



Broomhill Infant School 2021/2022

School Improvement Plan



SCHOOL CONTEXT

Number of pupils on roll	167	Number of pupils eligible for PP & EYPP	53 32.32%	Number of pupils with an EHCP Number of pupils EHCA	7 5
Most recent Ofsted grade	RI	Percentage of pupils with English as an additional language (EAL)	21%	Percentage of boys Percentage of girls	52.1% 47.9%
Key areas to improve Ofsted February 2019 What does the school need to do to further improve?	<ul style="list-style-type: none"> ■ Improve the quality of teaching and learning in mathematics and writing so all pupils make good progress by: <ul style="list-style-type: none"> – improving pupils’ reasoning and problem-solving skills in mathematics – supporting pupils to articulate their thinking in mathematics clearly – ensuring that activities planned develop pupils’ writing in a range of different subjects. ■ Improve the quality of leadership and management by: <ul style="list-style-type: none"> – ensuring that governors have the knowledge they need to be able to monitor the work of the school effectively – improving the impact of middle leaders and therefore pupils’ outcomes – evaluating the effectiveness of the curriculum to ensure that it meets the needs of all pupils. 				
Key Performance Indicator	Ofsted Rating Good				
Key staffing areas of issue	None				
Budget information					

OBJECTIVES FOR 2021/2022

Objective 1 - Mathematics	Mastering Number – NCETM project, develop consistent teaching strategies so that most children will leave KS1 with fluency in calculation and a confidence and flexibility with number.
Objective 2 – Phonics (Reading & Writing)	Teaching of Bug Club phonics is consistent in developing learners decoding & blending for reading and segmenting for spelling. Most children will pass the phonics screening check in year 1. DIS Gap narrows.
Objective 3 – SEND	Carefully planned interventions with high aspirations and expectations, effectively meet the wide range of needs of children with EHCPs.
Objective 4 - Curriculum	Outdoor learning & continuous provision ensures that learners engage actively and deeply with their learning, embed vocabulary, skills and transfer knowledge across the curriculum.
Objective 5 - Leadership	Developing Effective Leadership of Teaching Assistants (DELTA) programme, develops teaching & learning strategies linked to Rosenshines Principles; sequence concepts and model strategies; ask deep level questions; and provide opportunities for children to review knowledge and understanding.

OBJECTIVE 1: Mathematics - Mastering Number – NCETM project.

Target – Children will leave KS1 with fluency in calculation and a confidence with number. They will be able to confidently articulate their understanding and reasoning.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	PERSON MONITORING	SUCCESS CRITERIA	REFERENCE SEF/Ofsted/Progress Review
Alison Evans, Math Leader to liaise and lead the school through the NCETM Mastering Number project. Teachers confidently and consistently adapt strategies to narrow the DIS gap.	Year	Alison Evans	£1000 Non-contact time to be allocated as necessary. Twilight training sessions tbc.	Alison Evans Kevin Hawkins Amie Lawrence	Improved pupil outcomes in EYFS GLD number Improved pupil outcomes in KS1 Maths	SEF
Maths Leader to monitor the impact & progress of reasoning and problem solving skills.	Termly	Alison Evans	Non-contact time Time to be allocated in staff meeting.	Alison Evans Termly	Children are able to confidently demonstrate their reasoning and problem solving skills in different ways.	Ofsted
Join Maths S3 Cluster groups and share best practice.	3 x Year	Alison Evans	Staff meeting time	Leah Edmunds S3 Maths Lead.	Best practice from schools is shared. Confident middle leadership.	Ofsted
Monitor impact that teaching has on children's ability to articulate their thinking.	Termly	Alison Evans	Non-contact time	Kevin Hawkins Hayley Farthing CoG – Mair Allen	Children are confident when articulating their thinking in different ways.	Ofsted
Increase parental engagement and home school links in developing number skills.	Ongoing	Class teachers	Zoom parent meeting & demonstration videos.	Alison Evans Class Teachers	Parent feedback – parents feel well informed on how to support their children.	SEF

OBJECTIVE 2: English – Bug Club Phonics

Target: Children will transfer their understanding of phonics into their reading and writing. The DIS Gap will narrow and most children will pass the phonics check in Year 1.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	PERSON MONITORING	SUCCESS CRITERIA	REFERENCE
Lucy Dickson, Phonics Leader to introduce and effectively embed Bug Club Phonics.	Year	Lucy Dickson	£800.00 Non-contact time INSET training session	Lucy Dickson	Most children meet or exceed year one phonics screening check.	SEF
High quality whole class reading sessions are consistent across the whole school.	Term 3	Lucy Dickson	Non-contact time Staff meeting sessions	Lucy Dickson Link Governor – Lydia Shenton	Children will leave KS1 with a love of reading. They will be highly engaged, confident and fluent readers.	SEF
Lead parental information sessions	Term 2 & 4	Lucy Dickson Hayley Farthing	Non-contact time Evening sessions	Lucy Dickson Hayley Farthing	Parents and/or carers are more engaged in reading with their child for pleasure.	SEF
Attend & arrange moderation clusters for Reception, Year 1 & Year 2. Organise in-school moderation meetings alongside Y3 teachers.	Ongoing through the year.	Lucy Dickson	Non-contact time	Lucy Dickson	Teachers are confident in levelling children's reading.	SEF

OBJECTIVE 2 – cont...						
ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	PERSON MONITORING	SUCCESS CRITERIA	REFERENCE
Support Lucy Dickson in monitoring the impact of Bug Club phonics, specifically in writing.	Year	Emma Packford	Non-contact time	Emma Packford Lucy Dickson Hayley Farthing	Children demonstrate that they are able to transfer their knowledge and understanding of phonics into their reading and writing.	SEF
Attend & arrange moderation clusters for Reception, Year 1 & Year 2. Organise in-school moderation meetings alongside Y3 teachers.	Ongoing through the year.	Emma Packford	Non-contact time	Emma Packford Hayley Farthing	Teachers are confident in levelling children's writing.	SEF
Create a yearly planner of opportunities for children to write from planned experiences in school. Monitor impact of this through book looks.	Continued from previous year.	Emma Packford	Non-contact time	Hayley Farthing	Children's books have a range of writing based on their experiences.	Ofsted LA Moderation SEF NLE
Plan for and monitor children's writing opportunities in different subjects and in continuous provision in KS1.	Termly	Emma Packford	Non-contact time	Hayley Farthing Link Governor – Tony Carey	Children's books demonstration writing in different genres and subjects.	Ofsted LA Moderation SEF NLE

OBJECTIVE 3: Improve outcomes for all children having high aspirations and expectations.

Target: EHCP targets are met or exceeded through high quality, individualised intervention programmes and provision.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	PERSON MONITORING	SUCCESS CRITERIA	REFERENCE
Staff training sessions to deliver a wider range of specific interventions to meet the need.	On-going	Rebecca Symmons	£5000.00	Hayley Farthing	Specific training positively impacts of children's targets and outcomes.	SEF
Develop a therapeutic programme and timetable to deliver individualised interventions to meet all children's needs	On-going	Rebecca Symmons		Hayley Farthing	Children have quality opportunities to develop and working towards all learning areas targeted on their EHCP.	SEF
Work alongside other professionals & families to monitor, assess and inform next steps having high aspirations.	On-going	Rebecca Symmons		Hayley Farthing Sapna Boden – SEN Governor.	Families feel that there voice is heard. They have a good understanding of how their child's targets are being met at school.	SEF
SENDCo monitoring of Tapestry and DEYO tracking.	Termly	Rebecca Symmons		Hayley Farthing	Staff use Tapestry and DEYO effectively to track assessment. All staff add to the planning and assessment of children in SEND Resource Base.	

Objective 4: KS1 Outdoor learning & continuous Provision

Target: Learners engage actively and deeply with their learning, they are given quality opportunities to embed and use vocabulary with meaning, they are given a range of opportunities to enhance skills and transfer knowledge across the curriculum.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	PERSON MONITORING	SUCCESS CRITERIA	REFERENCE
Attend and disseminate training with Kate Irvine and Julie Fisher	Term 1 & 2	Kevin Hawkins Debbie Howells	£500.00	Kevin Hawkins	KS1 staff have a secure understanding of the how continuous provision is planned for and provided they offer quality opportunities for deep level learning through play.	SEF LA recommendations
Monitor Curriculum displays, floor-books and child voice evidence our focus on developing vocabulary across the whole curriculum.	Ongoing Monitored Termly	Kevin Hawkins Class Teachers Lucy Dickson Emma Packford Alison Evans	Leadership time	Kevin Hawkins Hayley Farthing	<p>Children are observed using vocabulary through play.</p> <p>Staff are observed using questioning skills, appropriately intervening and modelling using specific language that enhances the curriculum understanding. Giving opportunities for children to review and recall learning with meaning.</p> <p>Children can answer the curriculum questions that demonstrate that they have learnt the skills and knowledge for that term.</p> <p>Displays are working walls that are used daily by the teachers and children to enhance learning. Children use the working wall to support independent learning.</p>	SEF New Curriculum requirements.
Monitor the progression of skills and knowledge through the school and into Year 3.	Ongoing Monitored Termly	Kevin Hawkins Link Governors	Leadership time	Kevin Hawkins	<p>Floor books demonstrate a progression of skills and knowledge from Nursery to Year 2.</p> <p>Subject leaders in both the Infant and Junior schools work in partnership to ensure that there is a progressive skills curriculum in place that meets the needs of children at Broomhill.</p>	SEF

OBJECTIVE 5 - Improve quality of leadership

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/ RESOURCE IMPLICATIONS	PERSON MONITORING	SUCCESS CRITERIA	REFERENCE
Implementation of DELTA team. Share& monitor DELTA actions and targets as part of the LA programme.	Year	Kevin Hawkins Lucy Dickson Lindsay Booth Vicki Coggins Sharon Paling	£2000	Kevin Hawkins Hayley Farthing	TAs have opportunities to develop teaching & learning strategies linked to Rosenshines Principles; sequence concepts and model strategies; ask deep level questions; and provide opportunities for children to review knowledge and understanding. Consistent teaching and learning standards across the whole school.	SEF
Strategic development of Governing Body.	Term 2	Mair Allen - Chair of Governors		Hayley Farthing Jenny Brookes	New Governors impacting on the Key Priorities of the school. Link Governors in place and linking up with Middle Leaders and SLT.	Progress Review Ofsted SEF
Middle leaders take ownership of their subject and ensure monitoring impacts positively on teaching and learning.	Ongoing	Emma Packford Lucy Dickson Alison Evans Deb Howells	Leadership time	Kevin Hawkins Hayley Farthing	Leadership time is used effectively. Leaders have a secure understanding of their subject across the school. This is shared with SLT during leadership meetings. All staff feel supported and teaching and learning is consistent.	Progress Review Ofsted SEF

New Subject Leaders develop confidence in leading their subject.	Year	All Teachers	Staff meeting Joint staff meetings Leadership time	Kevin Hawkins Hayley Farthing	<p>Subject Leaders can talk confidently about how their subject is planned, implemented and the impact it has on our learners.</p> <p>Subject Leaders meet whole school deadlines and files kept up to date.</p> <p>One page documents are reviewed and shared three times a year with all staff.</p> <p>Subject knowledge for all staff improves.</p> <p>Links are made with Junior Leads and Governors to share and plan for a progression curriculum.</p>	SEF Ofsted
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