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**Session 2021 -2022 Improvement Plan Cardenden Primary School**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy | | | | | |
| **Focused Priority: Increased attainment in writing** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1. Self-evaluation for self-improvement   1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.2 Raising attainment and achievement | | | * 1. Self-evaluation for self improvement   1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Clear understanding and shared vision about when, how and when to gather assessment data. Using this data to have professional dialogue with colleagues, SfL and SLT to further improve outcomes for all learners.  Focus on staff development specifically IT skills.  Targeted literacy and numeracy interventions.  Monitoring processes in place with focus on literacy, numeracy and HWB.  Rigorous use of data to inform teaching and learning. BASE, mental maths assessments, SWST, SNSA, Elips, early level benchmarks (new PLJ’s). | School assessment overview with calendar  Regular tracking meetings  Targeted support delivered by support staff and SfL teacher  Assessment and moderation activities during collegiate time. | All Staff  Louise Chapman  Melinda Fleming  SfL | | Pupil feedback  Rigorous tracking and regularly measuring the impact of interventions.  Regular discussions with class teachers, pupils and parents about children’s progress. | Ongoing throughout the session. |
| **Ongoing Evaluation** | | | | | |
| Regular tracking/planning meetings with SfL and class teachers to discuss closing any attainment gaps and programmes of work.  Additional IT training incorporated into collegiate time.  Involve children in giving feedback on learning and teaching in their classroom. | | | | | |

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| **National Improvement Framework Priority:**  Improvement in children and young people's health and wellbeing | | | | | |
| **Focused Priority: Increased awareness of their own and others’ feelings and what supports are available** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.4 Leadership of management and practitioners  2.1 Safeguarding and child protection  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.1 Ensuring well-being, equality and inclusion | | | 1.4 Leadership and management of staff  2.1 Safeguarding and child protection  2.4 Personalised support  2.6 Transitions  3.1 Ensuring well-being, equality and inclusion | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Positive interactions will be promoted and expected and be visible throughout School and Nursery.  Relationships will be supportive, valued and respected by all.  Emotional wellbeing will be a clear part of discussions and learning and teaching.  Links to Five ways to wellbeing will be visible throughout the School and Nursery and consistent language used to support positive relationships. | Mistakes, praise and feedback sessions delivered by Educational Psychologist.  Cluster focus on developing wellbeing training for support staff.  Nurture programmes continued through nursery and school.  Emotions works training developed in Nursery – INSET online  Emotion works consistently used throughout School and Nursery with a shared language of learning.  Embed the Five ways to wellbeing through the planning process and involve the children’s voice.  Increase the use of the Nursery nurture base to support individual and small groups of children.  Outdoor learning progression. | Educational Psychologist  All Staff  SfL  Cheryl Shepherd  Louise Allen  All staff  SLT  SLT  Nursery staff  Yolanda Pearson  Ashley Johnston  Steph Penman | | Pupils and staff will be asked for feedback.  The key elements of a calm, welcoming, nurturing environment will be visible for all throughout School and Nursery.  Pupils will be able to talk and share their outdoor learning experience and be able to transfer these skills to different areas of the curriculum. | Term 1  Ongoing  Ongoing  June 2022 |
| **Ongoing Evaluation** | | | | | |
| Regular communication with staff, pupils and families to get feedback.  Speaking to pupil focus groups from classes about the ethos of the school and classroom.  Regularly referring to school values and the school as a community.  Continue to be visible in the playground beginning of the day, break, lunch and at the end of the day. | | | | | |

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| **National Improvement Framework Priority:**  Closing the attainment gap between the most and least disadvantaged children and young people | | | | | |
| **Focused Priority: Gaps will be clearly identified and the impact of interventions measured regularly** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1 Self-evaluation for self-improvement  1.3 Leadership of change  1.5 Management of resources to promote equity  2.2 Curriculum2.3 Learning, teaching and assessment  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress | | | * 1. Self-evaluation for self-improvement   1.3 Leadership of change  1.4 Leadership and management of staff  2.1 Safeguarding and child protection  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Pupils will be engaged in their learning and it will be appropriately resourced. Children will feel appropriately supported and challenged.  Children will be able to extend their learning through pupil voice being included in the planning and feedback of lessons.  Children, families and staff will feel supported in the school environment.  Children will be able to link skills to real life contexts and be able to talk about their learning and next steps confidently. | Elips overview created by EYLO to highlight progression or any areas for targeted interventions.  Assessment overviews continued to gather all information that will allow for appropriate support and challenge to be put in place for all children.  Begin to think about how the Cost of the School Day impacts on our families and children.  Through rigorous monitoring and tracking of planning to ensure there are no gaps in the learning provision on offer for all children across School and Nursery.  Focus on raising pupil aspirations through a focus on school values, growth mindset and WOW. | Yolanda Pearson  Donna Shiels  Melinda Fleming  Louise Chapman  SLT and SfL  All Staff  All Staff  All Staff | | Pupils will be able to access all areas of the curriculum and be ready to learn due to clear programmes of work which is at an appropriate level and appropriately resourced.  Consistent approaches used by all staff to meet the needs of all learners.  Staff will feel better equipped to meet the needs of learners by using different ICT approaches.  New school values will be visible and promoted regularly to bring us together as a school community. | Termly  Ongoing  Term 1  Ongoing  Ongoing |
| **Ongoing Evaluation** | | | | | |
| Regular reviews to ensure meeting the needs of learners and adapting programmes of work to ensure impact.  Regular tracking/planning meetings with SfL and class teachers to discuss closing any attainment gaps and programmes of work. | | | | | |