

Crossgates Primary School & Nursery

School Improvement Plan 21-22

(following on from the Agile Action Plan in 20-21)

August 2021

**School P1-7**

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| **National Improvement Framework Priority:**  **Improvement in children and young people’s health and wellbeing** leading to **improvement in attainment**. | | | | |
| **Focused Priority: Improvement in emotional wellbeing and resilience skills and personalised support** . Continuing with the work that we started in 2019-20 which had to be changed due to the pandemic. This will be a full year focus as it was in 2019-20 until lockdown started. | | | | |
| **HGIOS4 Quality Indicators** | | | | |
| 1.1 Self-evaluation for self-improvement  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised Support | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. Improved resilience/mental wellbeing for children who are struggling with anxiety etc. While there will be a targeted approach there will also be a universal approach in some aspects. | * Re-establish the outdoor learning programme for targeted children that we started in 2019. * Nurture grps including Kitbag and Lego therapy * Treehouse project for identified P6 and P7 boys (cluster OMM project). Aspects of Tree house will also be available to be used universally by all children * Revisit/refresh – mindfulness, School Resilience programme, school values, class charter, Connected, Compassionate Classroom etc * Create more opportunities for collaborative work, especially between composite classes, e.g outdoor learning, committees | * JT (PT) & KM (SSA) * LG (SfL) to identify groups in consultation with CTs * PSAs to lead nurture grps with targeted children, supported by JT/LG – move towards independent grps with children leading * CTs to become familiar with Treehouse and to incorporate it into H&WB program * All CTs to become familiar with past and present/resources & approaches used in school. | * Pre and post assessments/ questionnaires * Comments from children * Observations * Evidence from Treehouse * Pupil focus groups | * Targeted outdoor learning will be on-going throughout the school year, one day a week. Groups will have 6-8 week blocks. Some children may have more than 1 block depending on need * Nurture groups will be needs based and on-going throughout the year * Input for staff on Treehouse (from ToK) early in term 1. P6/7 program starts in term 2 |
| 1. The approach that all staff use to ensure inclusion for all learning in order to raise attainment is consistent and effective and is based on professional knowledge. | * Audit and review of current practise of supporting children with ASD * Professional learning modules/reading to be completed by CTs and PSAs * Input from relevant professionals * Explore if there’s a need for additional resources * CTs to create individual action plans (tests of change) to reflect learning. These will focus on targeted children. * Similar approach later in the year to Dyslexia and ADHD | * LG (SfL) and SMc (HT) will have responsibility for leading on this priority. | * Evidence gathering to be part of individual action plans. * Regular meetings with CTs/SfL/HT to discuss progress of individuals * Regular meetings with SfL/PSAs * Tracking of attainment * Pupil focus groups | These activities will be linked to collegiate times.  PSAs will have time on inservice days to complete professional learning. |
| **Ongoing Evaluation** | | | | |
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| **National Improvement Framework Priority: To use technology to raise attainment with a focus on Literacy and Numeracy.** | | | | |
| **Focused Priority: To close the attainment gap by using technology to support learners in fulfilling their potential, with a focus on supporting identified individuals**  **Upskill staff in their use of technology to enhance teaching and learning** | | | | |
| **HGIOS4 Quality Indicators**  3.2 Raising attainment and achievement  2.4 Personalised support | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children are effectively supported to fulfil their potential through the use of technology.  Staff to be upskilled in digital technology to enhance their learning and teaching. | Learning Support and SLT consultations with CTs to identify children whose attainment could be improved via ICT.  Staff to be surveyed to identify areas of strength and development needs  School enrolled in Digital Cultures programme.  School enrolled in Digital Award programme. | HT & LG  JT & LG  JT & LG  LG | Tracking identified individuals (attainment and support) throughout the year.  Staff to be surveyed at start and end of the year to measure the success of training offered.  School and nursery staff to take part in Digital Shortburst programme with the Pedagogy Team. | August 2021 and June 2022  August 2021 and June 2022  November 2021 |
| **Ongoing Evaluation** | | | | |
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**Whole School – Digital Culture**

**Nursery**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | | | | |
| **Focused Priority: Teambuilding – coming together as a new team**  **Core provision – audit and refresh to ensure progression and inclusion** | | | | |
| **HGIOELC Quality Indicators** | | | | |
| 1.2 Leadership of Learning  2.3 Learning, Teaching & Assessment | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. The ELC Team have shared values and high expectations. There is a supportive and progressive culture where every individual is a pedagogical leader. 2. The core provision (indoor and outdoor) is consistently of a high standard. It is regularly evaluated and changed or added to. The environment provides meaningful and rich contexts and opportunities for all children to develop their learning. | Weekly meetings focussing on team approach, operational duties and ELC development.  Promote open, professional dialogue. DHT model coaching approach.  Challenge questions & Level 5 illustrations (HGIOELCC 2.3) used to for self-evaluation and shared understanding of vison.  Core Provision doc used to audit.  Revisit building/realising the Ambition for inspiration and clear directive  Each EYO to assume responsibility for the development of one area. | DHT overall responsibility for the Team  All ELC staff to engage  Every EYO to lead on development of one area.  Responsible for researching, designing, implementing and evaluating area.  Will be required to share the learning.  DHT to moderate. | Observed in daily interactions.  Meeting agendas and minutes.  Team views collected anonymously.  PLJ observations of play  Photographic evidence of change  Views of children  External lens - views of EYDO, NT, PT | InSET group session (Aug)  Weekly meetings  Team building on InSET days  Term 1: Audit Core provision/ ELC environment  Term 2: Research/Plan/ Develop area  Term 3: Evaluate Impact/Add to and change provision  Gather children’s views  Term 4: Share the learning with Team  Plan next steps |
| **Ongoing Evaluation** | | | | |
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