Griffydam Primary School

School Improvement Plan 2022 –2023

Head Teacher: Victoria Wills

Presented to Governors

Context					
Number of pupils on role	107	Number of Pupil Premium children	10		
Percentage of children on track to meet expected standards. (Teacher Judgement)	R: 71 W:62 M:61	Percentage of children on track to exceed expected standards. (Teacher Judgement)	R: 13 W:8 M:9	Percentage of children not on track to meet expected standards. (Teacher Judgement)	R: 29 W:38 M:39
Percentage of EAL (English as an Additional Language) children	0	Most recent OFSTED Grade	Good	Staff Turnover for the previous year	2
Attendance Term 1	96.13				
Key Ofsted Actions	Leaders and Governors must ensure that teachers have higher expectations of the presentation of pupils' work and consistently apply the school's 'non-negotiables' so that work in topic books is of the same quality as that in reading, writing and mathematics they extend checks on pupils' progress and challenge to subjects outside reading, writing and mathematics.				
Areas that need to improve	- Increase in the percentage of children meeting the expected levels in Reading, Writing and Maths in KS1 and 2. - An increase in the progress scores for all children while at Griffydam Primary School - Support teachers' in developing their subject knowledge, skills and practice, by identifying their individual needs; - Develop and implement systems for ensuring that children have a secure grasp of age-appropriate learning expectations in Maths and English ▯ - Raise combined attainment and progress outcomes for pupils across all phases (ELG, KS1 and KS2) so that they are at least in line with national comparatives.				

Objectives for 2022 - 2023	Summary
Objective 1 Quality of Education . .	Raise combined attainment and progress outcomes for pupils across (EYFS, KS1 and KS2) in mathematics. Effective Pupil Progress Meetings ensuring teachers understand and use data to plan and adapt teaching. Improve children's behavior and attitudes towards reading which will have an impact on outcomes. Focus on the pitch, pace and AFL. Ensure effective teaching of Computing in all year groups.
Objective 2 Behavior and Attitudes and personal development	Ensure active pupil leadership roles and participation in the school community so that children can contribute to the life of the school. Ensure that mental health of out pupils and staff is a high priority for all. Ensure that there is a consistent approach to behavior management by all staff so that positive behavior actions are reinforced. Ensure all our pupils are staying safe online both at home and school. Pupils have high attendance and there is evidence of swift interventions where this is not the case.
Objective 3 Leadership and Managment	Review of staffing and finance . Ensuring that there is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties. All staff received staff receive focused and highly effective professional development. Effective performance management.
Objective 4 EYFS	Space in EYFS is well organized and used. The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do, Review the provision for Phonics. Ensure the EYFS reforms are understood and embedded in provision, promoting success for all and a readiness for the next Key Stage

Objective 1 Quality of Education	Raise combined attainment and progress outcomes for pupils across (EYFS, KS1 and KS2) in mathematics. Effective Pupil Progress Meetings ensuring teachers understand and use data to plan and adapt teaching. Improve behavior and attitudes towards reading which will have an impact on outcomes. Improve teaching and learning Ensure effective teaching of Computing in all year groups.			
Intent	Implementation	Timescale	Staff	Impact
Raise combined attainment and progress outcomes for pupils across (EYFS, KS1 and KS2) in mathematic	Ensure age-appropriate curriculum is taught in all year groups Training in use of manipulatives All staff can use manipulatives to support Childrens learning Training in arithmetic All KS1/KS2 staff are teaching arithmetic well Training on problem solving Moderate maths for improvement, focus plus age appropriate Problem solving taught well Review whether White Rose Structure is appropriate	Autumn 2 Autumn 2 Spring 1 Spring 1 Spring 2 Spring 2 Summer 1 Summer 2	HT/SLT/ All Staff HT (SLE Maths) All staff HT/SLT monitor All Staff HT(Maths SLE) All Staff attend SLT Monitoring All staff HT(Maths SLE) All staff All staff All staff/Maths Lead	All children taught age-appropriate maths during maths lessons. Manipulatives are used by teachers to introduce every new maths topic. Manipulatives are used by the children during every maths topic cycle Arithmetic taking place daily in Years 1-6 Arithmetic lessons are effective in improving outcomes and closing any gaps in learning. Problem solving is taught in all classes An improvement in the maths work in books, confidence in teachers, confidence in children's work. Increase in confidence to tackle problems in maths Create a new mathematics structure for September start.
Effective Pupil Progress Meetings ensuring teachers understand and use data to plan and adapt teaching.	Pupil Progress reviews – Data v judgement after Nov Testing Pupil Progress Focus Expectations in maths Pupil Progress focus expectations in reading Pupil Progress focus expectations in writing Pupil Progress focus SEND PP	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	HT/Class Teachers HT Class Teachers HT/Class Teachers HT/Class Teachers HT/ Class Teachers	Teachers review their judgments v data. Gaps in learning identified. Interventions in place to close gaps in learning. Clear progress can be seen in the books. Impact of interventions in maths are clear. Arithmetic Focus is clear to close the gaps in learning. Clear progress in reading can be seen and plans put in place to close the gap in terms of the type of question that children need to work on. Impact of math interventions evident. Teachers can identify age related expectations in writing and improvement seen in the data from the start of the year. Staff have removed barriers to learning for SEND children that can be seen on the progress data for children in the class. Teachers can identify PP children and know what interventions have been put in place to support them.
Improve behavior and attitudes towards reading which will have an impact on outcomes.	CPD on Reading areas Moderate effectiveness of guided reading (by 31st Jan) reading particularly in KS2 – age-appropriate books in each class Reading focus inference from quality texts CPD on inference Increase the use of the library Reading focus on reading for pleasure Focus on reading for information Review Phonics	Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	HT/TAs HT/SLT All Staff All staff All staff Class Teachers KS1 Staff	An improvement in reading Areas with staff responsible for keeping it looking inviting. A report on the effectiveness of guided reading. Plan for further improvements. Ensure reading areas in the classroom have books suitable for every child in the class. Clearly labelled. All classes are taught inference skills using a reading toolkit that they refer to regularly Children take home a class reading book and a Library Book. Reading areas outside during playtimes. More children will talk about a love of reading. Library used for reading. Quality information text used in other areas of the curriculum A report on the impact of using anima phonics and the quality phonics teaching.
Improve the pitch, presentation and expectation in writing.	Moderate writing books against appropriate expectations CPD on writing expectations in all year groups	Autumn 2 Termly review	All staff Literacy Lead /All staff	All staff have a clear understanding of expectations for ARE in each year group. An increase in expectation for all staff in presentation and expectation in writing books. Children know what to include in their writing to be ARE.

Intent	Implementation	Timescale	Staff	Impact
Improvement in Teaching and Learning	Focus on pace CPD on Pace/ routines and Behavior expectations Monitoring of children's behavior and attitudes to learning Team teaching CPD focus on Pitch and ensuring all lessons are pitched at ARE with challenge and differentiation CPD and monitoring Focus on AFL Focus on how much subject knowledge has improved.	Autumn 2 Autumn 2 Autumn 2 Spring 2 Summer 1 Summer 2	All Staff HT/All staff SLT All Staff HT/All staff All staff	Pace has improved in all classrooms. Ensuring that every minute is purposeful. Children make effective use of time during the lessons Lessons are pitch is at age appropriate with differentiation or separate lesson for mixed age classes. All teachers are using AFL to adapt their lesson during the lesson and subsequent lessons adapted based on it. An increase number of lessons are taught without the reliance on slides and can be adapted and extended. Staff report increased confidence in teaching all subjects including non-core. All teachers will be at least consistently good
Ensure effective teaching of computing in all year groups.	Review existing computing curriculum and decide on the future plans (including ESafety) All pupils to use individual logins CPD on ESafety CPD on computing Computing – all classes follow timetabled lessons weekly All classes use scheme of work effectively Consider investment in more devices/resources	Autumn 2 Spring 1 Spring 1 Spring 2 Summer 1 Summer 1	SLT Teachers All staff Class teachers	A report on the current computing curriculum and its ability to teach the computing skills. All children to log onto devices using appropriate personal logins. Picture based for KS1 and word based for KS2 Children and teachers understand the importance of individual logins and keeping passwords private. Children learn and develop computing skills in line with the National curriculum. Children can talk about their computer skills Teachers and children have the correct equipment to ensure quality teaching of the computer curriculum.

Objective 2/3 Behavior and Attitudes to learning and personal development	Ensure active pupil leadership roles and participation in the school community so that children can contribute to the life of the school. Ensure that mental health of our pupils and staff is a high priority for all. Ensure that there is a consistent approach to behavior management by all staff so that positive behavior actions are reinforced Ensure all our pupils are staying safe online both at home and school. Pupils have high attendance and there is evidence of swift interventions where this is not the case I Ensure active pupil leadership roles and participation in the school community so that children can contribute to the life of the school.			
Intent	**Implementation**	**Timescale**	**Staff**	**Impact**
Ensure active pupil leadership roles and participation in the school community so that children can contribute to the life of the school.	Review current leadership groups in school Provide opportunities for Pupil Leaders to meet with classes to discuss ideas about changes and improvements to the school. Participate in Pupil voice by carrying out surveys within school to gather pupils' opinions and then discuss at Junior Leader meetings and make decisions about what we need to do next. To plan and work towards a chosen goal School Junor leaders to decide on projects that can have an impact on our local community.	Spring 1 Spring 2 Summer 1 Summer 1 Summer 2	Staff Group leads	Plan for increased promotion of school leadership groups Ensure all groups meet half termly Junior leaders engage with projects that school staff want them to engage with such as pupil voice as part of subject audits. Pupils and staff engage with projects in the community.
Ensure that the mental health of pupils and staff is a high priority for all.	SLT to be ensure expectation of all staff are clear and reasonable work/life balance considered Ensure and quality assure - Health and relationship education (SCARF) Create well-being team Training for well-being team in mental health Plan projects to promote mental health and well-being across the whole school. CPD from mental health team for all staff about teaching pupils how to keep mentally healthy.	Ongoing Spring 1 Spring 2 Summer 1	SLT All Staff Well-being Team Well-being Team	Ensure staff well-being in terms of clear expectations and work – life balance. Ensure high quality health and relationship education Well-being team of HT/Elsa/SENCO/Youth Metal health TA (Teaching Assistants). Work together to support the mental health of all staff and pupils in school. Well-being project for staff and pupils to promote well-being and mental health across the school. Appropriate CPD identified and undertaken, for individuals / groups of staff

		Ensure mental well-being is embedded and consistently delivered as part of the PHSE curriculum			All staff are aware of and confident in their roles in terms of children's Mental well-being ☐ Children and adults know who to turn to for support with mental well-being
					Children and adults know some ways to stay mentally healthy
					Work-life balance is protected;
					Staff know what is expected of them, how and when to meet expectations
	Ensure that there is a consistent approach to behavior management by all staff so that positive behavior actions are reinforced	Re introduce Griffydam Way House Points Take part in Behavior Hubs. A government funded program to support behavior in schools. Investigate current attitudes to learning Review the behavior policy and practice Review effectiveness of changes to behavior policy	Autumn1 1 year project Spring 1	All staff SLT SLT/ All staff	Ensure a positive reinforcement of behavior by consistently celebrating via Pom poms. Celebrated during assemblies. Staff survey on what behavior in school. An action plan created with the support of behavior leads. CPD with staff about the little things that will make a significant impact on attitudes to behavior and learning.
	Pupils have high attendance and there is evidence of swift interventions where this is not the case	Meet with EOW Review and update attendance policy Meet with parents who attendance is below 95% Meet 1:1 with parents who attendance is below 90% Attendance Review	Termly Half termly Half termly Summer 1	HT HT HT	Ensure that parents know the importance of their child attending school during term time. Support parents who are struggling to keep the attendance of their child high.
	Ensure active pupil leadership roles and participation in the school community so that children can contribute to the life of the school.	Review current leadership groups in school Provide opportunities for Pupil Leaders to meet with classes to discuss ideas about changes and improvements to the school. Participate in Pupil voice by carrying out surveys within school to gather pupils' opinions and then discuss at Junior Leader meetings and make decisions about what we need to do next. To plan and work towards a chosen goal School Junor leaders to decide on projects that can have an impact on our local community.	Spring 1 Spring 2 Summer 1 Summer 1 Summer 2	Staff Group leads	Plan for increased promotion of school leadership groups Ensure all groups meet half termly Junior leaders engage with projects that school staff want them to engage with such as pupil voice as part of subject audits. Pupils engage with projects in the community.

Objective 3 Leadership and management	Review of staffing and finance Ensuring that there is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties All staff received staff receive focused and highly effective professional development Performance management targets are smart.			
Intent	Implementation	Timescale	Staff	Impact
Review Staffing and finance	Reviewing staffing and finance	Spring 2	HT	Ensure that the staffing numbers and pupil ratios are correct and identify any changes that may be needed in the future.
Ensuring that there is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties	Request a safeguarding review from LA (Local Authority)	Spring 2	HT	Request a safeguarding review to ensure that we more than meet the LA requirements
All staff received staff receive focused and highly effective professional development	Identify the training needs for subject leads Plan CPD (Continuing Professional Development) for subject leads who will then disseminate the training to the rest of the staff. Subject leaders take responsibility for standards in their subjects. Plan together for Professional development (2,3,4)	Summer 1 Summer 2	HT Teacher Leaders All staff	Staff will have an improved subject knowledge Teachers will become more confident in training others and working together as a team to plan Subject leaders will assess and review the progress and attainment and planning in their subject area and identify any changes necessary for next year
Performance management	Set Performance management targets Review Performance management targets	Autumn 2 Spring 2	HT/all staff HT/all staff	Performance management targets set in line with SIP (School Improvement Plan) and individual development targets Increase in staffing skills All staff accountable for demonstrating how they have achieved targets

Objective 4 EYFS (Early Years Foundation Stage)	Space in EYFS is well organized and used. The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do, Review the provision for Phonics Ensure the EYFS reforms are understood and embedded in provision, promoting success for all and a readiness for the next Key Stage			
Intent	Implementation	Timescale	Staff	Impact
Space in EYFS is well organised and used.	Review existing EY provision including outdoors Review areas outside the main classroom and their usage. Review and update the environment in view of Early Excellence recommendations	Autumn 2 Autumn2 Spring 1	HT/EYFS lead	All areas of EYFS are used effectively by the children and excess storage removed from the teaching areas.
The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do,	Review EYFS curriculum Refine short-term (weekly) planning to ensure sequencing and progression is clear and that opportunities are utilized to explore pupil's interests. Strengthen evidence of challenge within the EYFS curriculum to ultimately bring about an increase in outcomes. Strengthen the quality of provision in considering free flow opportunities across EYFS and small world provision Consider the Mastering Number from the NCETM (National Centre for Excellence in the Teaching of Mathematics) hub and how this will improve the math provision.	Spring 2 Spring 2 Autumn 2	HT/EYFS lead	Ensure that the EYFS curriculum is ambitious and follows all recommendations
Review the provision for Phonics	Review the effectiveness of EY phonics provision	Summer 1	Phonics lead	Review the effectiveness of the current phonics scheme and how it is taught. Review and plan improvements ready for next year.

Ensure the EYFS reforms are understood and embedded in provision, promoting success for all and a readiness for the next Key Stage	Ensure effective transition R-Y1 transition Children who are ready spend some time in class 2 e.g., end of day read. Routines at the end of the summer mirror the routines at the start of the year in class 2, Children in EYFS spend some time in class 2	Summer 1 Summer 2	KS1 teachers and EYFS lead KS2 teachers and EYFS lead	Improved transition for Class 2. Similar routines and layouts start to be put into place to ensure a smooth transition Class 2 teachers work closely with groups of children from EYFS to ensure expectation from EYFS continue into Class 2