

BOWMANSGREEN PRIMARY SCHOOL



School Improvement Plan 2023-2025

School Improvement Priorities 2022-2025

1. Our Curriculum	2. Our Pupils	3. Our Staff
<ul style="list-style-type: none"> • To ensure that the Bowmansgreen curriculum provides effective, age-appropriate opportunities to make links between prior and new learning • To enhance the teaching of vocabulary and develop language enrichment • To improve the teaching of writing • To improve the EYFS curriculum and learning environment • To improve the teaching and learning of phonics and early reading • To continue to develop the school website to showcase the school curriculum and standards 	<ul style="list-style-type: none"> • To improve the attendance of all pupils, particularly those who are persistently absent (PA) • To continue to improve the provision for pupils who are disadvantaged, and who have SEND 	<ul style="list-style-type: none"> • To ensure ECTs are supported to successfully complete the ECF to a high standard • To effectively succession plan

Continued Areas of Focus:

- Action points from Ofsted Inspection (2019)
- Action points from Local Authority/HIP visits

1. Our Curriculum

OC	Tasks/Actions/ Strategies	Specific Additional Costs/ Resources	Success Criteria	Evidence and Impact
OC1. The Bowmansgreen curriculum provides effective, age-appropriate opportunities to make links between prior and new learning	<p>Curriculum overviews in all subjects are ambitious, well planned and delivered effectively</p> <p>All subjects are planned from EYFS</p> <p>Teaching is well sequenced and effectively delivered, across all year groups and subjects</p> <p>Assessment opportunities for foundation subjects are well planned and robust</p> <p>Rich, key texts and a quality reading spine are used, across the curriculum</p>		<p>Pupils love the challenge of their learning and are resilient to failure</p> <p>Pupils can effectively articulate how their current learning links to and builds upon prior knowledge and understanding</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average in all subjects</p> <p>There is a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p> <p>Teachers plan for effective cross-curricular learning</p> <p>Pupils develop the knowledge and skills needed for their next transition point.</p> <p>All pupils make good progress throughout their school career at Bowmansgreen</p>	
OC2. To enhance the teaching of vocabulary and	Regular staff training about literacy and language.		The school culture is one that enables pupils and staff to excel	

<p>develop language enrichment.</p>	<p>To monitor the implementation and impact of oracy interventions (including starting points).</p> <p>Curriculum leaders to map vocabulary progression across the school.</p> <p>Effective teaching of word of the week.</p> <p>Implement speaking frames more widely across the curriculum.</p> <p>Training on effective questioning.</p> <p>Becoming a language rich environment across the school e.g. 'I would like....' in the dining hall.</p> <p>Staff holding pupils to account and insisting pupils respond in full sentences, providing opportunities to practise talking.</p> <p>All staff to model and use standard English and accurate grammar.</p>		<p>Pupils speak fluently, articulately and confidently, both socially and about their learning</p> <p>Pupils develop a broad, rich and relevant vocabulary to support them to flourish educationally and socially</p> <p>The standard and quality of writing improves due to the use of effective, subject specific vocabulary</p> <p>Pupils are more actively involved in their lessons and make pertinent verbal contributions</p>	
<p>OC3. To improve the teaching of writing</p>	<p>Evaluate current provision, including planning across school</p> <p>Embed spelling programme across school</p>		<p>The proportion of pupils meeting ARE in writing is at or exceeds the national average in all key stages</p>	

	<p>Adopt and embed relevant aspects of handwriting toolkit</p> <p>Consistent equipment and adaptations used across school (eg writing frames, coloured paper, cloze procedure etc)</p> <p>Regular moderation – internal and external</p> <p>Progression documents used to inform planning across all year groups</p> <p>Developing teacher subject knowledge in the teaching sequence of writing</p> <p>Teachers to provide regular, purposeful opportunities for pupils to edit and improve their writing</p>		<p>Pupils make good or better progress in writing during their time at Bowmansgreen</p> <p>A greater proportion of pupils in all year groups achieve GDS in writing</p>	
OC4. To improve the EYFS curriculum and learning environment	<p>To improve the outdoor area to provide purposeful learning opportunities</p> <p>To plan for and provide opportunities for all pupils to develop literacy and mathematics skills in all areas of the learning environment</p>	EYFS	<p>Pupils are ready for the next stage of education, especially for Year 1</p> <p>By the end of reception, pupils achieve at least in line with national outcomes</p> <p>Pupils make accelerated progress, particularly those with lower starting points</p>	

	<p>The Early Years lead to adapt and implement a coherently planned and sequenced curriculum that reflects pupils' starting points</p> <p>To ensure the EYFS curriculum enables pupils to acquire a wide vocabulary and communicate effectively about their learning and needs</p> <p>Staff ensure that resources are carefully selected to meet the pupils' needs and promote learning</p> <p>Child Initiated Learning (CIL) is carefully planned to engage pupils and provide opportunities to apply their knowledge and skills</p> <p>Practitioners use effective questioning to assess understanding and move learning forward</p> <p>All staff carry out high quality observations to ensure outcomes are robustly assessed and inform planning and next steps</p>		<p>Pupils develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way</p> <p>Pupils develop and apply their vocabulary and use it across the EYFS curriculum</p>	
OC5. To improve the teaching and learning of	Continue to embed FFT Success for All Phonics		Pupils make good or better progress in phonics	

<p>phonics and early reading</p>	<p>Embed phonics interventions for Y3 upwards, identifying targeted pupils at earliest stage</p> <p>Evaluate quality and impact of shared reading - review and improve if necessary</p> <p>Phonics lead to report progress and areas for development to all stakeholders</p> <p>Embed programme of workshops and story cafés to support the teaching of reading/phonics at home</p> <p>Review guided reading across KS2 to ensure best practice</p> <p>Embed annual reading festival to help embed a whole school approach to reading for pleasure</p> <p>Ensure all new staff are trained to effectively teach and assess phonics</p> <p>Phonics lead to develop a d embed and programme of sharing best practice</p> <p>All staff use pure sounds and subject specific terminology consistently</p>		<p>By the end of reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency</p> <p>Outcomes in the Y1 Phonics Check are at least in line with national outcomes</p> <p>Fewer pupils need targeted interventions as more pupils keep up as a result of Quality First Teaching, rather than needing to catch up</p>	
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OC6. To continue to develop the school website to showcase the school curriculum and standards	Website to be updated with an updates to the curriculum. (Subject overview and year group overview.) <i>Skills overview, vocabulary overviews</i>		All subject areas are showcased on the school website, to reflect curriculum planning, with clear progression The school website is used regularly by parents, pupils and the wider public to find out about the Bowmansgreen Curriculum	
2. Our Pupils				
OP1. To improve the attendance of all pupils, particularly those who are persistently absent (PA)	Regularly review and update attendance policy Regular communication with PA families HT to attend AIO visits and liaise with team re PA Regular communication with school staff about PA via staff meetings, briefings Families to have regular updates on pupil attendance Teachers know which pupils are PA and monitor attendance patterns closely.		Persistence absence is less than the national average Less pupils are persistently absent than during the previous year Whole school attendance is at least in line with the national average or better Unauthorised absence is less than the national average	

<p>OP2. To continue to improve the provision for pupils who are disadvantaged, and who have SEND</p>	<p>Complete EEF Implementation Plan (re oracy)</p> <p>To appoint new SENCO</p> <p>To carry out appropriate, impactful early interventions (eg NELI, Wellcomm)</p> <p>To ensure best practice in early identification and assessment is embedded (eg ISL baseline, APDR cycle and for all identified pupils)</p> <p>For teaching staff to have access to and use resources and equipment to apply appropriate adaptations (eg Widget, overlays, wobble cushions, writing slopes etc)</p> <p>SENCO to support staff in best meeting pupils' needs</p> <p>To work closely with families to best support the child's needs Thorough handover between HT and new Inclusion Manager</p>	<p>SEND</p>	<p>Vulnerable, SEND and more able pupils will reach their potential – academic and personal</p> <p>The gap in attainment between vulnerable/disadvantaged pupils and 'other' pupils will narrow or close across KS1 and KS2</p> <p>Progress of vulnerable/disadvantaged pupils accelerates across the curriculum</p> <p>The difference in rates of progress between vulnerable/ disadvantaged pupils and others' progress is diminished or closed</p> <p>Outcomes for SEND pupils improves to be in line with national expectations or better</p> <p>Inclusion team consistently demonstrates best practice</p> <p>All vulnerable pupils are well supported to achieve their best</p> <p>Parents feel included and integral to the support/provision</p>	
<p>3. Our Staff</p>				

OS1. To ensure ECTs are supported to successfully complete the ECF to a high standard	<p>ECT mentors and tutor are well trained</p> <p>Opportunities to network with other ECTs</p> <p>ECTs supported with release time, PPA and other CPD opportunities, including observe other practitioners</p> <p>Full engagement in the EFC</p> <p>Regular meetings with induction tutor to review progress</p> <p>Second year ECTs to shadow a curriculum leader</p>		<p>All ECTs pass their induction period</p> <p>Sufficient progress is evident against the teaching standards</p> <p>On completion of their induction, ECTs are well prepared and able to competently implement our Bowmansgreen Curriculum</p>	
OS2. To effectively succession plan	<p>To appoint and establish new senior leaders</p> <p>Members of staff seconded to SLT effectively cover leadership vacancies</p> <p>New leaders are supported and developed in their new role through effective mentoring and coaching</p> <p>Coaching to provide bespoke development for SLT</p>		<p>Staffing team will continue to reflect and embody school values and ethos</p> <p>Significant improvements in progress and outcomes over recent years are maintained and built upon</p> <p>Leaders have an accurate understanding of the school's current position and its strategic direction</p> <p>Recruitment and retention is well managed and effective</p>	

	<p>Advisor and SEA support to work with new leaders</p> <p>External training for new leaders. E.g. EYFS HFL Education CPD.</p> <p>Working in teams to support new curriculum leads</p> <p>Participation in St Albans subject Leader consortium</p> <p>Curriculum leader to attend cluster meetings</p> <p>Y2 ECTs to shadow a curriculum leader.</p> <p>Ensuring there is effective curriculum leadership for every area of the curriculum.</p> <p>Termly HFL Education curriculum leader updates for English and Mathematics.</p> <p>Reporting to governors.</p> <p>Leading staff meetings.</p>			
<p>Action points from Ofsted Inspection (Nov 2019)</p> <ul style="list-style-type: none"> Not all pupils are fully challenged in some subjects. Leaders and teachers need to ensure that the most able pupils are sufficiently challenged across the curriculum. This will help them to make the best possible progress, to enable them to reach the higher standards. 				

- The leadership skills of some subject leaders who are new to their role are underdeveloped. The deputy headteacher is working closely with these new leaders to develop their leadership skills. Senior leaders should ensure that new subject leaders begin to independently improve teaching and learning in their subject areas, leading to improved standards.
- Assessment is not used well enough to check pupils' learning. Leaders have ensured that all subjects are planned well to provide a clear progression of knowledge and skills. They should now use assessment to check that pupils know more and remember more across the curriculum.

Evidence and Further Actions:

<https://www.annafreud.org/media/12070/coronavirus-wellbeing-final.pdf>

<https://www.evidenceforlearning.net/recoverycurriculum/>

<https://cornerstoneseducation.co.uk/news/what-is-a-recovery-curriculum-and-how-can-primary-schools-implement-it/>

<https://www.dimensionscurriculum.co.uk/a-recovery-curriculum/>