



Improvement and Impact Plan: 2023- 2024.

School: Flushing C of E School

Headteacher: Tamsin Lamberton

Chair of Governors: Bob Hurrell

Created: 7th September 2023

Synopsis of School Priorities:

1. **Quality of Education:** Ensure excellent rates of progress for all pupils in all subjects, from known starting points.
2. **Leadership and Management:** Effective learning and excellent rates of progress for disadvantaged and SEN pupils.
3. **Behaviour, Attitudes and Personal Development:** All pupils to have high levels of attendance and punctuality; closing the gap between attendance of all pupils, disadvantaged and SEN.
4. **Personal Development:** for pupils to receive a programme that gives them the knowledge they need to make decisions, strengthens them personally and contributes to building their character.
5. **EYFS:** Develop physical skills including fine motor skills as a pre-cursor to writing. For pupils to be immersed in a wide range of experiential learning with a focus on language and vocabulary.

Headteacher: Tamsin Lamberton

Date: 2023/2024
 Termly Review Date: Dec 2023
 Apr & July 2024

Key to RAG Rating

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|-----------------|---|-----------------|---|
| Not in place | 4 | Mostly in place | 2 |
| Partly in place | 3 | Fully in place | 1 |

| Quality of Education | | | | | |
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| <p>Why is this a priority?</p> <p>Along with other schools, we recognise that the National School closures during previous years and subsequent periods of isolation has meant disruption to every child's learning over recent years.</p> <p>Pupils entering KS2 have seen at least a significant deficit to their total in-school time during KS1 and we have children in KS1 who have not had an uninterrupted year of education yet and this disruption could continue further.</p> <p>It is therefore important that our teachers and teaching assistants, use their knowledge of our school's curriculum and assessment system to focus on teaching children at their precise point of need to ensure excellent rates of progress. Staff will need to implement precision teaching through quality first teaching, targeted intervention and bespoke provision as required.</p> <p>The implementation of RWI will require staff to have bespoke training in the delivering of RWI lessons. We shall continue to focus on using our depth and breadth of reading high quality texts as a stimulus for writing, particularly as many of the older children have lost stamina in their reading and writing, following the school closures.</p> <p>We recognise that the lockdowns have had a detrimental impact on children's mental health and wellbeing, as they have been unable to socialise with friends in a way that we may have previously taken for granted. Whilst we utilised our child-centred approach with each return to school, opportunities for enriched learning have continued to be impacted in the last 18 months with educational visits and visitors being limited. We know that children learn best when their learning is memorable and that this often provides the foundation for learning to grow. We want to ensure our curriculum offer is ambitious and designed to give all children the knowledge and cultural capital they need to succeed in life. Therefore, an additional focus on memorable learning and the development of children's cultural capital will be in place across this academic year.</p> | | | | <p>Overall Lead: Tamsin Lamberton</p> | |
| <p>Implementation</p> | | | | <p>INTENT: What are the key outcomes you need to achieve</p> <ol style="list-style-type: none"> 1. Ensure excellent rates of progress for all pupils from known starting points. 2. Raise standards of reading and develop a love for reading across the school. 3. Raise standards in maths for all pupils. 4. Develop our curriculum offer so that it gives all learners the cultural capital they need to succeed in life. | |
| <p>Evaluation / Key Impact Notes</p> <p><i>These notes should give a short commentary on impact to date, the box will grow as you update the impact at each milestone- you may choose to change font colour to clearly distinguish the impact progression at each milestone (AUT/SPR/SUM)</i></p> | | | | <p>Base RAG</p> | |
| <p>Dec 2023</p> | | | | <p>April 24</p> | |
| <p>July 24</p> | | | | <p>July 24</p> | |
| <p>1 High quality focus on the teaching of key skills to aid fluency in number, spelling and handwriting everyday.</p> | | | | <p>TO DO: Daily focus on spelling, times tables, handwriting and presentation. Numbots, TTRS to be used from Year 2</p> | |
| <p>For all teachers to have a secure understanding of pupil's starting points, analysing data effectively.</p> | | | | <p>Tracker system to be purchased.</p> | |

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| | Literacy and numeracy leads to analyse data from end of Autumn Term assessments, to identify lowest 20% of readers and work with teachers to develop strategies to close the gap. | | | | | |
| | Termly pupil progress meetings to assess impact of teaching and interventions. This analysis will inform future deployment of resources and appropriate change of interventions. | | | | | |
| | Effective use made of the resources purchased through the Catch-Up funding such as 1:1 Tuition and RWI's Fresh Start | | | | | |
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| 2 | Reading Lead to work alongside external and school colleagues to ensure RWI is operational, effective and embedded. | | | | | <p>Dandelion Learning booked (Sept 23) to provide bespoke training around developing the reading spine and whole-school training around planning and delivery of English.</p> <p>Assembly rota and themes in place.</p> <p>Vocab to be explicit on the MT Plans, new planning format in development.</p> |
| | High quality focus on teaching strategies for reading throughout school. | | | | | |
| | RWI resources ordered and implemented and staff trained, keeping a focus on new resources and training information. | | | | | |
| | All KS2 staff and pupils confident in the use of RWI's Fresh Start and reports are used to demonstrate progress and identify the need for further intervention. | | | | | |
| | Reading areas in the school will be developed to showcase high quality texts and entice children into these areas. | | | | | |
| | Children will be exposed to a wide range of reading genre by their class teacher throughout the year. Book choice and a progressive school reading spine will be considered with clear reasoning that will develop children's knowledge of authors, illustrators and different genre and writing style and where appropriate, will link to the topic being studied. | | | | | |
| | Children will be exposed to effective vocabulary and language through stories, class texts, whole school assemblies and topic-related materials. | | | | | |
| | Additional books to be purchased for the KS2 Reading Scheme | | | | | |
| 3 | To evaluate the use of the 'Power Maths' maths books for children to record their work in and whether the match with White Rose is considered useful. This will additionally ensure that there is a consistent approach to presentation of work and marking and will save time photocopying. | | | | | <p>Power Maths books are now in-line with WR, but there is a wait for them to arrive each term.</p> <p>Book Looks show little consistency across the school.</p> |

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| | All classrooms to have appropriate maths learning walls that children can use independently, making use of stem sentences. | | | | | Learning walls evident, but content is often not changed to match current learning. |
| | For all children to have a secure knowledge of their times tables, through a range of resources eg Times Tables Rockstars and Numbots | | | | | Tables remains a daily focus. Daily fluency evident across the school, but where is this recorded? Second teacher not stepped up. |
| | Ensure children have a ten minute a day fluency practice. | | | | | Maths lead to have designated, timetabled time for subject development in the Autumn. Subject leads have had co-ordinator time last term, English, Maths and Science Learning Walks were undertaken. |
| | To ensure that there is a Mastery for Maths approach that is consistent throughout school a second teacher to join Sonia at Maths Hub sessions | | | | | |
| | For the maths lead to be able to visit classes and speak to children about maths. | | | | | |
| | To ensure that there is an effective mathematic intervention programme that allows children to keep up and catch up. | | | | | |
| 4 | The curriculum will be enriched with a number of educational visits and visitors; at least one per term, to bring the topic to life for children. | | | | | Trips to be booked at the beginning of each term |
| | The curriculum will be planned with key objectives from the National Curriculum for progression. | | | | | Curriculum is heavily linked to NC, but topics are often duplicated and progression is not clear. |
| | Subject Leads to ensure long term plans reflect the new school structure. | | | | | |
| | Children will be able to remember their learning and talk about it with confidence. This will take place through the effective use of the class 'big book'. These will then be placed on the school website to showcase. | | | | | Big books are currently being used for RE in Starfish and for Topic-related work in Seals to showcase pivotal learning episodes |
| | Year 6 pupils will be ready to transition successfully into their secondary school placements, demonstrating the characteristics of learning that we celebrate throughout school: friendship, kindness, trust, creativity, forgiveness and hope. Half termly focuses on each aspect. | | | | | School values are shared and referred to each assembly session, and are also on the newsletter weekly. However, the website shows lots of conflicting values, mission statements and aims, this needs streamlining. |
| | E-Safety workshops- All classes to work on an E-Safety Day. | | | | | |
| Leadership and Management | | | | | | |
| | | | | | | Overall Lead: Tamsin Lamberton |

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| <p>Why is this a priority?</p> <p>The National School closures have impacted upon all children, but it is clear that the emerging National picture indicates that Pupil Premium children have been the most significantly impacted with the DfE findings from Autumn Term 2020 showing that 'Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers. Our School Improvement work this year, will focus on ensuring that our disadvantaged pupils make excellent progress from their identified starting points and will begin to close the gap on their non-disadvantaged peers. Additionally, we have a number of pupils on our Record of Need with a range of level of need, that require strategies to ensure that they too are fully immersed in the curriculum, feel safe and have their needs met. Flushing C of E School remains committed to providing a high quality and ambitious curriculum which meets the needs of all its learners. To help us succeed in that aim, subject leads need to be confident in the direction of their subject and ensure that actions build on the success of our curriculum and support the children in accessing a well-rounded, balanced and broad curriculum which allows new strengths to emerge and ensures that the children are always ready for the next step in their education journey.</p> | | | | | <p>INTENT: What are the key outcomes you need to achieve</p> <ol style="list-style-type: none"> 1. Effective learning and excellent rates of progress for disadvantaged and SEN pupils 2. Stakeholder engagement and communication strategy to be created 3. Effective subject leadership working from an ambitious, broad and balanced curriculum | | | | |
| Implementation | | | | | Base RAG | Dec 23 | April 24 | July 24 | Evaluation / Key Impact Notes |
| | | | | | | | | <p><i>These notes should give a short commentary on impact to date, the box will grow as you update the impact at each milestone- you may choose to change font colour to clearly distinguish the impact progression at each milestone (AUT/SPR/SUM)</i></p> <p>Adrian to lead further staff IINSET Around PP pupils</p> <p>Some evidence of effective questioning and role of support staff with facilitating greater independence. SENCO led staff INSET around the every teacher being a teacher of SEN, Effective Questioning, Adaptive Teaching and Autism Champion training next.</p> <p>MWBH Lead needs to be appointed TIS Practitioner training also needs to be booked.</p> | |
| 1 | Review Pupil Premium strategy for 2022-2023 and update with priorities for academic year 2023-2024. New Pupil Premium Champion, Adrian Mutsaers to embed good practice through INSET sessions. | | | | | | | | |
| | Formative assessment strategies to be built on within lessons to ensure that teaching is adaptive and all pupils make progress in a lesson including for that of the SEN pupils. | | | | | | | | |
| | High uptake of disadvantaged pupils at extra-curricular provision – after school clubs, booster interventions and residential opportunities, ensuring that the funding pays for these. | | | | | | | | |
| | Governor monitoring of impact of pupil premium strategy to take place termly. | | | | | | | | |
| | Make effective use of the SEN provision sheets to ensure that there is clear provision for all SEN learners in all subjects. | | | | | | | | |
| | Ensure that the Play Therapy approach to mental health and wellbeing is embedded throughout the school and that there is a fit for purpose space/classroom that can be used for this. The possible build of a new learning space is essential in freeing up a room for high quality interventions to take place. TIS Practitioner training to be sourced for a TA, alongside a MHWB Lead. | | | | | | | | |

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| | Focus on the pedagogy of inclusivity to all pupils, training for staff around high quality T & L approaches to pupils with ASD. | | | | | |
| | Greater whole-staff awareness around Adaptive Teaching Practices through INSET. | | | | | |
| 2 | Run workshops for parents – reading strategies, maths calculations, phonics. | | | | | Phonic workshop for new parents Maths workshops to be timetabled in for Spring term Parent Forum Group to be started. Home Learning and Homework policy to be looked at this term. Parental questionnaires to go home Autumn 2 |
| | Hold parent consultation meetings in each term to inform parents of how children have settled, any new routines, current targets, what they can do to help etc | | | | | |
| | Review Home Learning policy, practice and implement updated policy to ensure consistency across the school and provide enriched home learning opportunities. | | | | | |
| | Explore and implement opportunities for parents to be invited into school – reading cafes, open afternoons, garden taskforce | | | | | |
| | Carry out a stakeholder survey to gauge how parents feel and how we can support them further. | | | | | |
| 3 | Subject Leads to attend CPD to build training into their action plans and development of their subject at local school level. | | | | | Writing Moderation only in the summer term- TL to continue to investigate this |
| | School monitoring plan to focus on subject deep dives to ensure triangulation of standards in each subject. | | | | | |
| | For subject leaders to present their subject to the governing body, reporting on rates of progress and standards in their subject. | | | | | |
| | Subject leaders to have training on carrying out effective deep dives in their subject. | | | | | |
| 4 | Safeguarding- Pupil Voice- questionnaires to children | | | | | |
| | Safeguarding-Pupil Voice- New Relationship Policy to School Council for ratifying. | | | | | |

Behaviour, attitudes and personal development

Why is this a priority?

Overall Lead: Tamsin Lamberton

INTENT: What are the key outcomes you need to achieve

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| <p>Attendance on the return to school was in line with the National Average. As attendance has been severely impacted due to the pandemic, we will have a strong focus on attendance and punctuality so that any further disruption to education is minimised.</p> <p>Following this, we need to further embed our Personal Development programme within the school so that our pupils develop as responsible, respectful and active citizens who are able to play their part and become actively involved in public life. We will do this through strengthening and embedding the new RSHE curriculum as well as the PSHE.</p> <p>Following isolation from the pandemic, safeguarding our pupils and their personal development link very closely. We strive so that all of our children, especially our most vulnerable, receive a programme and curriculum that gives our children the knowledge they need to contribute to society.</p> | | | | | <p>1. All pupils to have high levels of attendance; closing the gap between attendance of all pupils and disadvantaged.</p> <p>2. Develop and embed a Personal Development programme, raising pupil voice and PSHE.</p> | | | | | |
| Implementation | | | | | Base RAG | Dec 23 | April 24 | July 24 | Evaluation / Key Impact Notes | |
| | | | | | <p><i>These notes should give a short commentary on impact to date, the box will grow as you update the impact at each milestone- you may choose to change font colour to clearly distinguish the impact progression at each milestone (AUT/SPR/SUM)</i></p> | | | | | |
| 1 | Implement the school's strategy/policy, ensuring this is up to date and relevant and is on the school website. | | | | | | | | | <p>Website to have regular compliance checks -NVBD</p> |
| | Monthly monitoring of attendance and punctuality reviewed at staff meetings with actions identified. | | | | | | | | | |
| | Work with Education Welfare Officer as appropriate. | | | | | | | | | |
| | Review the lateness of pupils and work with parents to support punctuality. | | | | | | | | | |
| | Support families where lateness and absence is a concern, to identify any barriers. | | | | | | | | | |
| 2 | Create a whole school Personal Development Programme that will reflect our practice and areas of development. This will include evidencing what we do specifically for developing children's characters. | | | | | | | | | <p>School Council in place, fortnightly meetings. Youth Speaks. Daily worship with guest speakers. Yearly residential featuring a wide range of different things-city breaks, sports and water-based activities. Jane wheeler, Autumn 2023 Christmas Jumper Day Book Fair Read with Parents Children in Need Number Day Comic Relief School play</p> |
| | CPD opportunities for all staff on developing Personal Development. | | | | | | | | | |
| | Make the most of opportunities to educate and celebrate equality and diversity and that this features in daily acts of collective worship. | | | | | | | | | |
| | Ensure that there are whole school displays, celebrating equality and diversity. | | | | | | | | | |
| | Provide cultural capital opportunities, supporting equality and diversity. | | | | | | | | | |

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| | For the School Council, with a school governor as a link, to raise the profile of pupil voice and to raise the profile of British Values throughout school. Plan half termly meetings. | | | | | Prize giving Y6 assembly |
| | Review RSHE policy and resources with a focus on equality and diversity. Audit library and class reads for high-quality texts that promote equality and diversity and challenge stereotypes. | | | | | PSHE policy not yet reviewed. Jigsaw? |
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Early Years Education

Why is this a priority?

Historically, our baseline assessments demonstrate that children's Oracy skills on entry into our EYFS classes is below expected, and with these now being impacted significantly by the pandemic also, a strong focus in EYFS (and throughout KS1) will be on Oracy development. Physical development has also been pinpointed (Ofsted 2019) as an area for development due to the nature of the setting, being a pack-away learning environment.

Changes made to the EYFS framework became law in September 2021, along with the implementation of new National Baseline assessments.

In addition to this, the team will be implementing the new National Baseline assessments once again and use these to inform future teaching needs.

Overall Lead: Tamsin Lamberton/Zoe Mitchell

INTENT: What are the key outcomes you need to achieve

1. New EYFS Lead to be inducted to her role.
2. Develop positive relationships and good methods of communication with new parents to support their child's transition into school and their ongoing progress throughout the academic year.
3. Develop physical and fine motor skills and further support speech and language development through increased vocabulary
4. Support children to understand and regulate their emotions by delivering regular PSED sessions.

Implementation

Base
RAG

Dec
23

April
24

July
24

Evaluation / Key Impact Notes

These notes should give a short commentary on impact to date, the box will grow as you update the impact at each milestone- you may choose to change font colour to clearly distinguish the impact progression at each milestone (AUT/SPR/SUM)

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| 1. | EYFS Lead to attend any relevant training linked to assessment, Baseline. | | | | |
| | Baseline judgements to be moderated by LS/TL. | | | | |
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| 2 | Tapestry will be used to communicate essential information to parents as well as providing weekly updates about what the children have been learning throughout the week. | | | | | |
| | Parents will send information via Tapestry, which includes photographs and key information to support children's learning. | | | | | |
| | Throughout the year, there will be opportunities for parents to visit the classroom and find out more about our learning, helping them to further support their child's learning journey. These may include reading or craft activities. | | | | | |
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| 3 | Audit and purchase additional resources to support physical development and outdoor learning as appropriate. | | | | | |
| | Modelling appropriate use of the outdoor resources and role play. | | | | | |
| | To create activities outside that reflects the topic/theme within the classroom. | | | | | |
| | Key vocabulary will be included in outdoor areas such as water play and mud kitchens to support develop oracy skills through play. | | | | | |
| | Share and learn from other EYFS colleagues within the Penryn cluster of schools for continued professional development. | | | | | |
| 4 | Managing our feelings and emotions is discussed through stories and role play implicitly throughout the year, especially during summer Term to support the children with their transition into Y1. | | | | | |
| | Children will be delivered a comprehensive programme of PSED learning through SEAL and Brook resources. | | | | | |
| | Children will have weekly taught sessions which integrate emotional literacy, self-regulation and social skills. | | | | | |
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| | For pupils to develop a keen sense of identity and be seen as an integral element of the school. | | | | | |
| | For staff to develop good practice by meeting regularly and reviewing any current issues. | | | | | |

Success Criteria

For clarity, this **Improvement and Impact Plan** is based on **WHAT NEEDS TO BE IN PLACE**. It is designed so that new requirements can be added or deleted as required. The 'Notes' column can be used for resources, reminders, further actions, early impact, etc. The school improvement and impact plan should be contributed by, shared and discussed with all staff and governors so that everyone is clear about what needs to be in place in order to improve effectiveness and raise standards.

KEY

Red – Autumn Term

Green – Spring Term

Blue – Summer Term