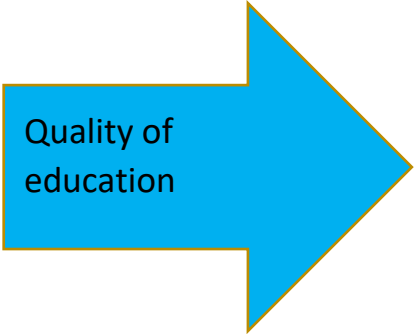




Crofton Hammond Infant School


Improvement Plan

2021-2022



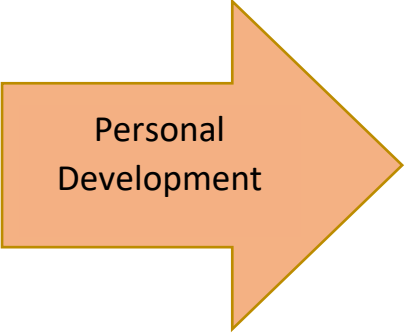
Quality of education

- To ensure that the 'intent', 'implementation' and 'impact' of our school curriculum is clear, and that all areas of the curriculum are valued
- To ensure that the gaps in writing, post lockdown, are addressed, with a particular focus on spelling, which was a key factor for those children who did not achieve 'sufficiency' and a focus on the use of rich vocabulary
- To continue the focus on reading for pleasure and to raise the profile of the school and local library so that there is a clear impact on children's use of language both orally and in their writing
- To audit and review the phonics programme used in school
- To implement the new EYFS Framework
- To review the PE curriculum to ensure it has a focus on the teaching of PE skills
- To take part in the Nuffield Early Language Intervention (NELI) in Early Years
- To take part in the Mastering Number research programme in all year groups



Behaviour and Attitudes

- To support the well-being of the whole school community through work on the Hammond Heart and the introduction of the 'Bounce' programme by Shelia Chadwick
- To review the school behaviour policy to ensure it is in line with the Bounce programme
- To relaunch the Crofton Schools Family Hub, led by Lisa Noice
- To ensure that Safeguarding procedures are in place and children and staff know how to access support, and that all staff use and have access to CPOMs



Personal Development

- To ensure that classroom practice supports all children in their learning, including specific children with identified needs, either learning or emotional, and groups of children
- To celebrate the positive work done with SEND children and ensure that successes are shared on the school website; carry out a review the provision for SEND education at our school



Leadership and Management

- Senior leaders have a strong vision about the delivery of the curriculum and that staff receive the support and training needed to deliver it
- To induct a new Deputy Headteacher and Senco and ensure appropriate support is in place for them
- All leaders understand their role in ensuring high standards of their own curriculum responsibility, seeking out good practice in our own school and other schools and sharing it with the rest of the staff
- Senior leaders have a commitment to staff well-being and an understanding of how to support work/life balance
- To ensure high standards of recruitment are adhered to, with safer recruitment practices in place

School Improvement Plan 2021-2022

| Quality of Education | Action | Who | Impact Questions |
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| To ensure that the 'intent', 'implementation' and 'impact' of our school curriculum is clear, and that all areas of the curriculum are valued | <ul style="list-style-type: none"> • Ensure that the 'Intent, Implementation and Impact' (III doc) documents are consistent and reflect the curriculum that we teach in school • Review current documents to ensure that they are consistent in each curriculum area and agreed by all staff • Ensure that there is clear progression through KS1 in all subjects • Ensure assessment is useful, manageable and informs future learning • Ensure receiving teachers have a clear understanding of prior learning and what needs to be taught next | Curriculum leads SLT | <p>Is there evidence that the whole of the National Curriculum is valued?</p> <p>Is there a high quality of work evident around school in all areas of the curriculum?</p> |
| To ensure that the gaps in writing, post lockdown, are addressed, with a particular focus on spelling, which was a key factor for those children who did not achieve 'sufficiency' and a focus on the use of rich vocabulary | <ul style="list-style-type: none"> • English lead to liaise with HIAS to identify a school who have successfully improve spelling • English lead to meet with the school initially and twice throughout the year to moderate outcomes • Spelling activities to be identified on planning • Spelling activities to be delivered at least four times a week in KS1 • Moderate spelling within year groups and whole school on a regular basis to assess impact | English Lead English Lead KS1 staff KS1 staff All staff | <p>Has the writing in school improved as a result of the focus this year?</p> <p>Has the spelling in school improved?</p> |
| To continue the focus on reading for pleasure and to raise the profile of the school and local library so that there is a clear impact on children's use of language, both orally and in their writing | <ul style="list-style-type: none"> • The library to be used as a living breathing learning area at the heart of the school community • Children trained to use the library independently • Children to have access to the library as part of the school day • The library to be available outside of the school day by parents • Visits to be planned to Stubbington library | Librarian All staff All staff All staff | <p>Is there evidence of increased use of the school library?</p> <p>Are more children choosing to use the library during the day and after school? If so is this having an impact on the children's reading and writing?</p> |
| To audit and review the phonics programme used in school | <ul style="list-style-type: none"> • Use the audit provided by Hampshire as a tool and act on outcomes • Ensure daily phonics taught using rhymes to support • Booster groups for identified lower attaining children and those who did not achieve pass mark in year 1 • Audit of phonically decodable reading books • Purchase additional phonically decodable books to fill any identified gaps • Termly phonic assessments of children to be done in Year R and 1 • Regular monitoring of progress in phonics at half termly pupil progress meetings | English team | <p>Has an audit taken place and what did it tell us?</p> <p>What changes or improvements have been put in place as a result of the audit?</p> <p>What were the outcomes of the Phonics Assessment?</p> |

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| To implement the new EYFS Framework | <ul style="list-style-type: none"> Copies of the new Framework to be shared with staff Early years team to review the new framework and put any necessary changes in place Early years lead to run training for new staff on the role of the adult in preparation for the new framework To ensure that we continue to provide challenge for our higher attaining children after the removal of the 'exceeding' judgement. | HT/DHT Early Years Team NPQH candidate | Has the new EYFS framework been implemented? Have staff received the appropriate training? Is there evidence of children being challenged? |
| To review the PE curriculum to ensure it has a focus on the teaching of PE skills | <ul style="list-style-type: none"> Use PE funding to work with ACE education who provide a skills based curriculum approach Staff to access the sessions to develop their own experience in teaching PE skills Long term and medium planning revised to ensure a skills based programme is in place Monitoring of PE changes to be undertaken | PE lead ACE education team | Does the taught PE curriculum reflect a skills based approach? What are the standards in PE? |
| To take part in the Nuffield Early Language Intervention (NELI) in Early Years | <ul style="list-style-type: none"> Identify staff to take part Training programme to be undertaken in Autumn Term Identify children who will follow the programme Year 1 intervention group to be set up to follow the programme alongside | Year R team SALT specialist | Has the programme been undertaken? What has the impact been on the children who took part? |
| To take part in the Mastering Number research programme in all year groups | <ul style="list-style-type: none"> Identify project lead and year group leads Whole school to attend initial launch on 14.9.21 Year group leads to attend training on 4.10.21 Timetable in sessions to allow for the sharing of resources Each class to do 10 minute daily sessions Review every half term at Pupil Progress Meetings | Maths team | Have staff engaged with the programme and the online community? Has the programme had an impact on the children's fluency in number facts and their number sense. |
| | Action | Who | Impact Questions |
| To support the well-being of the whole school community through work on the Hammond Heart and the introduction of the 'Bounce' programme by Shelia Chadwick | <ul style="list-style-type: none"> Whole school in service training on the new 'Bounce' programme to be organised for the first day back at school – 2.9.21 Three week plan to be written and delivered by all staff to introduce the scheme to the children Bounce activities to be built into weekly assemblies Parent workshop to be delivered – 11.10.21 – both in person and online Termly meetings of 'Bounce' Team to monitor impact and plan for further development of the programme | DHT/ELSA/S enco/FLO Bounce team/All staff HT | Is there evidence of an impact on children's ability to self-regulate? Are there materials in each classroom to support the work of Bounce? Have parents been trained in how to use the 'Bounce' materials? |

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| <p>To review the school behaviour policy to ensure it is in line with the Bounce programme</p> | <ul style="list-style-type: none"> Review the current policy to ensure that it reflects the approach introduced in the 'Bounce' programme Staff meetings planned to review ideas Provide opportunities for pupil voice through the Young Governors Parent consultation to ensure parents have a voice and an understanding Monitor implementation | <p>SLT</p> | <p>Does the behaviour policy reflect the Bounce program?</p> <p>Are the parents aware of the policy?</p> <p>How has the policy impacted on the behaviour of children in school?</p> |
| <p>To relaunch the Crofton Schools Family Hub, led by Lisa Noice</p> | <ul style="list-style-type: none"> Cluster schools to review Lisa's role, led by LP Re-organisation to be shared with Cluster HTs FLO to be in CHIS on a regular Monday All schools to share a web page with information that will be kept updated by the FLO FLO to use iPad to record minutes of meetings to avoid additional workload | <p>FLO/HT</p> | <p>Is the FLO in school on a Monday?</p> <p>Is there a dedicated web page on the school website?</p> <p>Does the FLO use an iPad for making notes about families?</p> |
| <p>To ensure that Safeguarding procedures are in place and children and staff know how to access support, and that all staff use and have access to CPOMs</p> | <ul style="list-style-type: none"> Initial whole school training to be held for all staff on 2.9.21 All staff, including new staff, to be set up on CPOMs and quality and amount of referrals to be monitored Whole school Safeguarding training from outside provider – 22.10.21 | <p>HT SLT LA</p> | <p>Have all staff been appropriately trained in Safeguarding?</p> <p>Do all staff understand that Safeguarding is the responsibility of everyone in school?</p> <p>Has CPOMS been used to act on safeguarding issues as they arise?</p> |
| Action | | Who | Impact Questions |
| <p>To ensure that classroom practice supports all children in their learning, including specific children with identified needs, either learning or emotional and groups of children</p> | <ul style="list-style-type: none"> SEND children's needs to be met as identified on their EHCP and class teacher to be responsible for liaising with the SENCO to ensure their needs are met and identified in weekly planning Any child not on track is identified early and interventions put in place to meet their individual needs Continue to use intervention programmes during the afternoons when it is appropriate to release staff for this Ensure that children with additional needs are treated sensitively and with respect by the whole school community Continue to provide support for Young Carers in school Continue to provide support for Service children The work of the ELSA and FLO to remain a priority when the emotional needs of the child are having an impact on their learning | <p>SLT Senco</p> | <p>What is the progress of children on an EHCP?</p> <p>How well are Young Carers supported?</p> <p>How well are Service Children supported?</p> <p>Are children with additional needs treated sensitively and with respect?</p> |

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| | <ul style="list-style-type: none"> HT, FLO and ELSA hold fortnightly meetings to discuss children and families who are receiving support or who could be signposted to support | | |
| | <ul style="list-style-type: none"> Use the website to share anonymous examples of how we have achieved success with SEND children Use of Tapestry to share successes in Early Years and Seesaw in KS1 with parents | Senco | <p>Are the successes of our SEND children celebrated on our website?</p> <p>Are parents receiving information about the successes of their child?</p> |
| To celebrate the positive work done with SEND children and ensure that successes are shared on the school website; carry out a review the provision for SEND education at our school | <ul style="list-style-type: none"> Ensure that the school environment and resources used reflect members of our school community Ensure that the school environment, curriculum and resources used, reflect members of the wider, national and world community Make use | Senco/SLT | <p>Do all children in our school see themselves reflected in our provision?</p> <p>Are children given opportunities to experience a range of different cultures, beliefs and races?</p> |
| | Action | Who | Impact Questions |
| Senior leaders have a strong vision about the delivery of the curriculum and that staff receive the support and training needed to deliver it | <ul style="list-style-type: none"> Staff are supported to develop the school curriculum in the light of the 'Intent, Implementation, Impact' document Staff have dedicated curriculum time SLT will meet with curriculum leads for feedback Half termly review of curriculum coverage as a staff meeting Half termly monitoring of evidence of children's learning | SLT | |
| To induct a new Deputy Headteacher and Senco and ensure appropriate support is in place for them | <ul style="list-style-type: none"> DHT to attend new to DHT training facilitated by the Local Authority Build links with other schools that have a new DHT Weekly SMT meetings with HT Senco to attend half termly Senco Support Circles Senco to liaise with experienced Senco at the Junior School | HT Gobs | <p>Has DHT engaged with new DHT training and formed links with other schools?</p> <p>Is the SENCO regularly liaising with the SENCO at the Junior School and engaging in the Senco Support sessions?</p> |
| All leaders understand their role in ensuring high standards of their own curriculum responsibility, seeking out good practice in our own school and other | <ul style="list-style-type: none"> All staff have a curriculum responsibility Staff are able to register for the training they feel they need to carry out their role Staff should be proactive about search out good practice in other schools Whole staff curriculum meetings to be held every half term to share and celebrate curriculum work | All Staff | <p>Through discussion, do staff demonstrate their confidence leading their subject?</p> <p>Are staff proactive in developing their own subject and liaising with subject leads in other schools?</p> |

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| schools and sharing it with the rest of the staff | <ul style="list-style-type: none"> Staff to be given a weekly time slot to undertake the roles required for subject management | | Is there a consistent and rigorous approach to monitoring and evaluating the impact of each subject? |
| Senior leaders have a commitment to staff well-being and an understanding of how to support work/life balance | <ul style="list-style-type: none"> The Covid 19 risk assessment states that the whole school community will be treated with kindness and respect at all times, including staff Staff with anxieties will be listened to and supported in a way that works for them and for the school Club days will be available for staff if they run a club for a term HT will be encouraged to work from home for half a day a week SLT will regularly check in with staff and be proactive in monitoring work life balance and the general wellbeing of staff | SLT Govs | <p>Are staff being treated as individuals with regards to Covid 19?</p> <p>Is there evidence of staff sharing concerns and the SLT acting on these?</p> <p>Is the HT working from home for half a day each week?</p> |
| To ensure high standards of recruitment are adhered to, with safer recruitment practices in place | <ul style="list-style-type: none"> Safer Recruitment training undertaken by HT and some of the governing body Safer Recruitment practices will be put in place at each stage of the recruitment process | HT Govs | Are Safer Recruitment protocols followed? |