SIAMS report (January 2018) states that 'Explicit Christian values understood and applied by all pupils, staff and governors underpin the outstanding Christian ethos of the school.'</p> <p>These elements need to be drawn together in order for all stake holders to be able to answer the question: 'What do we want for our children and how will we work together to achieve this?'</p>	December 2019	Views of staff and children gathered in order to support the answer to the question 'What do we want for our children and how will we work together to achieve this?'. This will then be defined into an agreed statement.
	Willow:10/2 ✓ Beech:30/1 ✓ Oak: 7/2 ✓	Theresa to work with each class to gather their thoughts and ideas about purpose of Singleton School prior to INSET on 14 <sup>th</sup> February.
	Parents: 28/2/20 ✓ 14/2/20 ✓	Parents asked to contribute through both a Meet the Head: 28 <sup>th</sup> February meeting and questionnaires for their opinions about purpose of Singleton school – unique selling points/ what do we want for the children as they leave?
	March 2019	All Staff and Governors part of the VISION DAY 14 <sup>TH</sup> February (feed into following Curriculum INSET days)
	Draft: Shared at FGB:16/3/20 - parents once agreed	School to share rationale with parents and governors, inviting a response. Any local stakeholders who can contribute to supporting rationale to be identified and invited to discussion about how to implement this.  Vision statement to be embedded onto website/communication/ display in school Vision to feed into curriculum review and reboot.

	Curriculum: 22/5/20 & 1/6/20 ✓	Meeting with parents in the Summer Term to share developments
	July 2019	Subject leaders to review how their subject reflects the agreed rationale and intent of the curriculum.
	Summer Term 2020  2020/21: THIS WILL BE LOOKED AT FOR MATHS/ART/GEOGRAPHY/EYFS	All subject leads one afternoon to look at current policy and remodel with 3I language using English Policy as a model: These will then be looked at in more depth as part of a rolling program: Maths plus 3 foundation subjects. Theresa to cover classes – art project.
Impact: staff	Impact: parent / pupil voice	
Impact and monitoring: Governors		
Vision Setting  'felt collaborative – everyone had their opportunity to be heard and word chosen on vision are a collective voice. Also useful to see how people work together and future planning / team building for the school. Collecting parent voice gave another insight into current feelings of our families'	Vision Setting  DUE TO LOCK DOWN this has not be explored – too much time passed for true reflection of pupil voice.	Vision Setting  'it was good for me to get to know the team and for planning the future for Singleton school to become the best that it can be. Looking forward to putting our thoughts into action to give the best education we can to the children, and to promote the school within the wider community '
Curriculum  Building bespoke curriculum reinvigorated existing staff – excitement for teaching ignited.	Curriculum  Pupil /Parent voice will be collected regarding curriculum at the end of first whole school topic.	'Yesterday went so well I thought. The enthusiasm with which the tasks were tackled was great and it was good to feel part of the whole process of rewriting the vision as a team. It was challenging and also fun and the lunch was amazing'

		Curriculum  Governors understand rational and process of building bespoke curriculum for Singleton.
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<b>KEY PRIORITY 3: Leadership and Management</b> - To ensure the effectiveness of Subject Leadership across the school <i>RRSA link - Standard A: Rights-respecting values underpin leadership and management.</i>		
Baseline	Timescale	Milestones
<p>Teachers have been assigned Subject Leadership roles, and they are advocates for their subjects, engaging with and promoting enrichment activities and supporting each other.</p> <p>Subjects have a clear identified progression across the classes.</p> <p><i>Note with a new staffing member for summer term and a change of staffing from September 2020 in EYFS/KS1, the roles will be redistributed to ensure we are making the most of people's talents and strength.</i></p> <p><i>We will build teams around subjects to ensure support for leaders and consistency across school.</i></p>	December 2019	<ul style="list-style-type: none"> <li>For each subject there will be a short, clear Self-Evaluation of the current position.</li> <li>Each subject will have a clear action plan identifying targets for improvement for the year.</li> </ul>
	<p>Summer Term: ready to present to Governors at a shared staff and FGB meeting Date TBC</p> <p>Unable to start due to COVID and staffing changes</p> <p>2020-2021</p>	<p>Using The Key Audit tool – subject leaders will evaluate their subject area using a RAG system to identify 1 key priority for the year ahead for their subject.</p> <p>However:</p> <p><i>Over the course of Academic Year 2020-21 Maths and 3 foundation subjects in depth focus, looking at progression of knowledge and assessments. Maths will run across the whole year. The 3 Foundation subjects will be a focus per term.</i></p>



	March 2020	<ul style="list-style-type: none"> <li>Children's voice gathered for each subject – enjoyment/learning/even better if...</li> <li>Resource audit for each subject undertaken and any gaps identified/put into a priority 'wish list'.</li> </ul>
	Summer Term: May 2020 – final week post SATs Wednesday 3 <sup>rd</sup> June pm Thursday 4 <sup>th</sup> June	Pupil voice collected in House Teams prior to curriculum INSET on May 22 <sup>nd</sup>  Resource / space sort and audit for focus subjects maths plus 3 others–Teachers to be given 2 afternoons together.  children working on 2 joint projects for afternoons in House teams with Theresa/Teaching Assistants and parent helpers/Sports coaches
	July 2020	<ul style="list-style-type: none"> <li>Subject leaders will have had the opportunity to monitor their subject through either observation/learning walk/book look, within this identifying how clearly it fits the schools agreed rational and intent behind their curriculum.</li> <li>Subject leaders will have a clear overview of teacher judgements for their subject.</li> </ul>
	Ready to share with Governors at shared staff meeting in July 2020  Date TBC	Summer term whole school focus and part of TY's middle Leaders course.  All teachers will contribute and bring together evidence in relation to English and particularly: <b>STAFF MEETING TIME</b> <ul style="list-style-type: none"> <li>how it matches the SIP priorities (EYFS and writing process)</li> <li>How the new vision underpinned the Intent/Implementation of English across the summer term</li> <li>Evidence of pupil voice</li> <li>Evidence of Gobs monitoring</li> <li>Evidence of parent engagement and voice</li> <li>Any available data headlines</li> </ul>

New Identified Priority 4: **Behaviour and Attitudes**

To develop a clear, shared, simple behaviour policy, to be used and modelled consistently across the school to improve children's readiness and approach to their learning.

<p>Baseline</p> <p>Behaviour/learning attitudes has been identified as a recent issue by staff. Although some work was done in September 2019 around Growth Mindset and there is a behaviour policy, there is a consensus of feeling that the children do not always solve issues for themselves, approach their learning with high expectations across all year groups.</p> <p>There have been some challenging behaviours presented by a small number of children which is impacting on other children and staff.</p> <p>Staff do not feel they are sufficiently equipped to manage some of these behaviours in terms of CPD.</p> <p><i>Ofsted said: DECEMBER 17<sup>th</sup> 2019</i></p> <p><i>Most pupils follow their teachers' expectations for good behaviour. However, staff do not always have high enough expectations of pupils in the younger years. Here, a few pupils do not routinely follow their teacher's instructions quickly enough. As such, learning time is not used productively.</i></p> <p>Context: Changes in staffing have proved challenging for children with needs. The date of the inspection was challenging as children were very excited by Christmas preparations. However some recent observations across the school and different environments would concur with this.</p>	<p>S. Nelmes: 17/3/20</p> <p>T Yaramhadi: 4/2/20 ✓ 17/3/20</p> <p>24/3/20 &amp; 1/4/20</p> <p>23/1/20 ✓</p> <p>11/2/20 ✓</p>	<p>Staff training for specific staff to focus on children's needs: attachment/LAC children</p> <p><b>Tool kit course run by Your Space Counselling</b></p> <p>Staff training: Restorative practices to support children's ability to solve their own disputes and communicate their emotions well.</p> <p>Training sought on attachment theory to be provided from Beacon House – twilight CPD for whole staff: TBC: <b>Sarah Jones will deliver Training from LBAT team: challenging behaviour.</b></p> <p>Advice for specific children with high needs from Educational Psychologist</p> <p>CARM team support booked in for specific child plus advice for staff on behaviour management strategies:</p>
	<p>Y5/6: 26/2/20 ✓</p> <p>11/03/20 9.45-10.15</p>	<p>Following writing of vision:</p> <p>Pupil voice collected:</p> <ul style="list-style-type: none"> <li>• What does good behaviour look like?</li> <li>• What makes a great learner?</li> <li>• What stops us from learning?</li> </ul>

			<p>By: 11/03/20</p> <p>Across Spring and Summer term: Dates TBC and to fit with other events and needs.</p> <p>Dates: 11/03/20</p> <p>A decision was made to move this to INSET on 3/9/20 and 4/9/20</p>	<p>Parent voice collected: morning gate duty, online – top 3 rules to be best learner – what do children need to do?</p> <p>Staff meeting: – look at parents and pupil voice –shared meeting with GOVS. How do these points fit with our vision? Write 3 positive statements to share with children/parents.</p> <p>To be shared at House Team meetings and explored how this might look in practice.</p> <p>To be used in conversations with children across school to embed the language for all.</p> <p>Further staff meetings across Spring/Summer term to focus on:</p> <ul style="list-style-type: none"><li>• Whole class praise systems</li><li>• Use of restorative practices (from course)</li><li>• How do we manage escalation?</li><li>• What should we have in a behaviour policy ready for September?</li></ul>
Impact: staff		Impact: parent / pupil voice		Impact and monitoring: Governors
Behaviour Training and discussions		Behaviour Training and discussions		Behaviour Training and discussions
This will be moved into the 2020/21 SIP				