



St Michael's C of E Infant School
School Improvement Plan
2023-24

Headteacher: Dot Patton	Chair of Governors:
Deputy Headteacher: Miriam Thorley	Vice Chair of Governors:

St Michael's C of E Infant School
School Improvement Plan
2023-2024

Contents	Page
Key Priority 1: To improve outcomes in reading, writing and maths across the school	3
Key Priority 2: To continue to improve the provision for children within SEND in the classroom	9
Key Priority 3: To ensure that all children across the school have equal opportunities to achieve the highest possible outcomes across the curriculum	11
Key Priority 4: To improve and support mental health and well-being across the whole community	13

Key Priority 1: To improve outcomes in reading, writing and maths across the school

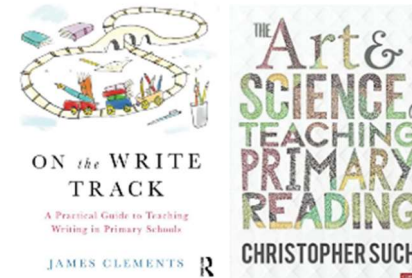
School Values: perseverance, creativity

Key Actions:

- Introduce handwriting scheme to all year groups
- Introduce spelling scheme for Y2- Little Wandle
- Create an English team led by the English lead to ensure that key actions are happening in each year group
- Support all pupils with writing sentences so that they are able to work with increasing independence
- Continue to support the rapid identification of gaps in reading so that pupils across the school make rapid progress
- Ensure that parents/carers of children across all year groups understand the phonics scheme
- Train teaching staff to use Polya method for problem solving in maths and then use this in the classroom
- Introduce White Rose fluency bee

Research

- [12 Tips to Maximise the Impact of One-to-One Reading – Primary Colour \(home.blog\)](#)
- <https://www.littlewandlelettersandsounds.org.uk/>
- [Polya's Problem Solving Process | Overview & Steps - Video & Lesson Transcript | Study.com](#)



Background: Although our results at the end of KS1 for reading and maths are closer to National in 2022-23, this is not the case in writing. We aim to close the gap between school and National results at end of KS1 and in our phonics screening.

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/Cost	Monitoring/Evaluation Questions
Writing- pupils are not always forming letters correctly (transcription)	<ul style="list-style-type: none"> ➤ Introduce Penpals handwriting scheme in YR and in Y2 ➤ Establish clear expectations about frequency of handwriting and recording of practice ➤ Introduce short text led dictation as a warm up to writing lessons in Y2 to ensure retrieval practice around spelling and handwriting 	<ul style="list-style-type: none"> ➤ The vast majority of pupils can form all letters correctly and in Y2 are joining correctly ➤ Evidence of improvement is seen in books 	KW	Introduce handwriting scheme Sept 2023 (Y2)	Cost of Penpals (already bought and us using in Y1 2022-23) YR and Y2 £312 Staff meeting time	Can we see evidence of improved handwriting in books over time?
Spelling choices- some children are confused when choosing the correct grapheme to spell a word (transcription)	<ul style="list-style-type: none"> ➤ Y2 spelling scheme to be introduced- Little Wandle ➤ Introduce short text led dictation as a warm up to writing lessons in Y2 to ensure retrieval practice around spelling and handwriting ➤ Teachers to model spelling choices and use of resources when carrying out shared writing ➤ Ensure that pupils are taught how to use sound mats (grow the code) to locate sounds ➤ Teachers are identifying common spelling errors when marking and addressing these 	<ul style="list-style-type: none"> ➤ Pupils can confidently choose the correct grapheme needed to spell a word ➤ Pupils use a range of spelling strategies at the point of writing ➤ Spelling at the point of writing and editing improves 	KW	Spelling scheme to be introduced – Little Wandle spelling (date?)	Cost of spelling scheme-	Are pupils applying spelling rules to their writing and editing?

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/Cost	Monitoring/Evaluation Questions
<p>There are not always consistent expectations across a year group for the teaching of English and Maths</p>	<ul style="list-style-type: none"> ➤ Subject teams to be created for core subjects and some staff meetings to be spent in subject teams ➤ Teams to be involved in subject leader action plans and implement planning for English across year group ➤ Success criteria to be explicit in all lessons and year leaders to share good examples of work with less experienced staff ➤ Widgit strips to be used as prompts for success criteria in writing in KS1 ➤ Feedback given to pupils is in response to the learning objective ➤ Develop a planning and feedback prompt to be used to support teachers through a sequence of learning ➤ Staff meeting times to develop effective use of AfL in English to inform next steps 	<ul style="list-style-type: none"> ➤ Evidence within the lesson of: resource, task design, scaffold, adaptation, adult support to develop independence ➤ Books demonstrate increased accuracy and independence for all pupils across the year group ➤ Pupil voice reflects high confidence of learners ➤ Outcomes for pupils demonstrates high expectations for all learners 	<p>DP/MT/KW</p>	<p>From September 2023- subject team meetings to be used instead of some whole staff meetings</p>	<p>Teacher time (staff meetings)</p>	<p>Do books demonstrate an increase in accuracy and independence for all pupils across all year groups?</p> <p>Do pupils enjoy writing and feel confident about what to do if they find something hard?</p>
<p>Pupils find the writing process difficult (planning, motivation and review) and can forget the sentence that they are writing</p>	<ul style="list-style-type: none"> ➤ Use talk tins on tables to support recall of sentence ➤ Oral rehearsal of writing to minimise cognitive load ➤ Use counters to represent individual words ➤ Introduce a visual prompt to support the process of sentence writing ➤ Teaching staff to make the learning journey clear using whiteboard with road for learning journey and revisit each lesson ➤ Try to provide a purpose for the writing if possible e.g.: for parents to see, for the newsletter, for another class, a group of children an author... 	<ul style="list-style-type: none"> ➤ Pupils are able to remember the sentence that they want to write and write it ➤ Children understand what they are learning and why 	<p>KW</p>	<p>From October half term</p>	<p>Buy talking tins for all classes. Cost:</p>	<p>Learning walks: are staff using resources to support children who struggle to recall their sentence? How is this resource supporting the child to be independent?</p>

<p>Despite the introduction of Little Wandle and use of HIAS to support the teaching of reading, our results are still below national in reading. There needs to be a focus on accelerating learning further so that current attainment does not predict future attainment, particularly for our disadvantaged children.</p>	<ul style="list-style-type: none"> ➤ Complete HIAS Inclusive Phonics practice SEF questions and continue to develop and structure provision ➤ English lead to use subject leadership time to have clear overview of reading across the school and use coaching and modelling to support any staff that might need help with LW ➤ English lead to look at tracking overview of each child and then put in support for the teacher/LSA if they haven't moved up on books. Ensure that teacher/LSA/parent are all working on the same thing with the child and check that interventions are having a rapid impact ➤ Continue staff phonics training e.g.: phonics video on HIAS ➤ Use targeted one to one reading time with pupils who are not fluent and do not get to read at home. ➤ All staff working with a child are updated on where that child is on the reading journey and the sounds they know (AfL record needs to be kept and looked at daily at the beginning of the day) ➤ Throughout the day staff working with children who are stuck on a word/sound- revise them with the child using a flash card or whiteboard ➤ LSA's supporting phonics to sit facing the children so that the children can see them and they can see what the child is doing ➤ Sheets with summary phrases for LSA's to be used across the school (phrase linked to each sound) ➤ New staff to shadow teachers demonstrating best practice 	<ul style="list-style-type: none"> ➤ Analysis of pupil gaps is forensic and interventions are timely with learning integrated into lessons. ➤ Outcomes in reading continue to move closer to National in Y2 and in the phonics screening 	<p>KW</p>	<p>Survey to completed in staff meeting time- Autumn1</p> <p>English leader time- from Sept 2023</p> <p>Training for new staff/LSA's- Sept 2023 and on-going</p> <p>Targeted reading time to be implemented asap after staff training (Autumn term)</p> <p>AfL use to be implemented Autumn 1 (this does happen in some classes, but not all)</p>	<p>Time- meeting time and subject leader time.</p>	<p>Do all staff working with a child know the sounds that a child is struggling with and support them throughout the day/week to remember them?</p>
--	---	--	-----------	---	--	---

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/Cost	Monitoring/Evaluation Questions
<p>Parents/carers do not always have time to hear their child read, or know what sounds a child is learning to read or is stuck on.</p>	<ul style="list-style-type: none"> ➤ Continue to increase profile of reading for pleasure throughout the school. Create a recommended reads for parents ➤ Invite parents in to see phonics being taught ➤ YR-weekly hints and tips with parents about reading with their children ➤ Invite parents in to see phonics being taught and invite them in for a coffee first. Whilst parents are in the hall provide them with explanations about the phonics session. ➤ Send out parents access to Little Wandle website ➤ Teaching staff to communicate with parents the sounds that a child needs to work on and links to related Little Wandle video for support. This could be part of the notes in the Reading Diary ➤ For those children who do not have a parent/carer to hear them read-ensure that a member of staff is providing targeted one to one reading time throughout the week 	<ul style="list-style-type: none"> ➤ Parents have a better understanding of Little Wandle and are able to support their children more confidently ➤ Those children who do not have parents that hear them read are still making good progress in reading 	<p>KW/DP/Year leaders</p>	<p>Start Autumn term inviting parents in each term to see phonics</p> <p>YR- weekly hints- start Sept 2023</p> <p>Individual reading-class teacher to not who is not reading at home and schedule time for the child to be heard at school</p> <p>Reading diaries- Sept 2023</p>	<p>Time</p>	<p>Have the number of parents involved in hearing their child(ren) read increased during the year?</p>

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/Cost	Monitoring/Evaluation Questions
Pupils struggle with aspects of problem solving and reasoning in Maths	<ul style="list-style-type: none"> ➤ Support teachers to plan in opportunities for the <u>explicit teaching</u> of problem solving and reasoning. ➤ Introduce the Polya model as a way of comprehending a problem. ➤ Develop the use of stem sentences across the school. ➤ Develop the teaching of mathematical vocabulary so that it becomes part of a learning journey. ➤ Ensure that thinking activities and accompanying questions e.g. What do you notice? How do you know? are an integral part of maths planning and teaching. 	<ul style="list-style-type: none"> ➤ Children are confident to tackle problem solving and thinking activities. ➤ Children are able to use mathematical vocabulary to explain their reasoning clearly to others. ➤ Teachers are effective at fostering problem solving and reasoning skills. 	CoN, MT, Maths team	Autumn and Spring 2023	Staff meeting time Subject leader time	Pupil conferencing- are children able to confidently tackle problem solving and reasoning questions? Can they explain their thinking? Evidence in books
Continue to improve pupils' fluency in Maths	<ul style="list-style-type: none"> ➤ Introduce White Rose Fluency Bee 	<ul style="list-style-type: none"> ➤ Children in all year groups are able to demonstrate fluency with number 	CoN/MT			Fluency 'quizzes' – are children demonstrating increasing accuracy, confidence and calculation speed?

Key Priority 2: To continue to improve the provision for children within SEND in the classroom

School values: love, perseverance

Key Actions:

- To ensure that all teaching staff understand how to scaffold and adapt learning
- To ensure that parents are fully involved and understand the progress that their children are making
- To support the new SENDco so that she has time to get to know the families
- Revisit how children are assessed for the SEN register and adapt
- Ensure that IEP's and IBP's are used in the classroom and regularly revisited



Recommended Reading:

'Great Expectations, leading an effective SEND strategy' David Bartram editor
 'The Inclusive Classroom'- Daniel Sobel and Sara Alston
 'SEND Huh' Mary Myatt and John Tomsett



Background: Although our children with SEN made demonstrable progress (evidence on SEND provision mapper) in 2022-23, our % of children achieving ARE with SEN was low in our 2022-23 data: (25% of the cohort of SEND children got ARE in reading; 6.3% in writing and 18.8% in Maths). 6.3% got RWM combined.

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
Some need support to plan the adapted and scaffolded learning	<ul style="list-style-type: none"> ➤ Staff meeting time spent supporting teachers with planning scaffolded and adapted learning ➤ Introduce Hampshire English team SEN support- best practice guide to use in planning 	<ul style="list-style-type: none"> ➤ All teaching staff understand what adaptive teaching is ➤ All teaching staff can confidently plan adapted and scaffolded learning for all pupils and this is evidenced in books and in learning walks ➤ Pupils with SEND are making accelerated progress in all areas of learning 	AS	Staff meeting time- Autumn term	Time Cost of Moodle	How is learning scaffolded and adapted for children with SEND? Do adaptations help them to meet expectations?

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
Parental involvement can be a challenge. Parents do not always understand the system	<ul style="list-style-type: none"> ➤ Set up monthly coffee meetings for parents of children with SEN with SENDco 	<ul style="list-style-type: none"> ➤ Parents have a greater understanding of their child's individual needs 	AS/DP	From Autumn 1	Time Cost of refreshments	Do parents of children with SEND understand how their child is being supported at the school?
There is a new SENDco at the school who will need to be supported to identify issues and areas of development	<ul style="list-style-type: none"> ➤ New SENDco to be given time first of all to get to know families and parents ➤ New SENDco to have a mentor (HT or DHT) to support her ➤ Training and development to be put in place as required 	<ul style="list-style-type: none"> ➤ The new SENDco recognises the challenges that exist within the school and is able to support children, parents and staff confidently. 	DP	From Sept 2023	Time to meet with SENDco	Does the new SENDco feel that she has been given time and support to settle in and get to know the school?
There needs to be a faster way of assessing the children who might need to go on the SEN register so that they are quickly identified	<ul style="list-style-type: none"> ➤ SENDco to develop clear steps for identifying a child that might need to go on the SEN register and whether or not the child needs an EHCP. Use the SEN code of practice and the Hampshire support guidance. Ensure that there is a time frame for expectations. 	<ul style="list-style-type: none"> ➤ All staff and parents are clear about steps to identifying a child with SEN 	AS	From Autumn 2	Time to plan and implement Staff meeting time	Do staff/parents feel that children with possible SEND are identified quickly?
IEP's and IBP's are used mainly as a tick box exercise	<ul style="list-style-type: none"> ➤ Create clear dated expectations for when IEP's and IBP's are to be reviewed ➤ Ensure that targets set are SMART ➤ Share new IBP and IEP format to parents ➤ Staff to continue to use the behaviour iceberg to support their understanding of different behaviours 	<ul style="list-style-type: none"> ➤ Pupils with SEN make rapid progress against targets set and measure on SEN provision tracker 	AS	From Autumn 2	Time Staff meeting time	Are IEP and IBP's used regularly to inform planning of teaching and learning? How does this impact on pupil progress?
The Ready to Learn provision need to continue to be developed so that the children who are now in year 1 are ready to participate more in whole class learning	<ul style="list-style-type: none"> ➤ Clear criteria to be put in place as to why the provision would support an individual child ➤ The SENDco to spend time observing the provision and recommending future support to ensure that the children are spending more time back in the classroom with their peers ➤ Training to be put in place for the Ready to Learn team ➤ Class teachers to ensure that they spend time with the children in Ready to Learn so that they have a good understanding of the provision and planning for the provision 	<ul style="list-style-type: none"> ➤ Pupils move from Ready to Learn back to the classroom as quickly as possible and are then integrated in the classroom learning 	AS	Autumn 2	Cost of resources to continue to improve the provision- £2000	How are children assessed to be part of the Ready to Learn provision? What has been the impact of the Ready to Learn provision on the child's progress in learning?

Key Priority 3: To ensure that all children across the school have equal opportunities to achieve the highest possible outcomes across the curriculum

School Values: Love, friendship

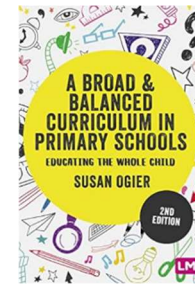
Key Actions:

- Ensure that staff are given time to get to know new children by giving staff time to carry out a home visit
- Work on the EMTAS bronze award and achieve by the end of the year
- Ensure that in each class there is a daily well being check for our PP pupils
- Embed the golden threads so that the children, staff and parents understand them

Recommended Reading: 'A Broad and Balanced Curriculum in Primary Schools- Educating the Whole Child'- Susan Ogier

[RADE Centre | Hampshire County Council \(hants.gov.uk\)](https://www.bell-foundation.org.uk/)

<https://www.bell-foundation.org.uk/>



Background: We have a high % of children with EAL and a diverse community and we want to ensure that we consistently meet the needs of all of our pupils. We also have children with multiple vulnerabilities e.g: pupil premium, forces premium. Our EAL children do often catch up by the end of KS1 but can struggle with the phonics screening in year 1. In 2022-23 our Pupil Premium children did well at the end of KS1 and we were above the local authority and National data for % PP children achieving ARE in reading and writing in 2023, but below in Maths.

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
Due to the high number of new children arriving last year, there was not enough time to get to know them and assess them	<ul style="list-style-type: none"> ➤ Set up a welcome and introduction pack/document for new children coming to the school. This would include an opportunity for the class teacher to meet with the parents and for the teacher/LSA to meet with the 	<ul style="list-style-type: none"> ➤ Staff know more about the new child that has started in their class and are able to support them and adapt the provision accordingly. 	MT/KR/SY	From end of Sept 2023	SLT- time to plan guidance for office staff and class teachers when a	Pupil conferencing and talk to parents: how were you helped to settle in at school? Are you enjoying school?

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
	child to discuss strengths/areas for support. This could be a home visit.				new child arrives	
EAL- we have a high number of children with EAL. They start to catch up by Year 2, but data shows that this takes some time.	<ul style="list-style-type: none"> ➤ Complete EMTAS bronze award ➤ Reintroduce coffee mornings with EMTAS ➤ L1 assessments are carried out for most EAL learners- outcomes are shared with staff and inform provision ➤ Enable pupils with the same language to pair up and be together at some points during the day (use of buddy system) ➤ Displays and celebration of our diversity eg.: 'in this class we speak...' ➤ Change the friendship team to a 'welcome' team 	<ul style="list-style-type: none"> ➤ Staff are confident at supporting children with EAL ➤ Children with EAL make rapid progress and this is demonstrated in data and in books 	MT	Spring 2024	EAL courses for EAL leaders	How are children with EAL being supported in school? What impact is this having on their learning?
There are some children with pupil premium who struggle in many different areas socially and emotionally and struggle to self-regulate. Self-esteem is low for some of these children.	<ul style="list-style-type: none"> ➤ Continue with the extra Maths breakfast support group ➤ Class teacher/LSA to support and check in on individual children- have they had breakfast? How are they feeling? Ensure that there is individual time for them during the day. ➤ Prioritise PP children for interventions, ELSA and clubs 	<ul style="list-style-type: none"> ➤ PP children are happy in school (pupil survey). Behaviour incidents continue to be reduced for PP children. ➤ We continue to narrow the gap between PP and non- PP at end of KS1 ➤ Maths assessment shows an increase in age range for PP pupils 	DP	By Summer 2023	ELSA time Class teacher/LSA time Maths group	Pupil Premium Governor: What is the impact of the PP funding on PP children
The school curriculum provides children with an opportunity to understand equality and diversity	<ul style="list-style-type: none"> ➤ Embed all golden threads throughout the curriculum by: referring to them in planning (add image), referring to them in staff meetings ➤ Further develop pupil action and leadership teams. 	<ul style="list-style-type: none"> ➤ All members of the school community understand the threads that run through our school curriculum 	DP/MT	Ongoing		Are staff able to talk about the golden threads and how they link to the school values, particularly diversity? Are children able to talk about the school values and give an example

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
						of when they have shown love and friendship?

Key Priority 4: To improve and support mental health and well-being across the whole community

School Values: Truthfulness, love, friendship, forgiveness

Key Actions:

1. Support staff with well being and resilience and implement a mental health and well being team
2. Create a training plan for new staff and offer the chance for staff to have a mentor
3. To use the outdoor classroom more often to improve the well being of children and staff
4. Provide further clubs for children
5. Ensure consistency across the school with the use of the Colour Monster
6. Develop a buddy system for the children in the school

Recommended Reading:

<https://mentallyhealthyschools.org.uk/>

<https://www.place2be.org.uk/our-services/services-in-schools/mental-health-champions-foundation-programme/>

<https://partnersinjoy.co.uk/>

<https://www.childrensmentalhealthweek.org.uk/>



Background: Across the school community there is evidence of concerns about mental health and well-being for children, parents and staff. We want to ensure that all members of our community know how they can seek support and from where.

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
We are aware that stress and workload can be challenging and want to try and support staff resilience and well-being.	<ul style="list-style-type: none"> ➤ Inset day on mental health and well being ➤ Inset day to include review of staff workload survey and solutions to issues identified ➤ A plan for the year to be put in place to support mental health and wellbeing across the school (to include children's mental health week 2024-theme 'Let's Connect' 5th -11th Feb) 	Staff are clear about where to go if they are feeling worried or anxious and are signposted for support	DP	By Nov 2023	Staff time	Do staff know where to go for support when they need it?

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
	<ul style="list-style-type: none"> ➤ Implement a staff mental health and well being team who will put together a plan to support staff mental health and be able sign post other staff for support 					
<p>There currently isn't a set training plan to support new staff at the school.</p> <p>Teaching staff have a mentor, but new staff don't</p>	<ul style="list-style-type: none"> ➤ Implement a training plan for support staff so that they are able to use our school values to support children in the classroom with their learning and behaviour ➤ Put a mentor system in place for less experienced staff to ensure that teaching and support staff are supported at an appropriate level. 	<ul style="list-style-type: none"> ➤ New staff have a plan of training and support 	DP/MT	By end of Sept 2023	SLT time	<p>Do new staff feel supported to understand the systems and processes in the school?</p> <p>Do new staff know where they can go if they have a problem?</p>
The outdoor classroom needs to be used more frequently so that children can spend more time outside learning	<ul style="list-style-type: none"> ➤ PE/DHT lead to look at areas of the curriculum where learning can be taken outdoors 	<ul style="list-style-type: none"> ➤ Learning outdoors has a huge impact on pupils mental health and well being 	MY	By end of Oct 2023	<p>Subject leader time</p> <p>Staff meeting time</p>	Pupil conferencing- can children talk about when they have been learning outside?
There are extra- curricular activities, but currently not enough	<ul style="list-style-type: none"> ➤ Continue to introduce extra- curricular activities e.g: lunchtime gardening and library club, explorers club ➤ Library/well being club for children to come to at lunch time and share a book/chat to staff 	<ul style="list-style-type: none"> ➤ Children have a range of different clubs to attend 	DP/KR/MT	By end of Sept 2023	Planning time-office meeting time	Parent questionnaire- are there a wide range of clubs and activities for my child to attend?
End of year reports currently reflect achievements in core subject but there is not enough about a child's strengths/areas for development in other subjects	<ul style="list-style-type: none"> ➤ Revise report format ➤ Look at different models and templates 	<ul style="list-style-type: none"> ➤ The report needs to celebrate the whole child and not just focus on achievement in core subjects 	DP/MT	By end of April 2024	SLT time	Parent questionnaire linked to reports- do parents understand their child's achievements?
The Colour Monster is used across the school but not always consistently	<ul style="list-style-type: none"> ➤ Ensure that all meetings with staff, children and parents start with a check in with how people are feeling 	<ul style="list-style-type: none"> ➤ The Colour Monster is used consistently across the school 	PSHE lead- SB	By end of Sept 2023		

Issues to be addressed	Implementation	Impact	Lead	Time Scale	Resources/ Cost	Monitoring/Evaluation Questions
	<ul style="list-style-type: none"> ➤ Use colour monsters consistently across the school. Use Inset day to discuss. 					
Children may not always know what to do if they are feeling worried/upset/anxious	<ul style="list-style-type: none"> ➤ Develop a pathway with children so that they know what to do if they are worried/feeling upset ➤ Year 2 children to have a buddy from Year R and a buddy from Year 1(?). Use one assembly time every other week for buddies to be together. 	<ul style="list-style-type: none"> ➤ Children are very clear on the pathway for support if they need it 	DP/RC/MT	By end of Oct 2023	Time to plan and create pathway	<p>Do children understand where they can go if they need help and support?</p> <p>Do parents know where to direct their child if he/she needs help and support or who to talk to themselves?</p>