

Roydon Primary School



School Improvement Plan

September 2023 – July 2024



School Improvement Plan

Despite the challenges of the Covid-19 pandemic, staff and governors strove to support children of all abilities to bring attainment back in line with national expectations in all areas of the curriculum and ensure that all children achieve a good level of progress. In light of assessments carried out in Summer 2022, success was varied in different areas and in different phases. This School Improvement and Development Plan seeks to build on the senior leaders' analysis of strengths and areas for development in teaching and learning, respond to parental feedback, and recognise the impact that a significant change of leadership will have on the school as a whole.

Our priorities are to:

1. ensure that teaching is dynamic, and identifies and addresses the needs of children of all abilities so that children make at least expected progress in all maths and English lessons;
2. embed, and adapt as necessary, the newly bought-in programmes of study so that curriculum leaders are confident that each subject is being taught coherently, and that children's learning increases appropriately, progressively and at pace;
3. establish a school-wide culture that recognises the variety of ways that all needs (e.g. educational, behavioural, emotional, physical) can be addressed and supported in a mainstream school, regardless of diagnosis, severity or complexity of need, co-occurrence, etc. so that all classrooms are inherently inclusive.

The following action plan indicates how we intend to achieve the above.

Issue to be addressed:

ensure that teaching is dynamic, and identifies and addresses the needs of children of all abilities so that children make at least expected progress in all maths and English lessons

Target	Actions	Who	When	Monitoring	By	Cost	Review
Children make appropriate progress during the year according to the target set for them, including moving from yellow to green (working below to work at year group expectations) and green to blue (working at to working above year group expectations) as forecast.	1) Staff meet weekly to assist each other in drawing up weekly plans to ensure that plans are appropriate, challenging and draw on the expertise of all those in the team.	All CTs + TAs where possible	Weekly from Sept. '23	Planning scrutiny will show a range of strategies are being employed.	SMT & SLT	£900 (comp. lunches)	
	2) Plans describe how tasks will be adapted for different abilities of children working in groups or individually. This will include resources, scaffolding, practical activities, etc. in addition to adult support.	CTs	From Sept. '23	Conversations with children will demonstrate that they understand support strategies and resources available to them.	SMT & SLT	£243 (comp. lunches)	
	3) Plans will be shared in online groups by 8.30am on Monday so they are accessible to all who will, or may, be working with the classes. Plans will also be displayed in all classrooms and all staff will be responsible for familiarising themselves with learning objectives, their role, resources, etc.	CTs & HLTAs	From 25.09.23	Spot checks and learning walks reveal that all staff are aware of their role and the purpose of their support before each lesson begins so as to maximise teaching and learning time.	SMT & SLT		
	4) Teachers plan for adults to be active during lessons, moving around the room or working with a specific group.	CTs	From Sept. '23	Learning walks show that adults are only seated apart from the children where this has been planned for a specific purpose (e.g. observation).	SMT & SLT		
	5) Plans identify where teaching assistants and other adult support is to be directed, and specify what the support should entail, and this is reflected in parallel classes.	CTs	From Sept. '23	Learning walks show the same children/ groups of children in parallel classes are supported in the same way, as far as is practical and appropriate.	SMT & SLT		
	6) All staff will receive training from Judith Carter (Ed. Psych.) about the role of the teaching assistant, and TAs will focus on their specific role in each part of each lesson.	JC + all classroom staff	Dec. '23	Monitoring sheets, learning walks, and discussions with staff show everyone is clear about the variety of roles that can be assumed by a TA, and this is reflected in classroom practice	SMT, SLT & S'Co	£400	
	7) Children's work shows that all staff are following the marking policy, including live marking by adults as appropriate, and that all children have received constructive feedback regularly each week.	All classroom staff	From Sept. '23	Book scrutinies, and pupil book looks show adherence to the marking policy.	SMT, SLT	-	

Issue to be addressed:

embed, and adapt as necessary, the newly bought-in programmes of study so that curriculum leaders are confident that each subject is being taught coherently, and that children’s learning increases appropriately, progressively and at pace

Target	Actions	Who	When	Monitoring	By	Cost	Review
Curriculum leaders can talk confidently and knowledgeably about the ways in which children’s learning is sequential and systematic, and builds year on year. They can answer ‘ Why this? Why now?’ in relation to the programmes of study.	1) Curriculum Leader teams and year group teams raise any issues they identify in the first instance (e.g. overlaps with current teaching and learning, adjustments to topic overviews needed).	Curriculum Teams & CT teams	From July ’23, then termly	New curriculum overviews are published on school’s website.	‘In the Public Eye’ gov.	£1,210	
	2) CL teams and teaching teams familiarise themselves with the programmes of study and check for continuity in comparison to previously-used progression documents. Plan to fill the gaps as necessary.	Curriculum Teams & CT teams	July ’23	Pupil book looks show that children feel there are no gaps in their learning that have hindered their progress.	SMT & SLT	2 x ½ days when HT & TAs have children	
	3) HLTAs are allowed additional planning time in order to familiarise themselves with the new schemes and resources required for the subjects that they plan and teach.	HLTAs (HT to facilitate)	Weekly	Learning walks and discussions with staff show HLTAs are confident about delivering Kapow lessons.	SMT & SLT	HLTA time	
	4) Curriculum Teams have time to explore all the information and resources provided by Kapow, including potential deep dive questions	Curriculum Teams	Autumn ’23	Staff report a growing confidence in answering questions about the design of the curriculum subjects for which they are responsible.	SMT & SLT	TM time	
	5) Curriculum teams engage in ‘Why this? Why now?’ conversations to consolidate their knowledge of the new programmes of study and the progression of knowledge and skills therein.	Curriculum Teams & governors	Half-termly from Autumn ’23	Teachers articulate the progression of knowledge and skills in their year group and where that sits in a whole school context. Governors feedback to FGB on the professional conversations held.	SMT, SLT & Govs	HLTA cover	
	6) End of unit assessments are used to check understanding and appropriate coverage of teaching and learning.	CTs & HLTAs	From Oct. ’23	Children are scoring as expected, considering their ability, needs and barriers to learning.	SEND Co	-	
	7) Gather feedback from all groups involved in the new schemes to gauge opinion and evaluate effectiveness.	SLT & SMT	March & July ’24	Opinions contribute to whole school decision about future teaching and learning using Kapow or otherwise.	SMT	-	
	8) Plans identify where teaching assistants and other adult support is to be directed, and specify what the support should entail, and this is reflected in parallel classes	CTs & HLTAs	From Feb. ’24	Learning walks show the same children/ groups of children in parallel classes are supported in the same way, as far as is practical and appropriate.	SMT & SLT	-	

Issue to be addressed:

establish a school-wide culture that recognises the variety of ways that all needs (e.g. educational, behavioural, emotional, physical) can be addressed and supported in a mainstream school, regardless of diagnosis, severity or complexity of need, co-occurrence, etc. so that all classrooms are inherently inclusive

Target	Actions	Who	When	Monitoring	By	Cost	Review
All staff feel confident that the addition of two SHIP classrooms are a natural development of Roydon Primary School and feel well-equipped and informed in preparing for our new children in the unit and in mainstream classrooms when appropriate.	1) HT & SENDCo attend VNET 'ADHD-friendly Classrooms' training, and disseminate relevant information to all staff.	SB & KW	29.09.23 CT & TA meetings	SEND Governor to feedback to FGB on the positive and far-reaching impact of the training.	DE	£380	
	2) Ensure that ALL staff understand issues surrounding prevalence of neurodiversity in those without diagnosis, and classroom practices are established to benefit all children.	SB & KW	From 29.09.23	Classroom staff identify traits in individual children, and describe practices (e.g. brain breaks) that have been introduced. Children with such barriers to learning have been supported to find solutions.	KW	-	
	3) All teachers to attend training by Judith Carter (Ed. Psych.) regarding the difference between adaptive teaching, and intervention to address SEND barriers to learning.	CTs	29.11.23	Planning scrutinies and learning walks show that adaptive teaching is an inherent part of lesson planning, and additional interventions are timetabled.	SEND Co	£400	
	4) Format of IEPs to be revised so that they focus on barriers to learning rather than knowledge to be acquired. Reviews to become half-termly, rather than termly. Discussions with parents to be documented.	SENDCo	13.09.23	SEND Governor to feedback to FGB on changes put in place following professional discussions with CTs and SENDCo.	DE	-	
	5) All staff will receive training from Judith Carter about the role of the teaching assistant, and TAs will focus on their specific role in each part of each lesson.	JC + all classroom staff	Dec. '23	Monitoring sheets, learning walks, and discussions with staff show all are clear about roles that can be assumed by a TA, and this is reflected in classrooms.	SMT, SLT & S'Co	£400	
	6) Attend LA SHIP consultation/planning meetings, liaise with Virtual School and visit settings with SRBs to ensure we meet the needs of pupils already at Roydon, and that staff are as well informed and prepared as possible. Share good practice and expertise of current Roydon staff.	SMT CTs TAs	From Autumn '23	SHIP is a FGB agenda item and preparations are discussed and reviewed half-termly.	FGB	HLTA cover as needed	
	7) Arrange training for three Lead Professionals so that all Roydon staff can be kept up-to-date with Step On and Step Up practices.	SMT	Spring term '24	Staff feel confident in using de-escalation techniques in a range of challenging situations, and understand how, when and by whom restraint should be used.	HT	£899	