



# One Page Summary for School Improvement Plan

2023 – 24



## Ofsted Targets (2023)

- Teachers do not consistently adapt curriculum plans to meet pupils' needs, including those with SEND. This means that some pupils rely too heavily on adult support, or they do not understand their learning. Leaders need to provide further development so that teachers can refine the curriculum in a way that makes sure that all pupils are achieving well, including those with SEND.
- Leaders do not monitor the delivery of the curriculum to ensure it is meeting the needs of all pupils, including those with SEND, well enough. They do not check there are suitable adaptations in place that will enable all pupils to be successful  
Inspection report: Race Leys Infant School 3 and 4 July 2023 4 with their learning. Leaders must ensure that subject leaders, and the leaders for pupils with SEND, have time to review the implementation of the curriculum and provide staff with the necessary support for their teaching.
- Some adults do not address disruptive behaviour in lessons well enough. This leads to some pupils remaining off task and not completing their work, or others finding it hard to concentrate as well as they might. Leaders should ensure that there is a clear and concise behaviour policy that is consistently applied to allow pupils to be engaged with their learning and to behave appropriately during less structured times.
- Leaders identify many areas for improvement but do not always prioritise what should first be addressed and how. This slows school improvement. Governors and leaders should sharply focus their plans and clearly identify the actions they will take that will make the biggest difference to the quality of education for every pupil.

### 1) Leadership and Management

To drive rapid improvement in school leadership, the quality of education, and children's behaviour, through the further development of highly focused and effective leadership.

#### **Progress made so far**

- Clear and rapid school improvement plan created.
- Clear focus for improving quality first teaching for all, meeting the needs for all learners in school and improving the behaviour of children in school.
- Continued professional development linked to school improvement priorities with a clear monitoring schedule in place.
- Governor working party to review effectiveness of Leadership and Management in school.
- All subject leaders have a clear plan for improving their subject within school.
- Weekly monitoring from Senior Leaders in school, looking at key priorities.
- Improved communication for all stakeholders about things happening within school.
- Co-Headteachers meet regularly with key members of staff to review priorities and action plans

#### **Next Steps**

- Share school improvement plans with parents
- Building up capacity within the team in school

### 2) Quality of Education

To implement and embed adaptive teaching strategies as a key aspect of improving and securing consistently effective school-agreed approaches to teaching and learning, to meet the needs of all learners in the school.

#### **Progress made so far**

- Race Leys Infant School Teaching Principles created – focusing on improving the quality of teaching and learning in school (Explicit Instruction, Independence, Adaptive and Responsive Teaching, Pace and Sticky Knowledge)
- Quality Professional Development for all staff on improving explicit instruction (Autumn 2), the use of the learning environment, developing independence in the children (Spring 1).
- TA training on strategies to support children with SEND
- Monitoring schedule created and shared with all staff from SLT
- Curriculum Information shared with parents
- Working with professionals from SEND / STS to support improving SEND provision and universal provision within school.
- Widening the targeted intervention offer within school for pastoral and academic support.
- Parents invited in to attend phonics lessons in school.
- Governor working party to review effectiveness of Quality of Education in school.

#### **Next Steps**

- Continue to share curriculum plans with families
- Opportunities for parents to come in to see key learning – phonics and maths
- Home Learning opportunities
- Adaptive Teaching focus in Spring 2

### 3) Behaviour and Attitudes

To improve pupil behaviour to ensure all children can fully access and engage in all aspects of their learning and school life.

#### **Progress made so far**

- Behaviour Support Policy – rewritten and clarified processes for supporting behaviour in school
- Training given to all staff members.
- Consistent use of stop signal in school.
- Lunchtime arrangements have changed with training in place for MDS staff.
- Scripted responses provided for all members of staff.
- Weekly focus for behaviour shared with all and celebrated on Wednesday Lunch with the children
- Lunchtime behaviour management strategies are now in line with school policy
- Governor working party to review effectiveness of Behaviour Improvements in school
- Opal training has begun for staff, Play policy has been written and shared, play team has been created.
- Grounds have been developed to improve outside playtime.

#### **Next Steps**

- Use of OPAL playtimes
- Continually modelling and teaching of behaviour expectations