

St Paul's C of E Primary School



School Improvement Plan



2021/2022



School Improvement Plan

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School Improvement Plan

Section 1 – Introduction

The purpose of the School Improvement Plan is to impart a clear direction to the work of the school; to unite the school, not only in its curriculum development, but also in philosophy, style of teaching and continuity in all policy development.

It is designed to;

- Assist the school to fulfil its stated aims set out in the mission statement.
- Link the school management, financial, curriculum and staff development plans.
- Recognise the involvement of all staff in development planning.
- Strengthen the partnership between staff and governors in order to develop and enhance children's learning.

The school's improvement plan provides clear links between what the school wants to achieve (Aims), the action to be taken (Action Plan) and for monitoring purposes, the expected outcomes of the action (Success Criteria).

The improvement plan is very much a working document. Though not containing the detail of all planning within the school, it clarifies agreed areas for development and priority planning for the coming year. The process of improvement planning involves the school community working together to improve the school for the benefit of the pupils.



School Improvement Plan

Section 2 – Mission Statement

Our School Vision

To be a place of learning where children know they are part of a caring community, where they are nurtured and valued as individuals and where everyone is treated as equal.

Mission Statement

Our mission is to develop mature, self-motivated people who have characteristics of: resilience, confidence, aspiration, tolerance and respect.

We will ensure the safety and security for each person in our community through inclusion and equality for all.

We will foster enquiring, creative minds by providing an engaging and challenging curriculum matched to the needs of each child. We will be proactive in implementing and promoting inclusive teaching and practice.

In partnership with parents the church and the community, we will encourage understanding and compassion for others, with responsibility for choices that are made.

Aims

The school aims to:

Provide for every child, a broad, balanced, relevant and challenging learning experience which matches their needs and develops a wide range of skills and knowledge.

Develop values based on the Christian ethos of our school; respecting the views and beliefs of others.

Enable children to develop as successful learners who, make progress and achieve.

Enable children to become confident individuals who are able to live safe, healthy and fulfilling lives.

Instil a sense of responsibility and therefore develop responsible citizens who make a positive contribution to society.

Build Positive relationships with all stakeholders of our school.

Maintain a secure, happy and positive atmosphere in school.



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Our School Values

Our values will be reflected in what we do, what we think and what we say.

We will show respect and kindness, we will speak with honesty and integrity.

Through perseverance and hard work we will flourish in all aspects of school life.

Section 3 – Overview of Staffing Structure

Mrs Jane Tyers – **Executive Headteacher**

Mrs Katie Lavin - **Deputy Headteacher**

Assistant headteacher

Mrs Kirsten Reid – **SENCo 0.2**

Teachers

EYFS	
Nursery	Ms Liz Cullen
Reception	Mrs Michelle Thomas
Key Stage 1	
Year 1	Mr Luke Alloway ECT
Year 2	Ms Gill Abbot
Key Stage 2	
Year 3	Miss Katie Blakely
Year 4	Miss Ellie Bovingdon
Year 5	Mr Louis Ashton
Year 6	Mr Barney McGill



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Teaching Assistants

Foundation Stage	
Nursery Reception	Mrs Amanda Kehoe Ms Jo Ashurst Miss Caitlyn Salmon
Key Stage 1 + Key Stage 2	
Year 1	Mrs Claire Roberts
Year 2	Ms Hazel Tomlinson
Year 3	Mrs Jane Bowker
Year 4	Mrs Marie Kavannagh
Year 5	Mrs Chris Parsons
Year 6	Ms Jenni Collins
Individual/Group Pupil Support	
All Key Stages	Mrs Sukvir Singh

Other Support Staff	
Children and Families Officer	Ms Deb Edwards
Sports coach P.E lead 0.5	Mr Jordan Belston

Administrative Staff	
Mrs Tracy Kehoe	School Business Manager (Executive)
Ms Debbi Jonstone	Admin and finance officer



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Welfare Assistants

Mrs Davina Croxton 0.8 (playlead)	Ms Helen Daniels
Mrs Alison Cooke	Mrs Chantelle Croft
Mrs Lorraine Oldham	Ms Pat S
Mrs Jo Isted	

Caretaking & Cleaning

Mr Jamie Aldred	Site Officer
City Wide	Cleaner

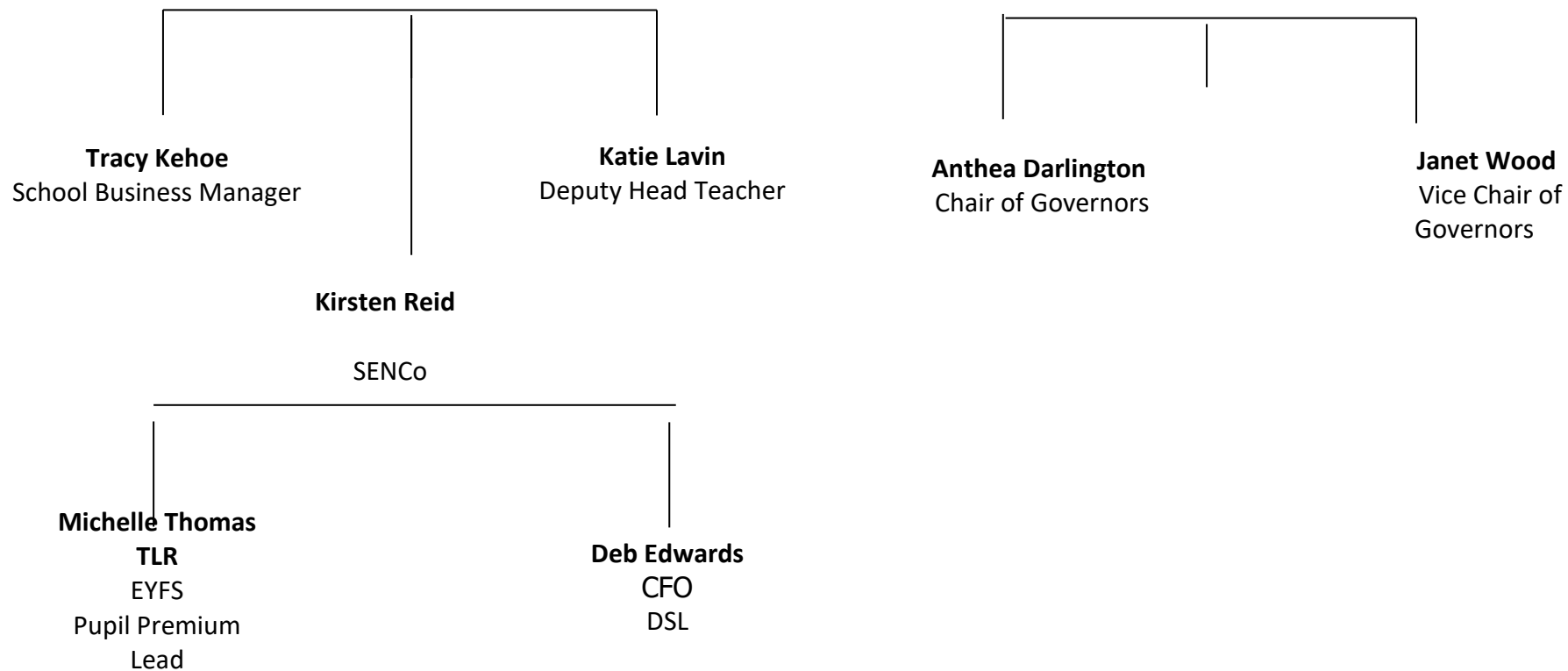


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Leadership and Management Structure

Core Strategic Team

Jane Tyers
Executive Head Teacher





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Section 4 – Contextual Information

Distinctive characteristics of the school

St Paul's Church of England Primary School is a voluntary controlled school that is smaller than average in size. Number on role 196. The percentage of boys is higher (53%) than average, particularly in some year groups. The proportion of pupils known to be eligible for free school meals is **well above** average (38.7%).

The school serves a diverse community with 78 children (39.7%) having English as an additional language. The largest ethnic group is the group that identify as white English; 89 children (45%). The second largest group is the group that identify as black African; 21 children (11%). The most recent census indicates 21 ethnic groups identified within our school community.

St Paul's C of E PS has 22 (11.2%) pupils on the Code of Practice for Special Educational Needs.
1 pupil has an Education Health and Care plan
Current attendance is below the National Average at 93.6%. Persistent absence is at 17%

Specific contextual factors impacting on the school this year

COVID response

School's response to data from 2019 data



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Section 5 - Glossary



Glossary of frequently used acronyms

CFO	Children and families officer	PA	Persistent absence
CPD	Continued Professional development	PIRA	Progress in reading assessment
DHT	Deputy Head teacher	PUMA	Progress in understanding maths assessment
EAL	English an additional language	PM	Performance management
EWO	Education Welfare Officer	RWI	Read Write Inc. (phonics teaching programme)
EYFS	Early years foundation stage	SBM	School Business manager
HT	Headteacher	SENCo	Special educational needs coordinator
INSET	In-service training day	SLT	Senior leadership team
KS1	Key stage 1 (years 1&2)	TA	Teaching Assistant
KS2	Key stage 2 (years 3-6)	TLR	Teaching and learning responsibility
LA	Local authority		



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Section 6 – Most recent OFSTED Report

Context

The school was inspected March 2017 when its overall effectiveness was judged to be **Good**.

Overall effectiveness	good
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Quality of teaching, learning and assessment	good
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Personal development, behaviour and welfare	good
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Outcomes for pupils	good
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Early Years provision	good
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What the school needs to do to improve further (taken from last Ofsted Report):

- Further improve the quality of teaching by:
 - sharing existing excellent classroom practice across school
 - deploying teaching assistants more effectively to maximise pupils' learning.
- Improve overall attendance by:
 - ensuring that all parents understand the relationship between regular attendance and improving outcomes for pupils
 - creating more opportunities for parental engagement in pupils' learning
 - continuing to engage with the parents of persistently absent pupils.



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School response:

A number of staffing changes have occurred since the last OFSTED, (4 teachers, Deputy head, 4 TA's).

Sharing good practice takes place: books, observations, and staff meeting times. New staff directed to observe good teaching.

Quality of teaching consistently good in school. 1 Early Career teacher in Y1 is being supported and there is an improving picture.

Teaching Assistants are deployed to work with specific children, their role is commented upon during observations and forms part of written feedback.

The role of TA is part of whole staff training in school.

OFSTED concerns related to a TA no longer in school.

Attendance continues to be a focus.

Termly updates and discussions around PA children.

Each teacher planned termly workshops where parents came in to school to work alongside children to experience the wider curriculum.

The introduction of class Dojo has helped keep parents engaged and facilitated regular dialogue with the class teacher.

However, progress with this issue has been hindered by the Pandemic.

SIO comment: School leaders have taken all the necessary actions to address the key issues at the time of the last inspection.

Progress data in 2019 (last published data) indicated that progress was good. However, there was a dip in outcomes in phonics in 2019.

The school has implemented all appropriate strategies to improve attendance and continue to work with families to address attendance issues.



School Improvement Plan

Section 7 – Focused Priorities/Action Plans

Key Priorities 2021.22

Key Priorities 2021.22	
Priority	
Key Priority 1	<ul style="list-style-type: none"> Addressing Learning Gaps/Catch up – Assessment + Interventions JT/KL/GA <i>Recovery Premium/School Led Tutoring Fund</i> QUALITY OF EDUCATION
Key Priority 2	<ul style="list-style-type: none"> Early Phonics/Reading: KL/MT/GA (Partner work with Lacy Green Literacy Hub) QUALITY OF EDUCATION
Key Priority 3	<ul style="list-style-type: none"> Improve Writing Confidences KS1 &2 JT/GA QUALITY OF EDUCATION
Key Priority 4	<ul style="list-style-type: none"> Subject Leadership JT/KL LEADERSHIP AND MANAGEMENT
Key Priority 5	<ul style="list-style-type: none"> Implementation of Positive relationships policy JT/KL BEHAVIOUR AND ATTITUDES
Key Priority 6	<ul style="list-style-type: none"> To promote good attendance for all targeted approach for PA following on from COVID impact. DE/JT BEHAVIOUR AND ATTITUDES



School Improvement Plan

Priority 1

Addressing Learning Gaps/Catch up – Assessment + Interventions

Lead by JT KL GA

Success criteria

End of year data indicates that targets have been met and accelerated progress made for targeted groups.

Targeted children achieve the year group standard.

ACTIONS

1. Identify gaps in learning, teaching planned to fill gaps. Cohort driven
2. Use reading ages and Puma /Pira data to identify groups for additional interventions/ catch up. Starting points identified so as to measure impact
3. Analysis of data and assessments for targeted teaching
4. Identify appropriate staffing to deliver interventions and catch up programmes, training in place

IMPLEMENTATION AUTUMN TERM 2021

A1. End of year data 2021 indicates progress has not been made. (Not achieved the year group standard)

All teachers have a clear understanding of the prior attainment of cohort and identify gaps in learning.

Teachers planning ensures gaps in learning will be covered.

A2. Puma and Pira tests Week beginning Dec. Test conditions adhered to. Timetable in place for children who are absent.

A3. Marked by SLT analysis by class teacher all data recorded on tracking system

A4. Teachers and TA identified for delivering interventions and catch up groups. Timetables for Y6 in place.

1:1 sessions identified as an additional support in reading, led by Senco.

All documentation and data managed by KL



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completed

Milestones

October 2021

On-going assessments used by teachers to support learning and progress. End of year cohort targets set in reading writing and maths and shared with governors. (Monitoring SLT +all staff .PM targets) to be completed using December data

December 2021

Puma and Pira tests completed by all children , tests conditions adhered to all paper marked by Class teacher or SLT

IMPLEMENTATION SPRING TERM 2022

A1. Work in books evidences targeted work for individual children, marking moving learning on. Teachers planning/ assessments indicates next steps

A2. Groups for reading based on lowest 20% or below standardised score of 88, reading ages and comprehension ages used as a starting point for 6 week targeted interventions.

Puma and Pira tests; week beginning March 21st. New groups established impact measured pupil progress meetings held with teachers

Guided reading groups 3 times a week delivered by Y2,3 ,4 & Y5

A3. Clear evidence of the impact of the group work recorded. Reading ages show impact of reading interventions, Puma and Pira standardised scores show impact of targeted teaching

A4. School leaders analyse data and staff intervention/catch up groups according to data.

Milestones

February 2022

Reading ages for lowest 20% completed interventions delivered

March 2022



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Puma and Pira tests completed by all children , tests conditions adhered to all paper marked by Class teacher or SLT
Impact of interventions completed. Standardised scores and reading ages

IMPLEMENTATION SUMMER TERM 2022

- A1.** Work in books evidences targeted work for individual children, marking moving learning on. Teachers planning/ assessments indicates next steps
- A2.** Groups for reading based on below standardised score of 95, reading ages and comprehension ages used as a starting point for 6 week targeted interventions.
Additional guided reading groups 3 times a week delivered by TA Y2,3 &4
Puma and Pira tests; week beginning May 23rd. New groups established impact measured pupil progress meetings held with teachers
- A3.** Clear evidence of the impact of the group work recorded. Reading ages show impact of reading interventions, Puma and Pira standardised scores show impact of targeted teaching
- A4.** End of key stage data including Teacher assessments evidence accelerated progress in the year for targeted groups of pupils

Milestones

May 2022

Statutory assessments completed

July 2022

End of Year Teachers assessments analysed by CT for Sep.'22 clear next steps in place.

IMPACT STATEMENT

Children are clear on what they need to do to improve and have confidence in their own ability to do so.
Children take pride in achieving their personnel targets.



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Children ready for the academic challenge for a new school year.

Children enjoy their learning



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Priority 2 -

Early Phonics/Reading
Work with the Literacy Hub (Lacy Green)

Lead by KL GA MT

Success Criteria

End of year 1 and Y2 target met for phonics

ACTIONS

1. Regular assessments and accurate groupings for phonics.
2. Catch up programme in place for Y2 children in phonics.
3. Monitoring of the teaching of phonics
4. CPD in place for all staff delivering the phonics programme

IMPLEMENTATION AUTUMN TERM 2021

A1. Assessments at the beginning of the term, 6 weekly thereafter carried out by DHT and lead KL, lowest 20% identified 1:1 sessions planned for lowest 20% identified 1:1 sessions planned for and extra small group work every afternoon for all other children below age related Staffing of groups timetabled, liaise with lit. hub coordinator. All resources in place ready to deliver phonics. Oxford owl subscription.

A2. Teaching Assistant L3, JA to be covered for a 3 week intense 1:1 programme for Year 2 children to ensure they reach the required standard by the end of December.

A3. Monitoring by the hub to be done face to face, teachers to be videoed teaching phonics and observed regularly by KL, ensuring that there is



School Improvement Plan

consistency in delivery and best practises is shared, coaching takes place. Any issues dealt with quickly and appropriate training put in place.

Literacy hub coordinator to provide feedback to SLT.

A4. On line RWI CPD provided by all staff via the literacy hub, face to face coaching KL.

Liaison with Phonics Lead from St George's to facilitate joint training sessions /staff meetings. *Not done Covid restrictions*

Milestones

October 2021

All new TA's and teachers to have completed Read, Write Inc. online training. Literacy Hub English Lead virtual visit with report completed with targets moving forward. First assessments completed for Reception-Year 2 and all children grouped accordingly and daily one-to-one started for the bottom 20%

December 2021

Y2 phonics test completed, targeted children reach the required standard. Y1 Read, Write Inc phonics screening check completed to monitor children's progress and identify gaps. Reception and Year 1 assessed and re-grouped for January 2022 and new one-to-one and daily small groups.

83% achieved

IMPLEMENTATION SPRING TERM 2022

A1. Assessments at the beginning of term and then 6 weekly carried out by DHT and lead KL, lowest 20% in Y1 identified, 1:1 sessions planned for. Programme in place for Y2 children who did not reach the required standard end of year targets reviewed. Staffing of groups timetabled, liaise with lit. hub coordinator. All resources updated in place ready to deliver phonics.



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A2. Teaching Assistant L3, JA to continue 1:1 sessions with identified Y1 children. Timetables and teaching spaces organised by DHT

A3. Monitoring by the hub to be done virtually, teachers to be videoed teaching phonics and observed regularly by KL, ensuring that there is consistency in delivery and best practises is shared, coaching takes place. Any issues dealt with quickly and appropriate training put in place.

A4. On line RWI CPD provided by all staff via the literacy hub, face to face coaching KL.

Liaison with Phonics Lead from St George's's to facilitate joint training sessions /staff meetings.

Milestones

February 2022

Y1 Read, Write Inc phonics screening check completed to monitor children's progress and identify gaps.

March 2022

Year 1 children receiving intensive one-to-one from JA to move up the expectations tracker.

Reception and Year 1 assessed and re-grouped for January 2022 and new one-to-one and daily small group children identified.



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IMPLEMENTATION SUMMER TERM 2022

A1. Assessments at the beginning of term and then 6 weekly carried out by DHT and lead KL, lowest 20% in Y1 identified, 1:1 sessions planned for. Programme in place for Y2 children who did not reach the required standard end of year targets reviewed.

Staffing of groups timetabled, liaise with lit. hub coordinator.

All Y1 and Y2 Phonics tests completed during the set week in June, results reported accordingly

A2. Teaching Assistant L3, JA to continue 1:1 sessions with identified Y1 children, who did not meet the required standard.

A3. Monitoring by the hub to be done during 2 day visits, teachers to be videoed teaching phonics and observed regularly by VH, ensuring that there is consistency in delivery and best practises is shared, coaching takes place. Any issues dealt with quickly and appropriate training put in place.

A4. On line RWI CPD provided by all staff via the literacy hub, face to face coaching KL.

Liaison with Phonics Lead from St George's to facilitate joint training sessions /staff meetings.

Milestones

May 2022

All children make progress on the expectations tracker and most are on track to pass the PSC. Bottom 20% identified for daily one-to-one and other children off their age related target are given extra daily group sessions.

July 2022

Y1 ,Y2 phonics test completed, targeted children reach the required standard.

IMPACT OF ACTIONS ON CHILDREN

Children develop a confidence in reading.

Children have a love of reading

Children confident in the support they receive and develop resilience and stamina.



School Improvement Plan

Priority 3

Lead by JT GA

Improve writing confidences KS1 &2

Success Criteria

Pupils reaching end of year expected standard in writing

ACTIONS

1. Using teacher assessment based on cluster produced end of year expectations, to identify gaps in learning to group pupils to have guided writing sessions.
2. CPD for all teachers teaching and assessing writing
3. Monitoring writing across school

IMPLEMENTATION AUTUMN TERM 2021

- A1. Analysis of data, teacher assessment end of year 2021 to establish where the gaps are.
- A2. Writing workshops to take place and targeted work in class, JTh modelling teaching of writing with a focus on shared writing. Working in class alongside class teachers *covid restrictions*
- A3. Selection of pupil books to be looked at by SLT feedback for individual teachers shared, good practise highlighted

Milestones

October 2021



School Improvement Plan

Book scrutiny completed , feedback given

December 2021

Teacher assessments indicate progress

IMPLEMENTATION SPRING TERM 2022

A1. Analysis of data, teacher assessment end of Autumn term 2021 to establish where the gaps are.

JTh to deliver 3 writing groups Mon –Fri am groups from Y6, Y5 & Y2. End of term Teacher Assessments indicate progress made. Groups to be reviewed after a half term.

KL to deliver daily writing lesson for Y1 group .Targeted group of 8 children to achieve end of year standard.

A2. Standardised planning template for writing in place.

Structure of the 2 week writing genre agreed and monitored, focus on editing.

Writing workshops to take place and targeted work in class JTh modelling teaching of writing with a focus on shared writing. Working in class alongside class teachers

A3. Selection of pupil books to be looked at by SLT feedback for individual teachers shared, good practise highlighted. Follow from last term, check development points have been addressed

Milestones

February 2022

Follow up book scrutiny, areas for development have been addressed. *Further follow up required 1 teacher*

March 2022

Teacher assessment evidences increased % on track to achieve year group standard

IMPLEMENTATION SUMER TERM 2022

A1. Analysis of data, teacher assessment end of Spring 2 term 2022 to establish where the gaps are.

End of year Teacher assessments (externally moderated by cluster) evidence that targeted children reached the end of year expected standard



School Improvement Plan

JTh to deliver 2 writing groups Thu –Fri am groups from Y6, Y5 . End of term Teacher Assessments indicate progress made.

KL to deliver daily writing lesson for Y1 group .Targeted group of 8 children to achieve end of year standard.

Groups of children to be reviewed on a regular basis based upon on going assessments

A2. Standardised planning template for writing supporting the teaching of writing

Writing workshops to take place and targeted work in class JTh modelling teaching of writing with a focus on shared writing. Working in class alongside class teachers

A3. Selection of pupil books to be looked at by SLT feedback for individual teachers shared, good practise highlighted. Follow from last term, check development points have been addressed

Milestones

May 2022

Moderation of writing completed

July 2022

Data indicates targets for attainment met progress evident all phases

IMPACT OF ACTIONS ON CHILDREN

Children have confidence in writing in a range of genre.

Children have a clear understanding of what they need to do to improve

Children take real pride in their written work



School Improvement Plan

Priority 4

Lead by KL JT

Subject leadership

Success Criteria

Clear statements of intent, implementation and impact in place and understood by all staff.

Broad and balance curriculum delivered with clear progression in all subjects.

ACTIONS

1. Clear roles and responsibilities established, all subject areas lead
2. CPD in place to support subject leadership
3. Monitoring of the delivery of the curriculum in place
4. Enrichment curriculum activities in place to support the curriculum (COVID dependant)

IMPLEMENTATION AUTUMN TERM 2021

A1. Updated subject leadership roles established in light of new staff and SLT

Expectations made clear through PM. Links for subject leads made with staff at St George's.

A2. Staff meetings address subject leadership.

KL to identify training from LA provider document relevant CPD opportunities for subject leaders. Staff recommended to research training opportunities for subject.

A3. Monitoring timetable in place, subject leaders clear on roles and responsibilities.

Subject leaders folders all contain the appropriate documentation and evidence of impact.

A4. Timetable to be set if no covid restrictions. Mixed class groupings and teaching staff

Milestones



School Improvement Plan

October 2021

Clear roles established monitoring calendar in place.

December 2021

Subject leaders files updated with action plans agreed content in all

IMPLEMENTATION SPRING TERM 2022

A1. Links for subject leads made with staff at St George's developed shared staff meetings /workshops for ICT, Music and science.

A2. Cluster inset day for all teaching staff Jan 4th. 2022 Introduce cluster working for subject leadership. Rescheduled due to covid ,Jan 2023

Subject leader action plans 2 year completed.

Staff meetings, subject leaders maintain records of meetings with staff both planned and adhoc and evidence their impact with copies of planning and childrens work and assessments.

A3. Monitoring timetable in place, subject leaders clear on roles and responsibilities.

Subject leaders folders all contain the appropriate documentation and evidence of impact.

A4. Timetable to be set if no covid restrictions. Mixed class groupings and teaching staff .

Subject leaders evidence and record how activities support their subject area.

Milestones

February 2022

Monitoring calendar updated.

March 2022

Planning docs agreed upon and in place

IMPLEMENTATION SUMMER TERM 2022

A1. Website information for curriculum areas managed by subject leads and consistent in quality of format and presentation of information

A2. Cluster staff meetings collaborative working for subject leadership.



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Staff meetings, subject leaders maintain records of meetings with staff both planned and adhoc and evidence their impact with copies of planning and children's work and assessments to continue. End of year assessments for each subject completed

A3. Subject leaders to produce end of year evaluation for each subject area.

A4. SLT to evaluate through pupil interviews the benefits of the enrichment activities.

Milestones

May 2022

July 2022

IMPACT OF ACTIONS ON CHILDREN

Children develop skills and knowledge in all curriculum areas

Children enjoy their learning and are able to transfer skills to support further learning



School Improvement Plan

Priority 5

Lead by JT

Introduction and Implementation of positive relations policy

Success Criteria

Reduced low level disruptions to teaching

Positive relationships between staff and pupils promotes the family ethos of the school

ACTIONS

1. All staff feel ownership of policy and evidence of this is around school
2. Appropriate recording systems are in place
3. Policy followed consistently throughout school

IMPLEMENTATION AUTUMN TERM 2021

- A1.** Policy presented to staff during INSET day September 6th. Any staff members not present to receive input session from KL during the first week of term. Policy to be updated in light of staff input and presented to governors and put on website School rules evident in all classes and praise slips used consistently.
- A2.** Behaviour files updated and available for each year group KL. To be kept in class and updated regularly by teachers.
- A3.** All lesson and teaching observations to include a section on implementation of PR B policy, any development points re visited with a 2 week period. Any deviation from policy to be dealt with immediately by SLT.
- All staff in school to be involved, including kitchen staff. Praise slips to be awarded by all adults.

All actions completed



School Improvement Plan

Milestones

October 21

Evidence during observations of policy implementation

December 21

Praise slips awarded regularly, scrap books for children with 10 or more in place celebrated in assembly

IMPLEMENTATION SPRING TERM 2022

A1. Regular agenda item for staff meetings. Reminders appear on staff briefing KL.

School rules evident in all classes and praise slips used consistently.

A2. Behaviour files updated and available for each year group KL. To be kept in class and updated regularly by teachers.

To be monitored at the end of Spring 1. KL and JT

A3. All lesson and teaching observations to include a section on implementation of P R B Policy, any development points re visited with a 2 week period. Any deviation from policy to be dealt with immediately by SLT.

All staff in school to be involved, including kitchen staff. Praise slips to be awarded by all adults.

Milestones

February 22

March 22

IMPLEMENTATION SUMMER TERM 2022

A1. To remain as a regular agenda item for staff meetings. Any amendments to policy to be discussed with all staff.

School rules evident in all classes and praise slips used consistently.



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A2. Behaviour files updated and available for each year group KL. To be kept in class and updated regularly by teachers.

To be monitored at the end of Summer 1. KL and JT

A3. All lesson and teaching observations to include a section on implementation of P R B Policy, any development points re visited with a 2 week period. Any deviation from policy to be dealt with immediately by SLT.

All staff in school to be involved, including kitchen staff. Praise slips to be awarded by all adults.

End of year celebration in relation to praise slips awarded.

Milestones

May 22

July 22

IMPACT OF ACTIONS ON CHILDREN

Children feel safe

Children believe that school treats them fairly and that they have a voice

Children feel valued



School Improvement Plan

Priority 6

Lead by DE

Promote good attendance for all, a targeted approach for PA following on from COVID impact

Success Criteria

Attendance target 96% achieved

Persistent absence reduced to less than 10%

ACTIONS

1. **Meet with all parents whose child's attendance was below 90% last year (persistent absences.)**
2. **Teachers to use the website as a means of communicating with parents what is happening in classes.**
3. **Cluster work, sharing good practice to engage with parents and promote good attendance**

IMPLEMENTATION AUTUMN TERM 2021

A1. Meetings taken place actions identified, non attendees recorded. [CFO, EWO \(Sept/Nov\)](#) Follow up letter from HT to parents who do not attend meetings.

A2. Class information, photographs and curriculum news updated half termly- in place end of first week. Photographs updated regularly monitored by DHT

A3. CFO to attend cluster meetings for attendance leads. (Lower Kersal) lead school.
19.10.21

Milestones

October 2021



School Improvement Plan

December 2021

IMPLEMENTATION SPRING TERM 2022

- A1.** Meetings taken place actions identified, non attendees recorded. [CFO, HT, EWO \(Jan/Feb\)](#) Follow up letter from HT to parents who do not attend meetings
- A2.** All parents, children and governors to have personal logins to access the school website
Photographs of children receiving 100% attendance certificates for the term to be displayed on the celebration board and on the website.
- A3.** CFO to attend cluster meetings for attendance leads. Sharing good practise
15.02.22

Milestones

February 2022

March 2022

IMPLEMENTATION SUMMER TERM 2022

- A1.** Meetings taken place actions identified, non attendees recorded. [CFO, DHT, EWO\(Apr/May\)](#) School meets/ exceeds target of 96% attendance for all children and 10% or less for persistent absentees.
- A2.** Class pages on the Website are engaging and informative and allow both parents and children to interact and contribute comments and opinions.
- A3.** Actions taken as a result of cluster meetings impacts positively on attendance 24.05.22

Milestones

May2022



School Improvement Plan

July 2022

IMPACT OF ACTIONS ON CHILDREN

Improved outcomes reflect increased attendance for all children.

Improved outcomes reflect improved attendance for persistent absentees.

Children recognise the importance of good attendance



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