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Flushing School

Improvement Plan

2024-26

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| Last Updated: 14.10.24 |

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| Flushing School  Improvement  Priorities  2024-26 | Leadership | | To strengthen leadership capacity at every level within the stakeholders to develop a clear direction in moving the school forward including working collaboratively with other partners. |
| Quality of Education | CURRICULUM | To ensure that each subject has been planned progressively, identifying key knowledge to be taught through appropriately sequenced lessons working towards an identified outcome. |
| T & L | To create an agreed and consistent approach to supporting all pupils in knowledge and skills acquisition. |
| OUTCOMES | To utilize a whole school tracking system to inform planning and termly judgements |
| Personal Development | | To develop and deepen opportunities for pupils to develop interests and skills beyond the classroom including supporting pupil SEMH and their ability to become active and empathetic citizens. |
| Behaviour & Attitudes | | To ensure consistency of agreed behaviour curriculum through high expectations in all classes, in particular, low level behaviours are managed for effective learning. |
| Early Years | | To develop the importance of literacy for all EYFS staff and to establish an EYFS ethos across the school to enhance the learning opportunities for all children at Flushing School. |

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| **Progress Key** | | | | |
| Fully Achieved | Partially Achieved | Work Initiated | Ongoing | Not achieved |

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| 2024-26 | Priority | Rationale (why this) | Key actions for implementation | Success measure | Progress |
| Leadership | 1.Staff Leadership – to continue to strengthen the school’s leadership capacity and collaborative working within the local and wider school communities. | New Headteacher in role from September 2024.  Some Leadership roles in place. CPD required to develop leadership roles fully. | Conduct a distributive leadership review - roles and responsibilities | Defined roles for Safeguarding leads, core subject leads, PD, RE, assessment, PP, SEND and EYFS leads. Structure in place to ensure that all foundation subjects are championed and developed. | Not Started |
| Strengthen practice of Maths/English leads through targeted monitoring of teaching, book looks, pupil voice, planning, Use of Subject Leader’s Handbook for guidance. |
| Staff Workload – Sect 5 of DFE Workload Reduction Toolkit – refining marking |
| New HT induction and development of collaborative working with diocese, LA, small schools, Penryn Partnership for challenge and support. |
| Strengthen and develop collaborative working with external partners e.g. curriculum development, EYFS |
| 2.RE/SIAMs – to ensure the school has a good understanding of strengths and areas to improve. | School is likely to have a SIAMs inspection during 2025-26. New HT and governor training required in new SIAMs framework. | New HT and governor training | SIAMs action plan in place.  Training completed |  |
| Development of SIAMs action plan and collaborative working with local CE school. |
| 3.Parental Engagement – to strengthen and develop opportunities for parental engagement | Develop parent partnerships to support pupil outcomes and the wider school community. | Develop opps for parents to engage including: new HT coffee morning, open afternoons, volunteering, reading cafes, development of PTA. | Higher levels of parents attending parent engagement events.  Re-introduction of PTA.  Clarity in communication channels. |  |
| Develop a parent communication policy and code of conduct. |
| Create a clear outline/protocol for parent communication including dojo, email, newsletters, social media, website. Develop newsletter format and use of school Facebook page. HT available at drop off ev |
| LA project involvement – Nicky Hepworth |
| 4.Governors – to strengthen the capacity of the governing board to strategically lead the school forward | Develop succession planning for the governing board.  Delegation of key roles within the board.  Development of governor monitoring linked to SIP priorities. | Governance review of roles, strategic responsibilities of the governing body, training compliance, succession planning | Clear roles within board.  Clear understanding of governor responsibilities.  Programme of governor monitoring clearly linked to SIP priorities enabling governors to report progress to FGB. |  |
| Development of external space in school |
| Ensure that back log maintenance programme continues to address key areas of school including playground surfacing |
| TUC Club – development of resources and storage |
| Website – ensure compliance, develop layout and accessibility. |
| In line with the Diocesan Academisation Strategy for all church schools to join a MAT - Maintain response to entering into a MAT |

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| 2024-26 | | Priority | Rationale (why this) | Key actions for implementation | Success measure | Progress |
| Q of E | **CURRICULUM** | 1.Reading – to ensure reading is taught progressively with texts carefully chosen to inspire and motivate readers. | Continue to develop the teaching of reading in the school including a love of reading. | Develop a consistent approach to teaching reading in KS2 using daily reading lessons - VIPERS | Reading skills progression completed.  Reading spines reviewed to ensure diversity and opportunities to develop reading comprehension skills.  Increase in children working at the expected standard from lowest 20% groups. |  |
| Develop motivation to read – Reading Reward systems – Reading cafes. Further develop class reading areas |
| Review core texts in reading spine to check for a diversity, inclusivity |
| Create a progression of skills document to map Reading curriculum |
| Build on success of RWI through further development of Freshstart intervention including training |
| Increase parental engagement in supporting reading – develop volunteers programme |
| 2.Writing- to ensure writing is taught progressively | Explore use of writing prompts to improve writing outcomes. | Create a progression of skills document to map Writing curriculum | Increase in children working at the expected standard from lowest 20% groups.  Use of writing tolls to prompt writers.  Writing skills progression completed |  |
| Explore opportunities to develop Greater Depth writers |
| Develop spelling program across school following on from RWInc |
| Develop use of toolkits, marking ladders, introduce writing journals |
| 3. Maths – to develop the teaching of maths fluency across the school. | Lower numbers of Y4 children attaining higher scores in MTC.  Maths Lead identified need to develop fluency in maths | Focus on MTC results – use of TTRS, regular practice, use of practice tests – catch up interventions for current Y5 | Increase in Y4 MTC scores.  Maths Lead monitoring shows improvements in maths fluency.  Scrutiny of NFER shows greater accuracy in fluency questions. |  |
| Embed in KS1 and extend Mastering Number programme to KS2 – train TAs in intervention |
| Develop resources to improve fluency in maths |
| Use KS1 Mastering Number programme to fill gaps in KS” where children are below year group expectations. |
| 4. Foundation Subjects – to create subject maps detailing key knowledge to be acquired and how lessons will be sequenced to ensure progression, | Topics have been mapped out with subjects in mind. Subject maps are required to show key knowledge to be remembered by pupils and clear lesson sequencing. | Foundation Subjects – develop curriculum overviews and maps to set out when/where subjects are taught, lesson sequencing and the progression in knowledge and skills. Develop:   * Knowledge organisers/topic cover sheets * Key vocabulary * Enrichment opportunities * Oracy links * Assessment opps * Job descriptions * Opportunities to learn about diversity | Foundation subjects have completed subject overviews, maps and lessons are sequenced clearly within each topic working towards an identified outcome. Pupils are remembering more. |  |
| Parent Engagement – review homework grids and merge with KOs, topic overviews in one sheet. |
| **TEACHING & LEARNING** | 5.Teaching & Learning – to create an agreed and consistent approach to supporting all pupils in knowledge and skills acquisition. | Developing a consistent approach to TL across the school sharing good practice. | Develop a shared blueprint of a perfect start to a lesson. -non-negotiables. | Consistent approach to planning, timetabling and supporting SEND & SEMH across the school. |  |
| Develop a cohesive approach to drop ins linked to SIP priorities and conducted by subject leads as well as HT. Use of EEF Metacognition and Walkthrus to support practice. |
| Focus on class learning environments to support learning and SEMH |
| Review planning processes and ensure programme of monitoring takes place. Weekly submitting of planning. |
| Work with similar sized schools to develop timetabling and mixed age teaching |
| SEND – ensure all children have and are aware of their SMART targets, appropriate resources to access the curriculum successfully. |
| Curriculum and SENCO Collaboration: Curriculum leaders should work with the new SENCO to evaluate the extent to which pupils, particularly disadvantaged pupils (including those with SEND), can read, write, and apply mathematical knowledge at an age-appropriate level with fluency, ensuring access to a broad and balanced curriculum. |
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| **OUTCOMES** | 6.Pupil Outcomes - to utilize a whole school tracking system to inform planning and termly judgements | Introduce a consistent, informative and manageable system to track pupil progress. | Introduce tracking system for formative and summative assessments in RWM and refine intervention identification process and timetabling – Focus on PP and SEND | Staff are confident in the use of Insight to assess formatively and summatively.  Data is used effectively in PPMs to track progress and plan interventions in a timely manner. |  |
| Develop recording system for outcomes in foundation subjects |
| Review Marking & Feedback Policy to sharpen effective feedback – EEF Feedback to Improve |

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| 2024-26 | Priority | Rationale (why this) | Key actions for implementation | Success measure | Progress |
| PD | 1.Whole School personal development – to develop and deepen opportunities for pupils to develop interests and skills beyond the classroom | Widen learning opportunities beyond the classroom | Development of pupil voice/responsibilities beyond school council e.g. learning ambassadors, house captains, sports leaders | Range of pupil responsibility roles in place  Teacher led clubs developed to cover a greater range of interests.  Cohesive approach to planning for PD opportunities across the curriculum |  |
| Development of teacher led clubs to cover a range of areas including creativity, public service etc |
| Develop use of local area for learning opportunities e.g. woods, beach |
| Develop a PD whole school overview and termly plan including links to PSHE, values, CW, drivers, curriculum and spirituality |
| Embed Jigsaw PSHE and incorporate into CW |
| Plan programme for teaching online safety across year |
| 2.SEMH – develop opportunities for pupils to learn how to manage their SEMH supported by learnt strategies | Larger numbers of children demonstrating poor SEMH. Development of universal offer of SEMH support. | Train staff to provide a universal offer to support SEMH e.g. use of feelings pebbles, emotion scaling, Meet and Greet, class visuals, PACE | All children have access to in class SEMH support.  CW prgramme actively teaches children strategies to support SEMH  Trained TIS practitioner. |  |
| Link CW to developing pupil SEMH -Include opps to learn about NHS Take 5, neurodiversity, gratitude |
| TIS practitioner training |
| 3.Vision, Drivers – to raise profile of the components that underpin our school ethos and curriculum | Vision, values and drivers in place. Not embedded in curriculum yet. | Vision & Values – focus on developing understanding of values through termly focus and value design competition for children | Visuals in place to support stakeholder awareness of vision, values and drivers.  Curriculum drivers are threaded throughout the curriculum. |  |
| Create Flushing 5 Learner Passport |
| Curriculum Drivers – focus on raising the profile of the curriculum drivers linking to stories, examples of boats ( collaboration – tug boat, inspiration – Lifeboat, aspiration ??) and real life examples |
| 4. RE/SIAMs -to empower pupils to lead CW and make links with other communities | Widen scope of pupil led courageous advocacy | Create sequence of worships linked to liturgical year, non-negotiables for CW | Sequenced CW plan.  Worship leaders in place directing choices of courageous advocacy. |  |
| Further develop pupil led worship, worship leaders |
| Further develop local, national, global (Global Neighbours) themes for courageous advocacy |

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| 2024-26 | Priority | Rationale (why this) | Key actions for implementation | Success measure | Progress |
| B&A | 1. Policy development – to review BFL policy with stakeholders including a clear tiered system of rewards and consequences. | Need for greater consistency in stakeholder understanding and implementation of policy | Review of BFL policy including all stakeholders considering supporting learning behaviours and a restorative approach.  Develop a clear and concise set of rules with engagement from staff and children. Outline expected and unexpected behaviours  Create simple tiered rewards and consequences collaboratively | BFL policy developed with clear tiered rewards and consequences. |  |
| 2.LLB - Ensure consistency of agreed behaviour curriculum and high expectations in all classes, particularly low level behaviours managed for effective learning. | Not all classrooms have consistent behaviours for learning (BFLs). These are generally low-level behaviours which need to be addressed quickly in the moment to ensure all can learn effectively. | Revision and revisit of behaviour curriculum with all school staff.  Ensure consistent behaviour signals are adhered to for all including lunchtimes.  Peer-peer lesson drop ins to focus on BFL and adherence to Behaviour Curriculum.  Clear and consistent sanctions for low-level behaviour – targeted consequences at an early stage. | Lesson drop ins and lunchtime/ transitions evidence good BFL.  Increased focus, particularly during input and therefore improved outcomes.  Good attainment |  |
| 3.Recording of behaviour incidents – consistent approach to recording behaviour incidents electronically in order to plan early intervention. | A consistent approach to behaviour tracking in place to ensure pupils are supported in a timely manner. | Develop class behaviour tracking overviews for monitoring.  Refine use of My Concern to include reporting of low level to higher level behaviour incidents. | Behaviour incident tracking in place.  Evidence of early intervention where support is needed. |  |
| 4.BFL curriculum – to engage pupils in developing the physical environment to improve behaviour outcomes. | Development of physical environment to support positive play. | Link behaviour expectations to CW foci. | Improved physical environment has a positive impact on pupil behaviour. |  |
| Development of playtimes – renew play equipment (School Council), themed days, MDS training, playground surface |
| Develop gardening spaces around school for SEMH provision – seek funding |
| Termly focus on anti-bullying including AB week, online safety, International Day of Peace |

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| 2024-26 | Priority | Rationale (why this) | Key actions for implementation | Success measure | Progress |
| EYFS | 1.To ensure that each area within EYFS has a clear learning focus. | Learning areas are evident and ready for development with oracy, vocabulary and a learning focus in mind. | Develop indoor and outdoor learning environment working with expert colleagues | Indoor and outdoor learning environments have a clear focus for learning using visuals.  Children can explain learning outcomes. |  |
| 2.To ensure all verbal interactions support language development. | Lower baselines in speech and language | Support staff supported in modelling language and vocabulary during pupil interactions. | All verbal interactions are of high quality. |  |
| 3.To use a recognized toolkit to plan for developments within EYFS | Develop a long term plan for EYFS development. | Use of EEF EYFS toolkit to prioritise development opportunities. | 3 year EYFS plan developed. |  |
| 4. T.o ensure that planning for EYFS-Y1 is challenging and sequenced and learning outcomes are understood by all. | Establish a consistent approach to planning a sequenced and challenging series of learning opportunities. | Create daily plan with structure to daily routine and timings for staff, include daily challenges, use Development Matters for planning, plan continuous provision, challenge planning, use of core/foundation subject documents to map /sequence knowledge /skills from EYFS to Y1. | All staff are clear about which learning activities to support and outcomes.  Planning is of high quality, sequenced and challenging. |  |
| 5.Pupil Outcomes - to utilize a whole school tracking system to inform planning and termly judgements | Introduce a consistent, informative and manageable system to track pupil progress. | Develop EYFS tracking document, reviewing half termly to close gaps. | Staff are confident in the use of Insight to assess formatively and summatively.  Data is used effectively in PPMs to track progress and plan interventions in a timely manner. |  |

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| Key approaches that we use to implement and deliver improvement priorities: | | |
| High Quality Teaching | Targeted Academic Support | Wider Strategies to support children |
| * Use of the subject networks to research and deliver changes to the way we teach and the content of certain subjects. * Investment in staff expertise (Maths HUB, English Hub ,subject leadership training and NPQ programs) * Consistent teaching strategies (agreed pedagogies) support all teachers to deliver lessons to the same high standard * Engaging approaches to teaching (Talk for Writing, RWI, Voice 21) ensure children enjoy their learning time * Peer to peer coaching to secure changes and ensure continuing professional development | * Intervention for children with SEN - SENCO coordinated interventions that target supporting individual needs * Specific subject intervention to support children who make slower progress (Fresh Start, RWI 1-1, Mastering Number, …) * Targeted extra core subject time with an additional adult. * Consider core subject support in afternoons (TAs) | * Pastoral team coordinates pastoral and safeguarding actions each week. * Mental Health Lead in school supporting SEMH. * Exciting curriculum (living curriculum) offer that seeks to add cultural capital for our disadvantaged cohort. * Using the Pupil Premium effectively (see PP spend plan) * Using Sports Premium effectively to support active lifetsyles. |
| Agreed language:   * When we say we are **developing the curriculum** we mean - reviewing the body of knowledge we intend children to learn. * When we say we want children to **acquire skills**, we understand that these develop as more knowledge is learnt. * When we talk about **making progress,** we mean children knowing and recalling more. * When we say **developing vocabulary**, we recognise that the number of words a child knows and uses directly relates to their academic success. * When we talk about ‘**sequencing learning’**, we mean organising the knowledge that we are teaching into logical steps that build on each other. * When we talk about **‘sticky or memorable’ knowledge**, we mean the core knowledge that we want all children to remember. | | |