

School Improvement Plan
2022 – 2025 (3 year plan)
Year 1 (2022-23)



Overarching Goal: To remain outstanding in all areas and broaden the horizons of all pupils.

Step 1: Our priorities in the next three years are:

	Priority	Current Position	How will this help you to be reach your overarching goal ?
1	Diversity and Inclusion Attract, develop and retain a diverse and skilled staff team Provide leadership opportunities for all staff	The current school team is diverse. The current leadership team has an equal balance of gender and has representation from groups other than white British.	All teaching staff will have clear pathways for career development. Our recruitment, retention and leadership development will increase our attractiveness as an inclusive employer

	Provide a clear pathway to senior leadership for all staff		<p>Staff feedback will demonstrate they feel engaged, supported and heard.</p> <p>CDPS will be an inspiring place to work with staff able to deliver the best outcomes for our diverse pupil body.</p>
2	<p>Opportunity</p> <p>Improve the culture capital and extra-curricular opportunities for all children.</p> <p>Increase access to musical tuition for PP children</p> <p>Expansion of MFL in school</p>	<p>All year round, paid clubs by external partners such as gymnastics, boxing and bounce.</p> <p>A small number of clubs run by teaching staff during the spring and summer terms.</p> <p>There are paid 1:1 music lessons with tutors.</p> <p>All pupils currently learn French.</p>	<p>We will offer a wide selection of extra-curricular clubs which are accessible to all groups of children in the school.</p> <p>All pupils to access a graded exam in music.</p> <p>Children are all taught French to a high standard and one additional language.</p>

<p>3</p>	<p>Quality</p> <p>High impact, high quality foundation subject's curriculum for the school and beyond.</p> <p>Consistently outstanding implementation and succession planning for the school</p>	<p>History, Geography, Science booklets are almost completed.</p> <p>Music and French are yet to be made.</p> <p>Well-being booklets are 50% complete.</p> <p>PHSCE booklets are home-made and need to be designed.</p>	<p>The curriculum and its implementation continue to be strong regardless of teacher experience.</p> <p>Pupil outcomes are consistently strong and children transition successfully to secondary school</p>
<p>4</p>	<p>Community</p> <p>Improve the life chances and life expectancy of members of our community by supporting 0-2-year olds.</p> <p>Expansion of CDPS in response to local school closures and falling rolls.</p>	<p>We have a nursery for children who are 2-4 years old.</p> <p>We have waiting lists in all year groups to join the school.</p>	<p>We are able to support more families in our community before they start our school.</p> <p>We have looked at the feasibility of furthering CDPS reach in the community.</p>

Step 2: Key priorities for 2022/23

	Priority	Current Position	How will this help you as a school achieve your medium-term goals?
1	Strengthening the performance of middle leaders.	Middle leaders have a mixture of experience. Some are very skilled at curriculum design but now need experience of monitoring the implementation of their subject.	This will ensure a pipeline of people coming through who will be able to progress to more senior roles within the school. This will support the diversity and inclusion goal of the three-year plan. (Link to our value of academic excellence)
2	Completing the resourcing of curriculum in pupil booklets.	Most foundation subjects have fully or particularly design or completed booklets. However, this work is not yet complete.	This will ensure sustainability of our strong curriculum which continues to be evaluated each year. This allows teacher to focus on knowing the relevant subject knowledge and hone the required pedagogy. This supports the quality goal of our three-year plan. (Link to our value of academic excellence)
3	Improving the broadening horizons offer within art, music and culture.	High quality taught art, music and drama lessons. Children attend trips in art but rarely in music.	This will increase social capital for all children and level the play field with regards to opportunity. This is particularly post pandemic when many opportunities beyond the classroom was forced to stop. This supports the opportunity goal of our three-year plan. (Link to our value of creativity)
4	Strong systems and culture to support good attendance of children.	At least 96% of children have good attendance.	Without strong attendance, children cannot learn effectively or build knowledge over time. (Link to our value of academic excellence)

5	Improve the quality and presentation of written work.	Handwriting is taught daily in all classes however there is differing quality amongst classes and children.	Quality of written work should match their content. Children need to have pride in their written outcomes and learnt to take care in order to avoid mistakes. (Link to our value of academic excellence)
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Step 3: The detail of these priorities 1 – Priority 1 Strengthening the performance of middle leaders.

	WHAT WE WILL DO (key actions to achieve priority)	WHAT SUCCESS WILL LOOK LIKE (Impact actions have if they succeed)	HOW WE WILL KNOW (Evidence of success?)	TERMLY REVIEW (filled in each term) AND NEXT STEPS (Brief update on actions, RAGGED, with key steps for next term - moved to first column if not already identified)
1.1	<ol style="list-style-type: none"> Assistant Headteachers to apply for the NPQH. To be involved in whole school life including EYFS, Nursery, pastoral elements and beyond the classroom. To shadow at least one governors' meeting as an observer. 	<p>All AHT on NPQH course.</p> <p>Each AHT to be confident at leading the school in the absence of the HT.</p>	<p>AHT will have the ability to lead the whole school in the absence of the HT.</p> <p>The HT will have the ability to do outward facing work.</p>	New expanded leadership team in place with strategic roles driving standards forward.
1.2	<ul style="list-style-type: none"> External recruitment of new SENCo Handover between previous SENCo and new staff member. Retain SEND Hub leaders to ensure continuity. 	<p>A SENCo who is able to continue to the work of our existing, outstanding SENCo.</p> <p>A SENCo who is able to support and inspire class teachers.</p> <p>A SENCo is familiar and successful at writing EHCP.</p>	<p>Children with SENC are identified and supported and are making strong progress.</p> <p>This will be identified in pupil progress meetings and through data analysis.</p>	The SENCo is experienced and able to bring new ideas to the already strong SEND provision. He is building strong relationships with staff, children and parents. He has met and observed all children across the school and working with staff the firm up plans for individual

	<ul style="list-style-type: none"> Trust SENCo to support new SENCo whilst in role. 	A SENCo who builds positive relationships with staff, children and parents.		children. There has been a handover between WC and the new SENCo to ensure consistency. New SENCo has joined the safeguarding team as a DDSL.
1.3	<ol style="list-style-type: none"> Staff meeting on computing and audit to identify barriers and solutions. Further training for staff on the current, sequenced and knowledge rich scheme. Learning walks with a focus on computing. Computing lead to support teachers with the implementation of the lessons when required. 	<p>At least weekly computing lessons taking place in each classroom.</p> <p>Staff to feel confident in delivering the curriculum.</p> <p>Children to be making strong progress against an ambitious curriculum.</p>	<p>Assessment of computing.</p> <p>Pupil voice</p> <p>Learning walks by HT, SLT and subject lead.</p>	<p>Staff meeting has taken place.</p> <p>Monitoring of the curriculum is going well and lessons are being completed, impact is that all pupils are gaining sufficient, age expected knowledge.</p> <p>Further learning walks are planned.</p> <p>KAPOW computing is a knowledge rich, well sequenced curriculum. It is ambitious and at least matches the national curriculum.</p> <p>Computing lead is relocating to Norfolk so this role will be handed over in an internal appointment.</p>

1.4	<ol style="list-style-type: none"> 1. Use Stepping into Leadership courses for teachers or middle leaders who are from BAME groups as a stepping stone to the NPQ. 2. More experienced middle leaders to complete NQPSL, apply to become ELE, SSRA Lead practitioners. 3. Subject leads to have quantifiable action plans that focus on evaluation of the curriculum, booklet design, monitoring of implementation and support. 4. Mapping of the curriculum to ensure edits to booklets do not impact on the 	<p>Middle leaders will know the impact of their curriculum area across the school. They will know the true strengths and weaknesses of it's implementation and have a clear action plan</p>	<p>Consistency in delivery of core and foundation subjects across the school.</p> <p>Expert subject leads who are able to coach and mentor other members of staff within their subject area.</p>	<p>One member of staff who previously completed stepping into leadership is now on a course led by Ofsted. The aim is to attract more BAME leaders into considering Ofsted as potential career in the future. The course is a one year shadow experience.</p> <p>One teacher is due to start an NPQ to give her the confidence to take a middle leadership position.</p> <p>Four members of support staff are being upskilled through a level 3 and business managers course. This will provide career progression.</p> <p>Five members of staff, not limited to teachers, have been successful in applying to become lead practitioners.</p> <p>All subject leads have quantifiable actions plans. They have ring fenced time, each week, to monitor the implementation of these plans. They regularly meet with</p>
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	<p>progression and sequencing of the curriculum.</p> <p>5. To ensure subject leads use their additional PPA time to monitor the curriculum in action and provide training for staff where needed.</p> <p>6. Subject leads to attend relevant training to ensure they are experts in their subject.</p>			<p>SLT to track progress within subject areas.</p> <p>The entire curriculum has now been mapped and checked against the NC for challenge/clear sequencing.</p> <p>Additional training for computing lead is being given this term. All other leads are experienced within their subject area and do not require training at this time.</p>
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Priority 3 - Improving the broadening horizons offer within art, music and culture.

	WHAT WE WILL DO (key actions to achieve priority)	WHAT SUCCESS WILL LOOK LIKE (Impact actions have if they succeed)	HOW WE WILL KNOW (Evidence of success?)	TERMLY REVIEW AND NEXT STEPS (Brief update on actions, RAGGED, with key steps for next term - moved to first column if not already identified)
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2.1	<ol style="list-style-type: none"> 1. Plan and schedule gallery visits. 2. Continue to work with the Philharmonic orchestra. 3. Link orchestras and gallery visit to enhance and compliment the taught curriculum. 	Every child visits a gallery and hears classical music as part of the creative art curriculum.	<p>Children are knowledgeable of opportunities to appreciate the arts outside of the classroom.</p> <p>Trips will be planned in advance.</p> <p>Photographs of the visits will be shared on the school blog, twitter and Instagram.</p> <p>Children will write about their visits and the knowledge they have learnt during lessons.</p>	<p>Art curriculum and teaching remains strong. HT has completed learning walk for this subject.</p> <p>All trips and opportunities have been mapped out.</p> <p>We continue to work with the Philharmonic orchestra. We are about to begin a project where we focus on representation within classical music. A teacher from a BAME background will work with targeted pupils to give additional tuition whilst providing representation from BAME group within a career which is typically white British.</p> <p>Ofsted visited and completed a research review. Although findings are not reported, we received positive praise for our music provision.</p>

2.2	<ol style="list-style-type: none"> 1. Gain the ability to accredit children with the qualification. 2. Use work books to track progress of theory. 3. Ensure children who can gain a higher qualification get this opportunity. 	All children achieving a graded exam by year 6.	There will be evidence of children progressing through the curriculum and evidence of this in booklets.	<p>Work books are still a work in progress.</p> <p>We have been accredited to deliver the qualification for all pupils. This will be completed by the end of the academic year.</p> <p>Provider sourced to complete the assessments at the end of the summer term. This is affordable for the school.</p>
2.3	<ol style="list-style-type: none"> 1. Class teachers to teach art lessons. 2. Art lead train staff with knowledge and skill before going on maternity leave (June INSET) 3. HT/SLT/Year leads to monitor art. 4. Share art work with parents on Instagram. 	No change in the quality of implementing the art curriculum and no change in art outcomes whilst art lead is on maternity leave.	<p>Evidence in children's art books.</p> <p>Quality of art displayed around the school.</p> <p>Quality of art shown at art sharing and on social media.</p> <p>Children's enjoyment of art.</p>	<p>HT completed learning walks for all classes. Strong, sequenced curriculum with expert delivery. Handover from art lead to teachers was exceptional. Art lead to return from maternity leave in February. HT hired an art technician to ensure all lesson are resourced and prepped for teachers to ensure that high ambition within the curriculum continues.</p> <p>Children continue to enjoy art and this is evident in the celebration around the school and their portfolio of work.</p>

	<p>5. Class teachers to use curriculum and lessons plans created by the art specialists.</p> <p>6. Teachers to use art room.</p>			
2.4	Creation of booklets in KS2 to monitor progress in music theory.	Children's progress being evident in the work books which have been created by the school.	Book looks and outcomes of music assessment.	In progress and due to be completed by the end of the year.
	<p>Widen the offer by including an additional day for the 0-2 provision.</p> <p>Create second tier of health professional support.</p> <p>Increased publicity on twitter, Instagram and local networks.</p> <p>Find funding solutions to make this a long-term opportunity for members of the local community.</p>	<p>Families outside of the CDPS community are attending our school.</p> <p>Families know what professional services are available to them and how to access them.</p>	<p>Monitoring of numbers.</p> <p>Parent voice through surveys.</p>	<p>Full extra curricular offer. 90% of children signed up to a free club.</p> <p>Creation of second tier to support parenting around supporting mental health. This has been launched within CDPS and will be expanded to 0-2 offer if successful.</p> <p>0-2 stay and play continues to be popular and we now have regular attenders from the community.</p> <p>Working on funding solutions is yet to begin.</p>

2.5	<p>-Name change for PTA which is representative of all groups involved. E.g. It's not only teachers who attend out of the staff.</p> <p>-More families involved with specific roles.</p> <p>-More cultural events.</p> <p>-Children involved I the running of events.</p> <p>-Aims for spending to parent snot what their money is going towards.</p>	<p>An enlarged PTA made up of school staff and families, including children.</p> <p>A calendar of multi-cultural events to engage the diverse local community.</p> <p>Increase in funds raised for the school.</p>	<p>Number of parents attending events.</p> <p>Monitoring calendar of events.</p> <p>Monitoring the funds raised.</p>	<p>Children are involved in running events.</p> <p>International evening has taken place.</p> <p>PTA AGM took place</p> <p>Name change took place and is more inclusive.</p> <p>Parents have been informed that PTA funds will be used to supplement musical instruments. Once this is complete it will be to resurface the Lant Street playgrounds.</p> <p>Calendar of cultural events needs to be shared with all stake holders.</p> <p>Need to be aware the chair is leaving at the end of this year. I have met with the new chair who will be taking over.</p>
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Priority 2 - By July 2023 ... Completing the resourcing of curriculum in pupil booklets.

	WHAT WE WILL DO (key actions to achieve priority)	WHAT SUCCESS WILL LOOK LIKE (Impact actions have if they succeed)	HOW WE WILL KNOW (Evidence of success?)	TERMLY REVIEW AND NEXT STEPS (Brief update on actions, RAGGED, with key steps for next term - moved to first column if not already identified)
3.1	<p>Trial of “Fluency focus,” created by CD research school.</p> <p>Weekly fluency lessons led by third teacher for children who have been identified as needing fluency support to keep up.</p>	<p>Children who have confident decoding skills but not yet achieving at the expected level in NFER assessments and guided reading lessons will have interventions based upon the fluency project. Children will be working at the expected level for their year group.</p>	<p>NFER assessments</p> <p>Book monitoring</p> <p>Learning walk and coaching of the teacher delivering the interventions.</p>	<p>This is being implemented well. Due to it’s success CDPS has been asked to create further sessions bring in around £20000. The resources created will also be used at CDPS.</p>
3.2	<p>To create a suit of resources that are consistent in design, to avoid cognitive overload which teachers can adapt for their lessons. E.g. word banks with visuals and scaffolds.</p> <p>Teachers will receive further training on their implementation.</p>	<p>Teachers have a toolkit of scaffolds which are consistent in format. They are used sparingly to enable specific children to be successful in their learning.</p>	<p>Planning</p> <p>Book monitoring</p> <p>Instructional coaching</p> <p>Pupil progress meetings</p>	<p>All experts and interested stake holders have met to discuss the issues with current scaffolds and where we wish to get to. ELEs have been included to ensure we are following the latest guidance on the use of scaffolds. Work has begun on creating consistent resources for English. Work due to be complete by the end of the spring term.</p>

	To avoid using unnecessary scaffolds which can limit outcomes.			
3.3	<ol style="list-style-type: none"> 1. Continue to use Floppy's phonics. 2. Use coaching to ensure consistency in approach. 3. Provide training for newer member of staff and staff who need it. <p>Keep up intervention groups in Reception, year one. Catch up intervention groups in year two upwards.</p>	100% of children in year passing the phonics screener.	<p>Tracking of the phase children are working on through the Floppy's phonics assessment.</p> <p>Pupil progress meetings.</p> <p>Phonics lead to monitor implementation of lessons.</p>	<p>Fidelity to Floppy's phonics is observed through out the school.</p> <p>Children in reception and year one are making strong progress.</p> <p>Children are being tracked so we know exactly where they are.</p> <p>Subject knowledge amongst staff is strong due to ongoing training.</p> <p>Books are matched to children's ability.</p>

				<p>Additional catch up work for children in yr2 who didn't pass the screener in year one.</p> <p>Phonics sharing sessions for parents are scheduled for the week after half term.</p> <p>On track to be above 90% for phonics screener.</p>
3.4	<ol style="list-style-type: none"> 1. Gain staff feedback on the science booklets. 2. Carefully check the booklets against the original science curriculum map to ensure sequencing maintains. 3. Design finalised booklets including updated activities, scaffolds, visuals, word banks and quizzes. <p>Ensure children's knowledge builds up to writing like a scientist.</p>	<p>Completed science booklets that support teaching in the classroom.</p> <p>Knowledge rich lessons with opportunities for investigation.</p>	<p>Book monitoring</p> <p>Staff voice</p>	<p>Learning walks and books scrutiny have taken place and we are pleased with the ambition of the curriculum and consistent implementation of lessons. Booklets are now used throughout the school. Realistically the design work to make published booklets would take over a year. The trust visual arts designer who works for CDPS for two days a week but is now moved to only one day. Final completion of published booklets is not a priority.</p>

3.5	To finalise and publish the spring and summer term wellbeing booklets.	<p>Completed spring and summer term booklets which replace the current homemade ones.</p> <p>A sellable product on our wellbeing school website.</p>	Set date specific goals for completion and HT to monitor.	Currently working on the summer booklets. Spring term is complete.
3.6	<ul style="list-style-type: none"> • Booklets created using the current understanding world lessons which are carefully sequenced. • Booklets to be created in the style of maths no problem and have a focus on accessibility. • Staff trained on how to access the books. • Careful consideration given to GLD and yr1 planning so books prepare children for KS1. 	<p>The current best practice in understanding world lessons to be captured to support teachers delivering lessons.</p> <p>Teachers who feel confident in delivering the lessons and a consistent approach in both classes.</p>	<p>Meeting deadlines for completion.</p> <p>Book monitoring, learning walks and instructional coaching.</p>	<p>Understanding the world lessons have been carefully planned and sequenced. Booklets are now being used.</p> <p>In addition to this, plans are being created to enhance the learning within the continuous provision would be an additional strength within our already outstanding EYFS. These activities would link to the ongoing assessment within reception.</p>
3.7	<ul style="list-style-type: none"> • Behaviour booklets focusing on racism, sexism, homophobia which teaches children about these areas. • Quizzing to ensure children have understood what they have read. • Quizzing to ensure they know what to do differently. 	<p>Consistent use of restorative practice and re-education when a child does something wrong.</p> <p>When a child does something wrong they will receive a consequence but also specific</p>	<p>Meeting deadlines for completion of booklets.</p> <p>Trial of homemade booklets completed.</p> <p>Evidence of booklets in other trust schools.</p>	<p>It has been agreed that this idea would also benefit other schools in the trust so the trust visual arts designer would complete this work during trust allocated time. We are yet to get a date for when this will commence but we know it will be this year. CDPS has designed the first draft booklets which worked well but we</p>

	<ul style="list-style-type: none"> Length of punishment relates to how long it takes a child to understand their behaviour. <p>Consistent use of booklets throughout the school.</p>	<p>teaching to ensure they do not commit the same offence.</p>	<p>Monitoring behaviour records to see if the booklets are having a positive impact.</p>	<p>would like to redraft the activities to make them more accessible. The second versions currently being created.</p> <p>Further to this work, we have created a character curriculum which teaches key behaviours and manners that we want to see from the CDPS children.</p>
3.8	<ul style="list-style-type: none"> Booklets created to compliment current French lessons. Current plans, resources used to create booklets. Books show children progress of written French and understanding. The current Latin book model used when created French booklets. 	<p>French curriculum resources are captured in children's workbook.</p> <p>The school is future proofed so that any member of staff or language specialist is able to pick up the curriculum and deliver it to a high standard.</p>	<p>MFL lead meeting deadlines.</p> <p>Visual design lead meeting deadlines for completion.</p> <p>Book monitoring</p>	<p>I do not believe converting our current curriculum would be a financially efficient way of delivering French lessons. For less than £200 you can purchase an ambitious, sequenced, online scheme with booklets, presentations, lesson plans and videos. We have now purchased this software as our solution.</p> <p>Mandarin teachers will begin with us after half term offer full-time Mandarin in the school. The successful Latin curriculum has been broadened to cover the whole of KS2 rather than just year 5.</p>
3.9	<ul style="list-style-type: none"> Continuation of Latin in years 5 and 6. 	<p>Teachers are confident in their subject knowledge and delivery of Latin lessons.</p>	<p>Learning walks</p>	<p>See above</p>

	<ul style="list-style-type: none"> Teachers involved in the teaching of lessons alongside MFL teacher. Teachers to use booklets to help them understand the components of each lesson in the sequence. <p>MFL teacher to monitor lessons.</p>	<p>All children in year 5 and 6 complete weekly Latin lessons.</p>	<p>Instructional coaching</p>	
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Priority 4 - By July 2023 Strong systems and culture to support good attendance of children.

	<p>WHAT WE WILL DO (key actions to achieve priority)</p>	<p>WHAT SUCCESS WILL LOOK LIKE (Impact actions have if they succeed)</p>	<p>HOW WE WILL KNOW (Evidence of success?)</p>	<p>TERMLY REVIEW AND NEXT STEPS (Brief update on actions, RAGGED, with key steps for next term - moved to first column if not already identified)</p>

4.1	<p>Only accept term time absence request in exceptional circumstances.</p> <p>Attendance officer and Early help manager continues to monitor attendance daily and support relevant families.</p> <p>Three tired approach to tackling attendance including reminder letters, meeting with parents and then early help support when needed.</p> <p>Parents warned before their child reaches 95%.</p> <p>School to fully understand each child's attendance before communicating with families.</p>	<p>Attendance is at or above 96% for all groups.</p> <p>We will follow trust policy in all incidences.</p>	<p>Attendance is at or above 96% for all groups.</p>	<p>Attendance continues to climb. Now above 95% and persistent absences are decreasing. We are above national averages for attendance.</p> <p>The school continues to follow trust policy.</p> <p>We aim to 96% by the end of the summer term.</p>
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Priority 5 - Improve the quality and presentation of written work.

	<p>WHAT WE WILL DO (key actions to achieve priority)</p>	<p>WHAT SUCCESS WILL LOOK LIKE (Impact actions have if they succeed)</p>	<p>HOW WE WILL KNOW (Evidence of success?)</p>	<p>TERMLY REVIEW AND NEXT STEPS (Brief update on actions, RAGGED, with key steps for next term - moved to first column if not already identified)</p>
5.1	<ul style="list-style-type: none"> • CPD for all staff on effective feedback and whole class feedback systems. • Book monitoring to ensure children are acting on feedback. • Year group leads to do informal book looks in their weekly planning meeting to ensure quality and <ul style="list-style-type: none"> • consistency across classes. <p>Training on using comparative judgement scripts.</p>	<p>Children receiving daily verbal feedback which allows them to make progress.</p> <p>Consistency in each classroom.</p> <p>Teachers quickly addressing misconceptions.</p>	<p>Book monitoring</p> <p>Instructional coaching</p> <p>Learning walks</p> <p>Pupil progress meetings</p>	<p>Feedback training has been given to all new staff.</p> <p>Instructional coaching planned out and supporting teachers.</p> <p>Subject leads given allocated time, each week, to monitor their subject area.</p> <p>HT and SLT complete regular informal learning walks in specific subject areas to understand training needs.</p> <p>More feedback training scheduled for some specific teachers who need it.</p>

				Generally misconceptions are being addressed well so the feedback policy is working.
5.2	<ol style="list-style-type: none"> 1. Reminder CPD on handwriting. 2. Handwriting expectations will be part of instructional coaching. 3. Presentations expectations will be made clear to all staff at the start of the year. <p>Presentation and handwriting will be monitored as part of book look.</p>	<p>All children to have high expectations of their presentation.</p> <p>All staff to have high expectations of their children's presentation.</p> <p>Children using at least age expected formation of letters.</p>	<p>Book monitoring</p> <p>Learning walks</p> <p>Instructional coaching</p> <p>Pupil progress meetings</p> <p>Comparitive judgement</p>	<p>CPD complete.</p> <p>Impact-outcomes for children are stronger and children's handwriting is getting better.</p>