



Village Infants School

School Improvement Plan

2023 – 2024

Our core values of **resilience**, **perseverance**, **curiosity** and **kindness** underpin all that we do. Our vision is for our children to develop these values, and grow as learners, to celebrate challenge and learn from mistakes together.

Current Strengths and Development Priorities

Strengths	Areas for Development
<ul style="list-style-type: none"> - Good Ofsted Report - Strong senior leadership focused on raising standards and pupil and staff wellbeing - Embedded synthetic phonics scheme throughout school - Attainment in KS1 is above LA and National in all subjects - Children are challenged physically and academically - Broad engaging curriculum - Behaviour of pupils is good - School values embedded and pupils think with a growth mindset - Pupil Wellbeing and SEMH is a priority - Inclusive curriculum caters for the needs of all pupils 	<ul style="list-style-type: none"> - To further develop formative assessment in core and foundation subjects (Priority 1) - To develop inclusive practise throughout the school (Priority 2) - To improve teaching and learning, attainment and progress in EYFS (Priority 3) - To further develop Governor roles and responsibilities to ensure Leadership and Management of the school is strong (Priority 4) - To develop a reading for pleasure culture in the school (Priority 5)

Evaluation of SDP 2022 – 2023

PRIORITY 1	Phonics (Little Wandle, Letters and Sounds Revised)
Current Position	Historically outcomes for the Phonics Screening are good Due to the impact of covid, our phonics screening test 2022 percentage was lower than usual (72%) As a school we currently follow Letters and Sounds, which is not a validated systematic synthetic programme. Phonics is not always consistently taught throughout the school
Objective	<ul style="list-style-type: none"> To use a validated synthetic phonics programme that is rigorous, systematic and used with fidelity throughout the school To achieve strong results for pupils, including the most disadvantaged.
Monitoring	YC/KK/AR/DM/Governing Board – Book Looks, Lesson Observations, Learning Walks

How/What	Who	Resources	Timescale	Evidence / Impact
-Research validated schemes -Visit another school to see favoured scheme in action -Order resources	YC AR DM KK	Cost of programme and resources Cost £6,000		<ul style="list-style-type: none"> Agree on SSP programme Resources in place
Reception Implement Little Wandle phonics from Autumn 1. -Staff Training -Resource audit -Organise new resources -Planning of phonics from Week 4, using Little Wandle	YC KK AR DM Rec Teachers Rec TAs	Lesson resources and phonics books Inset Time	Autumn 1 Ongoing	<ul style="list-style-type: none"> Planning Book looks, learning walks, observations Data analysis
Year 1 Use Little Wandle progression maps from Autumn 1	YC KK AR DM	Lesson resources and phonics books	Autumn 1 Ongoing	<ul style="list-style-type: none"> Planning Book looks, learning walks, observations Data analysis

<p>Fully implement Little Wandle phonics from Autumn 2.</p> <ul style="list-style-type: none"> - Staff Training -Resource audit -Organise new resources -Planning of phonics in Autumn 2, using Little Wandle 	<p>Yr1 Teachers Yr1 TAs</p>	<p>Inset Time</p>		<ul style="list-style-type: none"> • Phonics Screening Test 81% without disapplied 78% with disapplied (6% increase from previous year)
<p>Year 2 Use Little Wandle for pupils still learning phonics, and ensure all pupils are secure in phonics.</p> <ul style="list-style-type: none"> -Training -Resources -Use of Wandle progression map from Autumn 1 -Identify pupils who still require Phase 2/3/4/5 teaching -Implement phonics swaps -Implement phonics 'keep up' for pupils as appropriate 	<p>YC KK AR DM Yr2 Teachers Yr2 TAs</p>	<p>Lesson resources and phonic books</p> <p>Inset Time</p>	<p>Autumn 1 Ongoing</p>	<ul style="list-style-type: none"> • Planning • Book looks, learning walks, observations • Data analysis <p>• Strong Interventions resulted in children making good progress and 82% of pupils who re-took test in Year 2 passed.</p>
<p>Interventions Use Little Wandle 'Keep up' in phonics interventions.</p> <ul style="list-style-type: none"> -Training -Resources 	<p>YC KK AR DM Phonics intervention TAs (JR, SR & Rec TAs)</p>	<p>'Keep Up' resources</p> <p>Non-contact time</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Planning • Book looks, learning walks, observations • Data analysis
<p>Parent Support</p> <ul style="list-style-type: none"> -Put wandle phonic resources on school website -Parent phonic workshops for Reception parents 	<p>AR/YC/DS YC/DM</p>		<p>Autumn Ongoing</p> <p>Autumn 1A</p>	<ul style="list-style-type: none"> • Website updated with resources for parents to access • Parents more able to support pupils progression in phonics and reading

-Ensure all volunteers receive additional training in pronunciation and blending	Year Groups			
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PRIORITY 2	Early Years (Reception)
Current Position	Last year's GLD was at 55.8% which was below the LA and National average. There were less pupils working at expected in Maths and Literacy than in the other areas of learning Revised curriculum implemented Writing identified as an area to improve
Objective	<ul style="list-style-type: none"> To improve the learning experiences for children in EYFS To improve learning outcomes for pupils in EYFS particularly in Maths and Literacy To use interventions effectively to support pupils with gaps across the curriculum To adapt planning to provide children opportunities to learn with greater independence in both indoor and outdoor environments
Monitoring	YC/AR/DM (EYFS lead)/Governing Board – Book Looks, Lesson Observations, Learning Walks

How/What	Who	Resources	Timescale	Evidence / Impact
Appoint new EYFS Lead with a clear vision to improve outcomes for EYFS pupils. To lead and develop new initiatives and monitor progress with termly data analysis meetings.	YC/AR DM		Autumn 1 Ongoing	<ul style="list-style-type: none"> Improved outcomes for pupils Planning Book looks, learning walks, observations Data analysis <p>GLD - slight increase from last year but still below LA and National GLD 58% (last year 55%) EYFS lead left at end of second term. Despite effective teaching and learning evidenced by learning</p>

				walks/book looks/observations, and the actions below being implemented outcomes for pupils was not improved. This continues to be a priority for the school with a focus on assessment and monitoring.
Phonics Implement a validated systematic synthetic phonics scheme which will have consistency across the year group and school. (see Priority 1)	YC/DM/KK/AR Teachers TAs	Teaching resources and phonic books Inset Time	Autumn 1 Ongoing	<ul style="list-style-type: none"> Improved outcomes for pupils Planning Book looks, learning walks, observations Data analysis
Writing -Provide children with additional experiences of writing (indoor/outdoor learning environments) including fine motor activities -Inset time -Regular squiggle and dough disco -Writing action plan by Early Years Lead -Support and training by subject and phase leads	YC/DM/Reception teachers/TAs	Inset time	Autumn 1 Ongoing	<ul style="list-style-type: none"> Increase in children's independent writing skills Improved outcomes for pupils Planning Book looks, learning walks, observations Data analysis
Maths -Develop engaging maths activities in the indoor and outdoor environment -Explore alternative strategies to embed the learning of number bonds to 10 -Support and training by subject and phase leads	Reception Teachers and TAs YC/AR/DM/KK		Autumn 1 Ongoing	<ul style="list-style-type: none"> Improved outcomes for pupils Planning Book looks, learning walks, observations Data analysis

<p>Further Develop Interventions Using AFL and summative assessment teachers identify pupils with gaps and ensure appropriate timely interventions take place - YC/AR/KK/DM support CPD Teacher/TA -AFL/summative assessment used effectively to adapt and inform interventions</p>	<p>Reception teachers and TAs YC/AR/DM/KK</p>		<p>Autumn 1 Ongoing</p>	<ul style="list-style-type: none"> • Improved outcomes for pupils • Planning • Book looks, learning walks, observations • Data analysis
<p>Visit different settings -To observe and adapt planning based on good practice from other schools</p>	<p>Reception teachers</p>	<p>Links with other schools</p>	<p>2 x yearly</p>	<ul style="list-style-type: none"> • Adapted planning

PRIORITY 3		Pupil mental health and wellbeing (MyHappyMind)	
Current Position	<p>Increase in pupils with SEMH</p> <p>Mental health has been impacted due to lockdowns over the past few years.</p> <p>Pupils have adopted the zones of regulations, but need further development of pupils understanding why, and have strategies to support.</p> <p>Ofsted reported: 'The school has a calm feel to it. Pupils behave well and care about each other'</p> <p>Growth mindset culture established throughout the school</p> <p>Children display good understanding of the school's core values of resilience, perseverance, curiosity and kindness</p>		
Objective	<ul style="list-style-type: none"> To further develop pupil, parent and staff mental health and well being To help create a positive mental wellbeing culture in which children and adults build resilience, self-esteem and character Pupils to develop further strategies and tools to help them regulate their emotions Pupils to have a greater sense of wellbeing so they are better equipped to succeed in life 		
Monitoring	YC/AR/DR/Teachers		

How/What	Who	Resources	Timescale	Evidence / Impact
<p>CPD</p> <p>-My Happy Minds Programme</p> <p>-Inset time for training.</p> <p>-My Happy Minds portal</p>	AR Teachers	<p>Myhappyminds</p> <p>Cost £3,396.</p> <p>Inset time</p>	Autumn 1 Ongoing	<ul style="list-style-type: none"> Staff and pupil confidence to use strategies to support pupils emotions and wellbeing Improved pupil well-being <p>Staff given designated time to access individual staff wellbeing portal which supported their mental health and wellbeing and provided opportunities and strategies to improve their mental health</p>
<p>Class Based Provision</p> <p>-Lessons and content looked at in planning.</p> <p>-Weekly lessons.</p> <p>-Content used and referred to throughout the week.</p>	Class teachers	Planning	Autumn 1 Ongoing	<ul style="list-style-type: none"> Improved pupil well-being Class based support for pupils Pupils using the strategies taught e.g. happy breathing. Journals

<p>Year Group Provision</p> <ul style="list-style-type: none"> -KS1 assemblies to launch half termly topic. -Planning of lessons. -Support offered through adapted planning. 	<p>AR</p> <p>Class teachers</p>		<p>Autumn 1 Ongoing</p>	<ul style="list-style-type: none"> • Improved pupil well-being • Pupils using the strategies taught e.g. happy breathing.
<p>Parental involvement</p> <ul style="list-style-type: none"> -Parents App -Teachers identify targeted pupils to and meet with parents to encourage use at home. -Information on school website. -Parent Meetings EYFS/KS1 -Parent questionnaire 	<p>AR</p> <p>YC</p> <p>Class teachers</p>		<p>Autumn 2 Ongoing</p>	<ul style="list-style-type: none"> • Website • Myhappymind app • Stronger parent/ school partnership • Parental feedback (Summer 2) <p>Parent App usage 85</p>
<p>Targeted interventions</p> <ul style="list-style-type: none"> -Resources and app shared with SEMH intervention LSAs 	<p>AR</p> <p>LSAs</p>		<p>Autumn 1 Ongoing</p>	<ul style="list-style-type: none"> • Improved pupil well-being • Pupils using the strategies taught e.g. happy breathing.

PRIORITY 4	Village Infants Website
Current Position	The current website meets 'The Schools Information Regulations' In an audit by Creative Schools, our website content is in an 'excellent position' The website is very list-like, and not engaging or user friendly.
Objective	<ul style="list-style-type: none"> To have a user-friendly website that engages parents To have a website that is able to be used on a range of devices. To have a website that promotes and showcases the school
Monitoring	YC/KK/AR/DS/JB/Governing Board

How/What	Who	Resources	Timescale	Evidence / Impact
Website Design -Meet and get quotes from at least three website designers -Agree on a design that will work for the school	SLT / Governors/ Computing Lead	Cost £4,210.	September	<ul style="list-style-type: none"> More user-friendly and engaging design Parent feedback/questionnaire
Content -New photographs to be taken -Information on the website updated	Photographer YC/AR Creative Schools Staff members	Photographer	Autumn term 1	<ul style="list-style-type: none"> Up to date content Engaging format Parent feedback/questionnaire
Ensure the website is updated regularly -News updated when appropriate. -Pictures uploaded after significant events -Continue to update and use twitter as this will be linked to the website. -Designated person to update	DS JB AR Teachers		Ongoing	<ul style="list-style-type: none"> Up to date website Twitter account activity Monitor views and content Parent feedback/questionnaire <p style="background-color: #e0ffe0;">Designated time and staff given for website but will need to continue and monitor closely</p>

PRIORITY 5		School Environment	
Current Position	<p>Child obesity levels in Barking and Dagenham are above national average. Barking and Dagenham have the 5th highest prevalence of excess weight in Reception in London.</p> <p>Resources and staff including external provider promotes meaningful play activities in outdoor areas</p> <p>Current fixed play equipment in KS1 playground condemned</p> <p>Sunshine Class Garden needs additional equipment to provide appropriate physical/climbing activities for ISP pupils</p> <p>Classroom displays and working walls promote an effective learning environment</p> <p>Shared areas in school need developing to engage pupils and promote learning</p>		
Objective	<p>To promote independence, healthy lifestyle, physical strength and improve gross and fine motor movements by providing new fixed play equipment for KS1 playground</p> <p>To improve mental and physical development and spatial awareness by providing new fixed play equipment for SEND pupils in ISP</p> <p>To provide additional resources for EYFS outdoor environments to promote outdoor learning</p> <p>To improve physical environment in shared areas of school to inform and engage pupils with creative design and pupils work</p>		
Monitoring	YC/AR/DM/Governing Board		

How/What	Who	Resources	Timescale	Evidence / Impact
Work with an outside provider to design new fixed play equipment for KS1 playground which will provide climbing opportunities	SLT Outside Provider	Total cost £44,300 Sports Funding £28,112	Term 1 Ongoing	Improved pupil mental and physical development
Provide fixed and moveable play equipment including an in-ground trampoline for ISP	SLT/DR Outside provider	LA Funding	Term 2	Improved pupil mental and physical development
SBM explore additional funding opportunities for play equipment from private companies and also parents	SBM		Term 1	Additional Funds provided Ongoing
Use creative graphics to improve learning environment focus areas in school	SLT		Term 1	Engaging learning environment in shared areas Underway

SIP 2023 - 2024

PRIORITY 1 Teaching and Learning	
Current Position	<ul style="list-style-type: none"> The school has successfully moved away from written feedback to verbal feedback and on the spot marking and mid lesson learning stops although there are inconsistencies in use of marking and editing across the school Random Learning partners are embedded throughout the school which has proved a very successful mixed ability strategy There is robust research and evidence showing that 'ability grouping has minimal effects on learning outcomes and profound negative equity effects' (Hattie 2009) Mixed ability grouping in different lessons has been trialled across the school and needs to be further developed. We have explored the use of floor books to further pupil's learning and visited other schools to observe and provide examples
Objective	<ul style="list-style-type: none"> To ensure consistency in marking and editing within year groups and across the school To plan for mixed ability opportunities within year groups so mixed ability grouping is regularly and consistently used to encourage peer co-learning, greater pupil self-esteem, aspiration and independence. For each class to introduce a floor book which is regularly shared and updated with pupils to encourage them to think and talk about their current learning, reflect on their prior learning and make connections between the two. For stuck strategies to be co-constructed, displayed in each class and referred to with children to encourage independence and pupil self-efficacy.
Monitoring	Learning Walks/Book Looks/Observations/Pupil Feedback

How/What	Who	Resources	Timescale	Evidence / Impact
Marking <ul style="list-style-type: none"> 'On the spot' marking is used to highlight successes, identify an improvement and share this verbally. Marking codes are used consistently by all adults Adult support is given for pupils to edit/improve their work using a green pen 	Teachers LSAs	Inset Time TA meetings	On going	<ul style="list-style-type: none"> Book looks learning walks pupil feedback Moderations within year groups, across year groups and with other schools
Mixed Ability <ul style="list-style-type: none"> Opportunities for mixed ability grouping identified in planning Lower attaining pupils do not always have adult support Teachers and LSA's work with all abilities Random Learning Partners changed weekly Co-constructed success criteria for good talk displayed and referred to 	Teachers LSAs	Inset Time TA Meetings Peer observations	On going	<ul style="list-style-type: none"> Learning Walks Pupil Feedback System for choosing random partners displayed

<ul style="list-style-type: none"> Routine of thanking and complimenting partner at the end of each week established as routine 				<ul style="list-style-type: none"> Co-constructed success criteria for good talk displayed in class Planning
<p>Stuck strategies</p> <ul style="list-style-type: none"> Stuck strategies co-constructed, displayed in each class and referred to with children to encourage independence and pupil self-efficacy. Stuck strategies to include ask a friend and refer to use of learning wall/tool box Success criteria co-constructed, displayed and referred to Adults model good peer co learning behaviours Adults praise pupils asking for help 	Teachers LSAs		On going	<ul style="list-style-type: none"> Co-constructed stuck strategies displayed in each class Co-constructed success criteria displayed in each class Pupils refer to learning walls/stuck strategies/remember to Pupils happy to ask for help, receive help and discuss their learning Pupil Feedback Learning Walks
<p>Floor Books</p> <ul style="list-style-type: none"> Each class has a floor book accessible to pupils Floor book which is regularly shared and updated with pupils to encourage them to think and talk about their current learning, reflect on their prior learning and make connections between the two. Floor book is colour coded to aid location of specific subjects Floor books regularly shared with colleagues in staff meetings for discussion 	Teachers LSAs	Large Floor Book for each class	On going	<ul style="list-style-type: none"> Floor books accessible to children in each class Children able to use floor books to talk about their learning Learning Walks Pupil Feedback Shared with colleagues

PRIORITY 3	EYFS
Current Position	<ul style="list-style-type: none"> GLD 58% which was below LA and National average New EYFS lead appointed
Objective	<ul style="list-style-type: none"> To improve teaching and learning, attainment and progress in EYFS To develop outdoor provision in Reception

How/What	Who	Resources	Timescale	Evidence / Impact
<ul style="list-style-type: none"> Termly pupil progress meetings Develop new GLD tracking system to monitor pupil progress Interventions effectively used to address gaps across the curriculum Training for LSAs to deliver interventions 	EYFS Lead Rec teachers LSAs	Cover	Termly Ongoing	<ul style="list-style-type: none"> Improved outcomes for pupils Observations and monitoring of interventions
<ul style="list-style-type: none"> Termly moderation across year group to ensure consistency of judgements 	EYFS Lead Rec teachers HT/DH	Inset Time	Termly	<ul style="list-style-type: none"> Improved outcomes for pupils Book Looks Learning Walks
<ul style="list-style-type: none"> Planning reviewed and adapted supported by maths and literacy co-ordinators Planning adapted for indoor/outdoor environments linked to current learning 	EYFS Lead Rec teachers Maths/Literacy Co-ordinators		Weekly	<ul style="list-style-type: none"> Improved outcomes for pupils Adapted Planning Learning Walks
<ul style="list-style-type: none"> Outdoor area organised into learning zones and resourced appropriately. CPD for staff to develop outdoor learning through play 	EYFS Lead Rec Teachers LSAs	£12,000	Ongoing	<ul style="list-style-type: none"> Adults and pupils engaged in meaningful learning through play Improved outcomes for pupils Learning Walks
<ul style="list-style-type: none"> To develop a network with other early years settings to share good practise and support development of provision 	EYFS Lead	Cover	Ongoing	<ul style="list-style-type: none"> Improved outcomes for pupils

PRIORITY 4	Governance
Current Position	Following permanent appointment of HT and DHT the school would now benefit from a strategic development of Governance
Objective	To support Governors to further develop specific Governor roles and responsibilities to ensure Leadership and Management of the school is strong

How/What	Who	Resources	Timescale	Evidence / Impact
Governors attend full board training by SIP and also take responsibility for attending additional training opportunities	SIP Governors	SIP	Autumn Term	- Governors will have a better understanding of their roles and responsibilities - GB minutes
Review key areas and responsibilities for each Governor	HT/SIP Governors		Autumn Term	- Governors will have an assigned key area and responsibility - GB minutes
Prioritise development of key roles: Safeguarding, Inclusion, Curriculum and Attendance providing detailed descriptions of expectations for these roles to support Governors	HT/SIP Governors		Autumn Term Ongoing	- Job descriptions provided - GB minutes
SIP to interview Governors with key roles			Summer Term	- SIP feedback on Governor interviews - GB minutes
Provide Governors with detailed context and summaries of school and key areas	HT/DHT SIP		Autumn Term Ongoing	- Governors have a clear understanding of the school and key areas - GB minutes
School to provide opportunities for Governors to visit on a regular basis and provide checklist of expectations for visit	HT/DHT/SIP Governors		Termly	Regular Governor visits Feedback from Governors GB minutes
Gather the views of all stakeholders through surveys and face to face contact	SLT Governors		Termly	Survey analysis Feedback from Governors GB minutes

PRIORITY 5	Reading
Current Position	<ul style="list-style-type: none"> • Little Wandle, a systematic and synthetic phonics programme is embedded throughout the school • Each year group uses the power of reading programme to provide deep immersion in a high quality text every half term • In addition to phonic books pupils have access to a wide range of books to read independently at home • Pupils are read to every day • Every classroom has an inviting book corner • Each year group has a reading spine of quality books to read aloud to pupils
Objective	<ul style="list-style-type: none"> • To further develop a reading for pleasure culture in the school

How/What	Who	Resources	Timescale	Evidence / Impact
School library <ul style="list-style-type: none"> • Audit books • Update system for organising books • Design and install high quality wall art to make the school library a welcoming and inspiring space • Encourage parents to become 'school librarians' to support pupils use of library • Designated timetabled library time for each class to visit the school library and borrow books • Every pupil to join and visit the Public Library 	YC LSAs Parents Parents Teachers KK/ Teachers	Outta reach	Terms 1 & 2	<ul style="list-style-type: none"> • School library an inviting and inspiring space • School library regularly used by pupils to borrow books • Parents involved in supporting use of library for pupils
Story time <ul style="list-style-type: none"> • Ensure story time is a sacred and special time every day to read and explore a variety of books and poems • Plan regular visitors to read at story time including SLT /teachers/ LSAs from different classes/year groups • Teachers and LSAs share their love of reading and favourite authors with pupils • Hold a parent workshop to provide information about the social, emotional and cognitive benefits of reading for pleasure and giving parents the opportunity to observe story time in their child's class and share a book with their child • Each class to have a featured author every half term with books and biographical information displayed • Pupils involved in choosing story time book/focus author through a voting system 	Teachers SLT Teachers LSAs		Ongoing	<ul style="list-style-type: none"> • Learning walks • Pupil voice – reading survey • Focus authors displayed in classrooms and on windows for parents