



Singleton C.E. Primary School

School Improvement Plan

2021 to 2022.

'Nurturing individuals to flourish and grow together, rooted by God's love'

Main Priorities 2021-22

1. Improve pupil outcomes in reading and writing through expanding pupils vocabulary use across the curriculum
 2. Increase the opportunities for our pupils to actively learn outside in the natural environment
 3. Improve pupil outcomes through teaching strategies which develop resilient, resourceful learners
 4. Develop All stakeholders understanding and strategies for improving positive mental health and wellbeing and develop pupil's emotional literacy
- 5a: Develop the subject leadership History to provide clear progression and assessment of key skills and knowledge
- 5b: Develop all stakeholders understanding of the progression of the EYFS Characteristics of Learning across all Key Stages

PRORITY 1 - Quality of Education

Improve pupil outcomes in reading and writing through expanding pupils vocabulary use across the curriculum

Research from EEF into Oral Language Interventions

The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.

Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary

Baseline

- Significant gaps in vocabulary exists across all year groups, but notably in Years 2 and 3
- Pupils are starting school with no nursery rhyme knowledge
- Younger pupils will often communicate in short sentences with gaps in their lexical vocabulary and confusion of tenses use of pronouns
- Written work is weaker in current **Years 1 2 4 5**: particularly how words are put together to form written communication/ complex sentences and specific vocabulary
- In 2020 we launched our Growth Curriculum: this included a focus on teaching subject specific vocabulary
- The Flourish challenges require speaking and listening between peers: this is a noticeable weakness across the school: simple vocabulary often used and a lack of confidence in speaking aloud.
- The introduction of Maths Mastery has started to increase the dialogue within the classrooms – requiring pupils to explain their thinking

September 2021 (based on July 2021 data)	December 2021	April 2022	July 2022
Year 2 ARE: English 29% ARE: Maths 43%			
Year 4 ARE: English 50% ARE: Maths 50%			
Year 6 ARE: English 60% ARE: Maths 70%			

Autumn Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
Pupils across the school will use taught subject specific vocabulary across the curriculum in their spoken and written communication	INSET training: 1/11/21 to focus on practical strategies to embed use of subject specific vocabulary within children's speaking and listening	TS	Minutes from staff meetings Governor report	TA salary costs INSET day	Governor invited to attend training
	Seed Catalogues (Knowledge organisers) to be routinely used across KS2 and Year 2 to support the direct teaching of key vocabulary Expectation of Seed Catalogues and display from INSET date	TY JC KB	Book dips: across curriculum Flourish observations Displays in classrooms Lesson Observation Governor report	None	Governor invited to do a Book Dip and pupil voice session 22/11/21 Governor invited to Flourish to see impact of specific vocabulary.
	Staff meeting Training: 17/11/21 on use of Oral interventions to widen general vocabulary in pupil's spoken language	TS	Minutes of meeting	None	
	Pupils who have been identified during the PP meetings: 18/10/21 as having week spoken language to be assigned to weekly Helicopter Story sessions starting after October half term.	Teachers to identify TS: Helicopter story sessions	PP meetings with Teachers Governor report Some pupils ILPs	None	Governor invited to a Helicopter Story session Date TBC

Spring Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
Pupils will use wider vocabulary to support their comprehension in reading and quality of writing Target: Y2 English: 57% Y2 Maths: 57% Y4 English: 67% Y4 Maths: 67% Y6 English: 80% Y6 Maths: 80%	Staff meeting: 19/01/22 Practical strategies to highlight new vocabulary for learners when reading in guided sessions or class read	TS to lead Staff to implement new strategies in Guided reading sessions and whole class book time	Minutes Governor report Pupil voice Pupil progress data Summative data 06/22 Moderation of Y2/6	TA costs for staff meeting	Governor invited to meeting 19/01/22 Governor invited to see book journals and pupils voice: 14/02/22
	Support booklet for parents to use when reading highlighting how they can expand child's vocabulary Ready to send home 19/01/22	TS	Booklet	Photocopy costs	Parent voice collected at the end of term.

Summer Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
Pupils will demonstrate to an audience their use of subject specific vocabulary in their speaking, reading, and writing	Pupils across the school write a reflection (scribed if appropriate) of their learning to present to their parents as part of their end of year report in July 2022	Class teachers to ensure sufficient time provided for pupils to engage in reflection	Quality of vocabulary choices in written reflection to explain their learning over the year Meetings with families: parent voice	NO cost	TS to monitor the effectiveness of the Pupil Voice day from a collection of evidence: pupils, parents and observations.

PRIORITY 2 – Quality of Education

To improve pupil's outcomes and attainment through extending the opportunities to learn within the Natural Environment

Research

LINE (Learning in Natural Environment) Research Project 2012-16 showed that where pupils spent up to 2 hours learning actively within the Natural environment there was a:

95% positive impact on pupils enjoyment of lessons

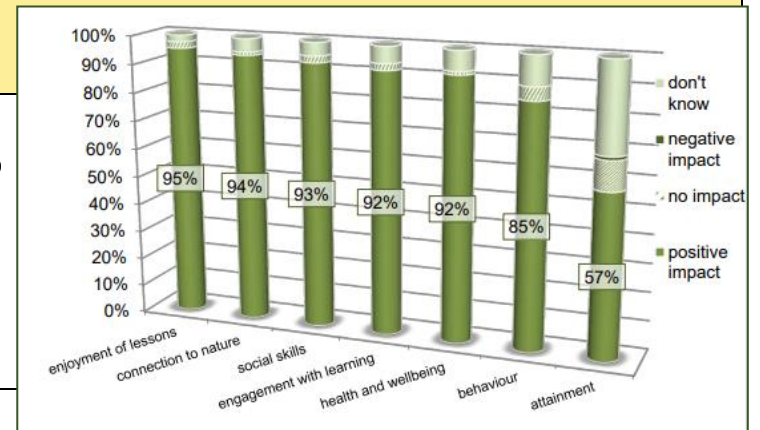
85% positive impact on behaviour

92% positive impact on wellbeing (including on teaching staff)

57% positive impact on attainment

Baseline

- The main driver for the school vision from parents was to ensure we used the natural environment for learning
- Across 2020/21 opportunities were exploited within the Growth Curriculum
- The use of the natural environment became part of the daily dash and chat and Fitter by Friday hikes up Levin down
- Forest school was 'road tested' by a Nurture group to look at impact and by Y5/6 as part of confidence building before transition
- The playground was 'revamped' to enable more active learning: designs support Maths/English/geography as well as daily fitness
- **** of our pupils reported as not spending any time within the countryside



September 2021 (based on July 2021 data)	December 2021	April 2022	July 2022
Year 2 ARE: English 29% ARE: Maths 43%			
Year 4 ARE: English 50% ARE: Maths 50%			
Year 6 ARE: English 60% ARE: Maths 70%			

NOTE: attendance figures cannot be used as a meaningful figure due to continued expectation of pupils to isolate if symptomatic of COVID and a natural increase in the level of absence due to pupils contracting childhood illnesses, suppressed through lockdown.

Autumn Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
To increase the opportunity for pupils to learn in the natural environment beyond P.E. lessons to improve academic attainment Target: Y2 English: 57% Y2 Maths: 57% Y4 English: 67% Y4 Maths: 67% Y6 English: 80% Y6: Maths: 80%	Forest School to start for all pupils across school on a rota basis: Starting 9/09/21 for 1 year	TS	Governor report Pupil voice Forest School termly feedback Teacher observations	Annual cost of £ 10'500 from Sports Premium	AS Governor to be part of provision weekly
	To highlight on timetables opportunities across curriculum where OL will be used	All teaching staff	Learning Walks Timetables Pupil Voice		TS: Learning Walk 4/10/21
	To baseline pupil attitudes to learning outside and their connectedness to nature	All Teaching Staff	Pupil responses to questionnaire	1 lesson	Collated by TS by 12/10/21
	TS to attend course: Active Learning to Improve Cognition 5/10/21 Feedback to team main take-aways and observations: 13/10/21	TS	Feedback to meeting on 13/10/21 Minutes	Course: free	
Spring Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
To share good practice across the school to enrich and widen the range of outdoor learning in the natural environment.	Staff meeting to share practice and collate ideas 26/01/22	TS to facilitate: all staff to bring ideas	Ideas booklet formed from ideas shared	NIL	Governor invited
	Invite a peer to Team Teach Outdoor learning: W/B 28/03/22	All teachers: Theresa to organise cover	Lesson observation feedback between peers	Supply costs for 1 day: £120	TS to collate feedback

Summer Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
The teaching and support team can communicate, evidence and evaluate the impact of Learning in the natural Environment on pupils to stakeholders	Parents invited in to a 'Learn outside with me' day. Parents choose 1 session in day to attend an outdoor lesson. w/beg: 20/06/22	TY/JC/KB/CB/EG	Parent voice collected at the end of the session.	NIL	TS to monitor day and collate parent responses.
	Within the school report teachers communicate the impact on pupils in terms of their: engagement/behaviours and wellbeing	All staff	School Reports Pupil Progress meeting	Supply cost for covering staff to write reports: £360	TS to read and monitor reports and parent response forms.
	Impact of learning in nature measured against baseline by pupils: Time spent outdoors Enjoyment of being outside Wellbeing Attainment in maths/English	TY JC KB	Pupil questionnaires Pupil Voice Parent voice Summer Summative Data Head's Report SEF Summer review of SIP	NIL	Governors to respond through FGB to Head's report and data.

PRIORITY 3– Behaviour for Learning

Improve pupil outcomes through teaching strategies which develop resilient, resourceful learners

Research

Report by the Royal Society, UK, 2011

“Education is about enhancing learning, and neuroscience is about understanding the mental processes involved in learning. This common ground suggests a future in which educational practice can be transformed by science, just as medical practice was transformed by science about a century ago”

Challen et al (2011).

‘One study of curriculum-based emotional resilience programmes found short-term improvements in pupil attendance and attainment rates, particularly among those eligible for free school meals and pupils performing below the national average in maths and English.’

Baseline

- Our Growth Curriculum was designed to enable learners to show through independent challenges their skills and knowledge
- Our observations show that pupil's often 'give up' when faced with the first stage of a challenge and will seek adult help before trying
- Our observations show that many pupils have a fixed mindset about their abilities
- Our discussions with families also reflect fixed beliefs about pupil abilities 'I can't do maths either'
- Introducing the Maths Mastery curriculum has increased the challenge and pupils do not see the mistakes as part of the learning process
- Pupil's understanding of how to learn is limited as is their understanding of their brain's elasticity

September 2021		December 2021		April 2022		July 2022	
Autumn Term							
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring		
To support children’s understanding that learning is an ongoing lifelong process that can have a positive impact on self and others.	To introduce ‘Star Readers’ into Willow Class to show that reading is an important skill	EG	Pupil voice Parent responses	NIL	TS to visit one of the Star Reader sessions		
	What is your talent days? In Beech Class. Pupils share a talent and peers observe, learn and ask questions	EG	Pupil voice Parent responses Governor monitoring and report	NIL	Governor Learning walk 20/09/21		

	Primary Futures: Oak class, to enable children to connect with different professions to gain insight into variety of jobs, skills and attitudes needed and overcoming adversity	EG	Pupil voice Parent responses Governor monitoring and report	NIL	TS to visit one session Governor to attend one session and report to GB
For children to see the value and importance of mistakes as part of learning.	All classrooms to have a Marvellous Mistake display. Daily conversations: what was your best mistake today? Conversations within class feedback: this mistake has helped us all learn that...	TY CB JC KB EG	Lesson observations displays communication pupil voice	NIL	TY through maths lesson observations: 15/11/21 Focus for a Governor Learning Walk: 24/01/22
For children to be able to self-reflect and assess how they are learning and their own progress	Staff meeting: Feedback for Learning Policy shared: 29/09/21 Teachers to use: Feedback for learning processes to support children assessing whether they are: developing, consolidating or have mastered a skill or concept.	TS TY CB JC KB EG	Minutes and Policy Book Dips Classroom environment	NIL	Book dips scheduled for: 13/10/21 with Governor Pupil Voice: 24/01/22 with Governor

Spring Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
For all stakeholders to understand that learning is a process involving practice, retrieval, and application and the importance of resilience	Growth Mindset Training Day for all stakeholders: 12/01/22	Ian	Pupil Voice Parent Voice Staff voice	£300	Governors invited and report to GB
	Growth Mindset into classroom practice: 12/01/22 Following training day: discuss how this will look in our practice: what will be the agreed actions?	TS to facilitate ALL staff and Governors to contribute	Staff meeting minutes	TA extra 1.5 hours to attend staff meeting	Learning walk: 24/01/22
	Families invited in for Math challenge day: growth mindset language: 14/03/22	TY to facilitate	Parent baseline form completed first around feelings/mindset Pupil and Parent feedback on how they managed challenge	NIL	Governor invited to write report for GB
Summer Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
For pupils to demonstrate their Growth Mindset in a range of summer challenges,	Summer Show: Year 5 and 6 to write, choreograph, produce a summer show to share with parents	Verity	Baseline pupils learning attitudes at start of project Pupil Voice at end of show	£850	Governors invited to a rehearsal and show: report to GB
	School Sports Day: Year 3 and 4 pupils challenged to produce plans, run and organise the House Team events	JC	Baseline pupils learning attitudes at start of project Pupil Voice after sports day	NIL	Governors invited to a planning meeting and Sports Day: report to GB
	Willow Class plan and run an exhibition of outdoor learning for the school community	TY	Exhibition of materials/photos Pupil voice before and after event	£50 budget for any materials	Governors invited to a planning meeting and Sports Day: report to GB

PRIORITY 4– Personal Development

Develop ALL stakeholders understanding and strategies for improving positive mental health and wellbeing and develop pupil's emotional literacy

Research

Children's Society (2016)

'When we have high subjective psychological wellbeing by some definitions we may be said to be flourishing'

Buck S, Hillman C & Castelli D (2008).

'In turn children's overall level of wellbeing impacts on their behaviour and engagement in school and their ability to acquire academic competence in the first place.'

Durlark et al (2011)

'an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning'

Baseline

- It has been recognised through observations and Pupil Progress meetings the impact of lockdowns and restrictions in school has impacted our pupils
- 14% of our pupils are on the SEN register for SEMH
- 24% of our families have shared a parental mental health concern with the school
- Observations of behaviours in school indicate a lack of 'specific' emotional literacy to communicate feelings, leading to frustrations / aggression
- 18% of our new YR intake are demonstrating frustration due to a lack of emotional literacy skills and regulation

Autumn Term

Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
To build positive adult/pupil relationships to enable children to feel consistently 'safe' within our school	INSET: 4/09/21 Sharing 3Rs with new staff	All staff to create a 3R display in class	Display Report to GB	NIL	20/09/21 Governor and TS Learning walk
	Each class to create a Team flag to show 'unity' and the values needed to create a team	All Teachers	Displays in classroom	NIL	29/09/21: Peer to peer learning walk
	Class teachers to host 'meet the teacher' meetings to build relationships with families	16/09/21	Meetings and feedback from parents	TA cost: 2 hours	TS supporting in Beech Class

To recognise the positive impact of practising daily gratitude on mental health	Staff meeting: 22/09/21 Sharing research and Practical ideas	EG	Classroom display/journals for Y5/6	NIL	29/09/21: Peer to peer learning walk
To provide ALL stakeholders with the language, strategies and understanding of how to self-regulate	Staff meeting: 13/10/21 introducing concept/ expectations	EG	Staff meeting minutes	TA costs 3 x 1.5 hours Materials: £200	Governor to attend
	Parents workshop 24/11/21	EG	Parent voice	NIL	
To support teaching staff to support pupils' mental health through the use of a mental health toolkit.	Staff training: 01/11/21 the mental Health Toolkit	Your space Counselling Team	Minutes from meeting	£400	Governors invited Learning Walk after Christmas: 24/01/21
Spring Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
For children to use the Zones of Regulation as a system to communicate their feelings and improve their emotional literacy	All classrooms to have an interactive ZONE display and resources in place	All class teachers	Classroom displays lesson observations behaviour across school use of cool down Zones Pupil Voice Parent View	Materials: £200	Learning walks: Use of Zones of Regulation 10/01/22
	All classrooms to display emotion feelings and appropriate facial expressions within the classroom for pupils and adults to refer to.	All Class teacher			

Summer Term					
Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
To support children to communicate their feelings efficiently within a restorative format to resolve conflict	INSET: 06/06/21 What is restorative practice and how can it impact on our pupil's ability to rebuild relationships?	EG/TS	INSET meeting minutes	NIL	JH invited to meeting
	To practice restorative practice using an agreed format and language within the classrooms	EG to provide materials to support adult language/pupil sentence stems	Learning Walks / observations in school/playtime of restorative practice	NIL	
	Y5 pupils to be trained as PALs as part of Y6 leadership for following year.	KB	Training and pupil voice.	Part of WSSP package	Governor: HM invited to observe practice.
To ensure ALL stakeholders understand the importance of Positive Mental Health and emotional literacy	Healthy Mind workshop for parents to support understanding of mental health. School Nursing Team LBAT team Educational Psychologist	TS/EG to co-ordinate	Parent Voice	TBC	Governor (JH) to attend session and feedback to GB

PRIORITY 5a

Develop the subject leadership History to provide clear progression and assessment of key skills and knowledge

Baseline

- OSTED 2019 identified that subject leaders needed to have a clearer understanding of their subject, progression and assessment
- A working model has been achieved in Art and Geography in 2020/21
- With new staff and continued changes for the Summer Term, the decision has been made to put this focus to Summer 2022
- The subject leadership will be shared across all phases as a team approach to maximise peer to peer support/modelled expectations
- History was chosen as a key area, linked to the whole school theme in Summer 2022 (history)
- Where a pattern of audit, plan, do, monitor and review has been used by subject leads we have gained a better understanding across the school

Summer Term

Target	Action with dates	Responsibility	Evidence	Costs	Monitoring
To provide relevant focused CPD support to teachers understanding of teaching skills, concepts and knowledge across the school to raise standards in History	Audit of History confidence and knowledge gaps by end of Spring Term	Team approach	Teacher feedback	NIL	
	History: share results of staff audit and focus for term 27/04/22	Team Approach	Meeting minutes	NIL	
	History skills progression meeting: how an aspect of history develops from EYFS to KS1 TO KS2 25/05/22	Team Approach	Meeting minutes	NIL	Governor to attend and report back to GB
To provide a purposeful context for children to demonstrate skills and	06/06/22 INSET day Planning for History Visit using progression of skills	Team Approach	Governor report Minutes from meeting Planning for theme: Our City	Release time/cover by TS	Governor invited to attend and report to GB

improve local history knowledge	08/06/22 Planting day for History aspect of Theme: what do our children know: observations of assessment process /follow up lessons				
To develop ALL teacher's understanding of subject leadership and the ability to communicate impact of CPD	History Deep Dive with invited Governor to discuss impact of CPD on staff and pupil outcomes04/07/22	Team Approach	Deep Dive report by Governor	NIL	Governor invited to attend and report to

PRIORITY 5 b * NB: previous computing priority changed to reflect change of staffing and absence

Develop all stakeholders understanding of the progression of the EYFS Characteristics of Learning (COL) across all Key Stages

Baseline

- the Curriculum has a week of Flourish where the children are observed using the characteristics of learning
- the characteristics form part of the school report (July 2020)
- we need to develop our understanding of progression within the characteristics for adults to offer meaningful feedback
- training support: how/what/when adults observe and how this looks in practice within our curriculum
- there needs to be a shared understanding of, why, what and how we observe with families

Spring and Summer Term						
Target	Action	Dates	Responsibility	Evidence	Costs	Monitoring
for all stakeholders to understand: • the rationale • the progression • the observing • the reporting of the EYFS COL	Audit the understanding confidence/ effectiveness and observations of COL within the teaching team.	1/02/22	TS to lead	Staff meeting notes	NIL	Overview shared with Governors
	Create a progression of skills within the EYFS characteristics of learning	28/02/22 7/03/22	TS to lead TS	INSET day 28/02/22 Minutes /notes taken Progression Document	TS: working on document 4/02/22	Shared with Governors: FGB 28/03/22
	Audit pupils knowledge of COL Discuss how we observe	w/beg 14/03/22	Staff	Baseline notes/pupil voice	NIL	
	Embed opportunities into Flourish Week/workshop day for pupils to assess/comment on their own COL	30/03/22 to 6/04/22	Staff	Observation Notes of pupils Pupil reflections	NIL	TS/Governor to monitor Flourish week/pupil voice. Gov invited
	Hold a workshop for children to work alongside families on a GM challenge – assess their own COL	7/04/22: 1.15 – 2.15 pm Parents meet 2.15-2.45	TS Forest School Staff	Parents feedback observations of afternoon: Governors	NIL (Forest School cost already paid)	Governors*