West Didsbury CE Primary School Improvement Plan 2022-23

Quality of Education
Intention
Implement a broad and robust curriculum across the school, that identifies and addresses lost learning enabling all children to reach their potential to *become* their best self

To continue to embed a curriculum that challenges all to reach their potential.	Increase percentage of children at ARE in writing.	To implement Power Maths and Mastering Number to ensure consistency and quality first teaching for mastery across school.
Curriculum lead established to support teachers and teaching of curriculum	Regular Talk for Writing refresher training for all staff (termly basis) and targeted support for new members of teaching staff.	SIP lead and maths lead to work together with SLT to build a curriculum that meets and challenges the needs within our school.
Audit of all subjects in all year groups to ensure cohesion, progression of skills and 'flow' from Rec to Y6	Open door session twice a month for staff to drop in and review planning and writing targets.	Develop whole school policy on what "challenge" looks like and how we teach and assess "mastery".
Regular meetings with year group teams to ensure coverage and consistency of foundation subjects	Regular class drop in sessions to focus on the quality of teacher modelling of writing during the innovation stage and regular constructive feedback provided.	Regular walk rounds and book scrutiny termly to allow monitoring of strengths and weaknesses of our practice and review effectiveness of teaching and learning.
Curriculum lead to work closely with subject leads to prioritise specific areas based on audit	To show targeted focus on transcription in KS1 and Year 3 with handwriting and spelling explicitly taught and prioritised on the timetable.	Regular staff meetings- feedback on our progress and for CPD.
4 priority subjects – DT, Science, Geography and Computing	Spelling Shed to be implemented consistently across the school and followed up upon after twilight training sessions are completed. Regular review of home engagement and push on this across the school.	Develop the use of maths journals as a way to document problem solving, reasoning and application of skills in a variety of contexts.
DT: ensure successful rollout of new scheme and effective adaptation (sufficient level of challenge & quality end products)		Keep up" rather than "catch up" interventions running across school in dedicated intervention slot based on the needs of each cohort.
Science: monitor progression in working scientifically and full range of enquiry types in all year groups	Continue to organise moderation sessions with local schools for all year groups to attend	Engage with mastering number programme in KS1 and EYFS to develop fluency.
Geography: focus on fieldwork and progression in fieldwork skills. Topics tweaked (Years 1, 2, 3 & 6) so all prior learning is revisited and all objectives are taught with sufficient depth		
Computing: each year group to have a unit that isn't Purple Mash to ensure transferable skills		
Non-fiction reading spine evident in all reading areas, supporting current topics		

Behaviours and Attitudes

Intention

Ensure that *belonging believing becoming* is lived out through high standards of learners' behaviour and conduct

High attendance is maintained and learners are punctual. Be aware of and support vulnerable groups – children/families with underlying physical and mental health issues and children/families within vulnerable community.	**Ensure that learners are committed to their learning. Continue to embed the *3 before me* strategy. Equip them to be resilient and adopt a growth mindset to overcome challenges and setbacks.**	**To continue to embed our new behaviour policy. To focus on relationships and interaction**
Children identified who need individual support for well being.	3 Before me implemented and reviewed termly. Resources and languages used consistently throughout school. Visuals are apparent and age appropriate.	Children to be very aware of expectations. SLT to ask children how they support themselves and each other in behaviour at school
Children signposted for outside support through clergy/ play therapy	System reinforced and reminded regularly by adults	Language of system to be implemented, Ready Respectful safe
Improvements in attendance celebrated Improvements in time keeping celebrated	Children regularly praised for being resilient- recognised in whole school celebration assemblies and in class rewards	Year 5 and 6 to do regular sessions on how to talk to people, treat people regular sessions on RRS
Families encouraged to be in school ready to learn 5 minutes before their allotted time	Regular pupil voice to articulate learning and feedback and self assessment	Focus and words used and impacts said.
Families reminded about start times and pick ups times regularly in newsletter		Staff meeting – all staff trained in expectations
Conversations regularly with any parent/ family struggling.		Visuals in rooms reflect practice
Families identified by SLT if needing more support.		School council to support peers
		Digital media workshops on e-safety focusing what a written word looks like/sounds like and impact it has on others
		Positive behaviour taught through belonging and becoming

Personal Development

Intention

Ensure that for all the community there is a sense of _Belonging_ lived out through our daily lives

Pupils have an understanding and appreciation of diversity and inclusion. A respect for the different protected characteristics in law is promoted to all learners in an age appropriate way.	**Prioritise and improve emotional literacy across the school**	**Further develop an enriched curriculum bringing in role models' representative of our community. Utilising a blended approach combining online and in person opportunities for the development of interests and talents. Including developing the Ethos, Eco and School council groups.**
Focussing on _The Big Question/ Picture News_ as a vessel for this.	Roll out Zones of Regulation in all classes – SLT to plan what ZoR will look like in all classrooms and buy any necessary resources	Eco group to continue to work on ideas for their world ie recycling, litter pick,
Through support networks- clergy, play therapist- children are supported to understand about illness and grief	ZoR explained to all staff and monitored to ensure this is being used every morning in all classes	Eco Group and School council and ethos group to be encouraged to challenge and be courageous advocates
Through RSE , Big Picture, Collective Worship, PSHE lessons Children are aware of diversity and inclusion and respect for all.	Members of SLT to visit Holy Trinity Primary School in North Manchester – recommended as being one of the best examples of emotional literacy provision in Manchester	School council to develop ideas for the school relevant to them.
Promoted through social media and newsletter	More detailed action plan on emotional literacy to be developed after the above visit	Ethos group enhance the Reflection Areas and provision within the Peace Garden
Investment in books that reflect our society- demographics, race, culture, neuro diversity, families etc- book spine books, library books	WDCE well being offer devised	When possible role models from all backgrounds back in school to represent their community and inspire the children
Culture of respect promoted by all- staff meeting on diversity and inclusion		Artists and designers/ scientists etc from minority backgrounds to be used as inspiration across all classes – Curriculum lead to look at how this is embedded in all subjects

Effectiveness of Leadership and Management

Intention

Lead pupils and staff through 22-23 enduring a challenging and full curriculum whilst enhancing the mental health and well-being provision for all

Enhance the phase groups with peer mentoring, Phase leading and learning from within.	**Enhance the school's culture of safeguarding, identifying those learners at risk via greater analysis of CPOMS.**	**Improve staff's subject knowledge especially in the areas 4 priority subjects – DT, Science, Geography and Computing** **DT: Further improve pedagogical knowledge to enhance the teaching of the curriculum. Secure the subject lead groups and CPD for Subject leads.**
MLT to work in small groups to manage their phase- supporting adults with new guidelines	In house training for safeguarding for all staff	Curriculum lead (Assistant Head) established to work with Staff on subject leading
SLT to meet weekly to support each other in supporting staff	Safeguarding induction for all new starters and volunteers	Staff meeting on OFSTED readiness for Subject leads
Develop MLT /SLT groups supporting leaders with professional development and opportunities.	In house and on-line training in safeguarding for all staff to participate in.	Staff CPD from Trust CEO
Phase leads and SENDCo to meet Tas and LSAs on termly basis to meet to make sure all feel supported	Safer recruitment updates training for HoS and DH	Staff CPD in house on Teams Staff audit on subjects
Phase TA groups set up led by phase leads to support, appraise and develop TA skill sets	Safer recruitment training for Business manager	Staff audit on subject knowledge enhancement
Performance development- SLT to meet with MLT and Teachers as part of the cycle in a supportive manner. Streamline paperwork and make it measurable against teachers' standards.	Safer recruitment training for Kids Club Manager Safeguarding weekly meetings set up- DSL team- analysis of safeguarding in our school- what are the priorities- chasing up actions	Staff training on power maths CPD for staff led by Subject Leads.
Evidence is gathered through book scrutiny, planning analysis, assessment discussion MBWA and observations	PREVENT training for all to identify the concerns over radicalisation	Maths development for maths specialists- audit etc regarding mastery in the curriculum
SLT to form mental health advocate group to support staff- get external support for staff		Trust staff meetings on Subject leading.

Effectiveness of Early Years

Intention

Implement a high quality, well sequenced curriculum that focuses on the importance of communication and vocabulary development as a critical skill in improving attainment across all other areas of learning

To improve children's attainment within Communication and Language.	To increase the percentage of children achieving a good level of development by the end of the year.	To improve children's attainment in reading and writing.
Wellcomm assessment tool used to identify children who need additional input with their speech and language development. Targeted Weekly Wellcomm interventions taking place. Targeted Elklan interventions taking place with ST. Communication and Language interventions with ST to continue with target children into Year 1 to ensure that children continue to make progress in this area into KS1. Vocabulary development throughout the year is planned and sequenced within each area of learning to ensure that children use and understand a wide range of vocabulary and return to previously learnt words. The indoor and outdoor learning environment has planned opportunities to develop talk and embed new vocabulary in a multi-sensory way.	Accurate baseline assessment identifies children working below age related expectations promptly after starting school. Dedicated intervention slot planned into the timetable to ensure that high quality, targeted interventions take place daily. Ensure a range of opportunities to develop fine and gross motor skills within indoor and outdoor learning environment and whole class teaching. Regular EYFS meetings ensure that all staff are aware of children working below ARE and are confident in targeting specific children within the learning environment. Adults deployed effectively to work with target children during whole class teaching and within the learning environment.	Implement new phonics scheme to ensure consistent, sequenced and progressive phonics teaching. Accurate baseline assessment identifies bottom 20% readers promptly after starting school. Daily phonics pre-teach sessions increase rate of progress for bottom 20% readers. EYFS reading/writing moderation takes place within the trust and staff share good practice. In house reading and writing moderation within EYFS ensures all members of the team are aware of children working below ARE and are confident in supporting them during whole class teaching, within the learning environment and during interventions.