

KIBBLESWORTH ACADEMY

Summary School Improvement Plan 2021 -2022

October 2021



1. Quality of Education Intent – curriculum design Implementation - teaching Impact – pupil outcomes	2. Behaviour and Attitudes	3. Personal Development	4. Leadership and Management	5. EYFS
<p>1.1 Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p>1.2 Secure standards of attainment and achievement in reading, relative to pupils' starting positions across all key stages.</p> <p>1.3 Secure attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing.</p> <p>1.4 Complete NACE award application process and gain accreditation.</p> <p>1.5 Increase teaching and learning focused CPD to further enhance the quality of teaching and learning.</p>	<p>2.1 Develop consistency in terms of the consolidation of a positive behaviour model across classrooms, including scripts, rules and rewards.</p> <p>2.2 Review and enhance interventions and support for attendance, particularly in relation to pupils who are at risk of low attendance (below 90%) or have a pattern of lower attendance historically.</p>	<p>3.1 Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital</p> <p>3.2 Embed strategies to support the mental and physical wellbeing of pupils and staff.</p> <p>3.3 Develop Learning to Learn strategies within the curriculum, with particular emphasis on oracy, metacognition, self regulation and retrieval practice.</p>	<p>4.1 To facilitate link governor visits to deliver effective challenge and support to school leaders.</p> <p>4.2 To continue to develop leadership at all levels within school to allow phase leaders to monitor the progress of year groups, areas of learning and pupil groups.</p>	<p>5.1 To embed changes to practice in light of the 2021 EYFS reforms.</p> <p>5.2 To continue to develop our curriculum offer and structure in light of the changes towards a more integrated EYFS unit.</p>

Key Priority 1.1	Quality of Education - Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.	
What will be different for the children?	A cohesive, spiral curriculum that both engages children and prepares them for the next stage of their education. By the end of KS2, all children will have a broad range of experiences and a strong understanding of the skills and knowledge linked to all areas of the curriculum.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. The continued refinement and evaluation of a curriculum that is designed to give all pupils the knowledge, skills and cultural capital they need to succeed in life, fulfilling the content of our curriculum statement and vision. 		How we will know we have achieved it: <ul style="list-style-type: none"> • All year groups are delivering a cohesive, planned curriculum across all subjects which develops skills and delivers knowledge progressively. • Subject coordinators can clearly articulate the rationale behind curriculum design and implementation – why this?, why now? • Evidence of knowledge being embedded and retained through pupil discussions and reviews. • Assessment protocols established and understood by all teachers for all subjects by Dec 2021. • Series of events and experiences mapped out across all key stages to establish pupil entitlement within the school. • Vision for each subject, linked to whole school curriculum vision, written and published, demonstrating intent by October 2021
Key People, including leader		Funding and Resources
HT, DHT, SLT, SIP, Teachers Curriculum – Craig Steel (CS) Reading – Sarah Renton (SR) Phonics – Katie Short (KS)		Curriculum Maestro - (£3,000 PA) Accelerated Reader (£2500 PA) Classroom Secrets (£200 PA) CLPE Additional release time per teacher - £70 per teacher per session.

Key Priority 1.2	Quality of education - To raise standards of achievement and attainment in reading across all key stages
What will be different for the children?	Children will engage with reading more readily and standards of achievement and attainment will increase in all key stages. Children will be supported and encouraged to work with more sophisticated texts, in turn leading to a greater percentage of pupils reaching greater depth in end of key stage assessments.
Targets	Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. All children will engage with reading, as a result of modelling from class teachers and staff, and will demonstrate positive attitudes towards the subject. 2. To increase the level of independent and home reading across all key stages. 3. Accurate assessment to demonstrate achievement and attainment. 4. Well planned and accurately delivered phonic teaching in EYFS, KS1 and KS2. 5. To raise levels of achievement and attainment at the end of all key stages. 	<p>How we will know we have achieved it:</p> <ul style="list-style-type: none"> • Pupil interviews and surveys indicate positive attitudes to reading in all key stages • Engagement time on AR is consistently above year group targets for all pupils. • Staff conversations around book recommendations with pupils. • AP data indicates improved attainment levels at ARE and above ARE • End of Key Stage SATs show positive progress measures at KS2 and attainment above national and local averages at KS1. • Pupil reviews show reading journals being used in line with school policy, both at home and in school, and in well planned guided reading sessions. • Drop ins and learning walks demonstrate strong guided reading routines and the active teaching of reading strategies. • Year 1 phonic screening will show an increase on the percentage of pupils who achieved expected in the reading strand at the end of EYFS. • Class teachers make the use of phonic strategies explicit throughout guided reading, writing and spelling sessions throughout KS1 and KS2. • Pupils who are not yet phonetically secure in KS2 will receive intervention to support them to make progress.
Key People, including leader	Funding and Resources
Sarah Renton Katie Short (Phonics) All class teachers	Renaissance Place - £2500 PA Whole class text stock – approx. £100 per half term where new stock required. Independent reading stock – combination of Scholastic resources and AR / Reading Rails targeted titles - £1000

Key Priority 1.3	Quality of Education - Increase attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing.
What will be different for the children?	Children will demonstrate a greater mastery of the basic skills of writing, be less reluctant to commit to putting pencil to paper, and will fully engage with writing lessons. This secure basic knowledge will allow those who are able to develop further. With support of teachers, pupils will exercise greater control and higher level skills, gaining confidence and demonstrating high levels of attainment across a range of genres and purposes.
Targets	Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. A greater percentage of pupils working at greater depth in reading at KS2 than was the case at KS1 across all groups 2. A greater percentage of pupils working at greater depth in writing at KS2 than was the case at KS1 across all groups 3. Upskilled staff who are able to identify, challenge and support more able pupils in all areas of learning 	How we will know we have achieved it: <ul style="list-style-type: none"> SAT results show a greater percentage of pupils working at greater depth in reading and writing. A greater percentage of pupils are identified as working at greater depth through school tracking systems. A greater percentage of pupils are achieving success when accessing higher level challenges within reading and writing. Key groups, such as the disadvantaged, show an increase in the percentage of pupils working at greater depth in reading and writing. More able pupils are challenged and supported across the curriculum. Those with the potential to work at greater depth are identified quickly and supported to reach their potential.
Key People, including leader	Funding and Resources
HT, DHT, SLT, SIP, Teachers	Accelerated reader (£2500 PA) English for the More Able The Write Stuff Cornerstones Reading & SPaG assessments LBQ (£??)

Key Priority 1.4	Quality of education - Complete NACE award application process and gain accreditation.	
What will be different for the children?	Provision for More Able pupils will be aligned to their needs, ensuring challenge for all pupils across the school.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. Complete audit of more able provision 2. Be prepared for accreditation visit (Jan22) 3. Increased focus and development of provision for most able 4. Recognition of provision through NACE award 		How we will know we have achieved it: <ol style="list-style-type: none"> 1. All areas of the curriculum and all year groups will engage with the NACE award audit 2. Evidence base for all areas of the award are complete 3. Teaching and learning demonstrates a clear focus on provision for the more able across all curriculum areas 4. NACE award is achieved
Key People, including leader		Funding and Resources
Sarah Renton Craig Steel All subject leads		Training day Staff meeting time Autumn term Release to deliver CPD to TAs £150 training budget for TA hours to facilitate training

Key Priority 2.1	Develop consistency in terms of the consolidation of a positive behaviour model across classrooms, including scripts, rules and rewards.	
What will be different for the children?	Behaviour management strategies employed by staff are more positive resulting in a calmer and more positive learning environment for all pupils. Where issues do arise, children demonstrate higher levels of resilience and the ability to move on from setbacks and problems.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. A positive and purposeful learning environment based on strong relationships at all levels. 2. A consistent approach to behaviour and relationship management at all levels across the school. 3. A policy which supports and reflects good practice across the setting. 		How we will know we have achieved it: <ul style="list-style-type: none"> • Incidences of low level disruptions reduced across classrooms (CPOMS) • Reduction in number of internal and fixed term exclusions from classrooms • Pupils show a greater understanding of conflict resolution and use it to solve minor disagreements themselves. • Children report positively on the standards of behaviour in school. • Pupils feel safe and happy in school, and know how to deal with a problem. • A reduction in the number of bullying behaviours demonstrated in school. • Strategies and approaches detailed in policy are apparent in daily practice.
Key People, including leader		Funding and Resources
HT, DHT, SLT, SIP, Teachers		When the adults change, everything changes – resources and text books for staff - £160 Training day Staff meetings to follow up implementation.

Key Priority 2.2	2.2 Review and enhance interventions and support for attendance, particularly in relation to pupils who are currently at risk of low attendance (below 90%) or have a pattern of lower attendance historically.	
What will be different for the children?		
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. Reduction in the percentage of children classed as PA across the academic year. 2. Attendance of all pupils is >97% for the academic year. 3. Gaps in attendance between key groups are reduced across the academic year. 		How we will know we have achieved it: <ul style="list-style-type: none"> • All target historically PA children show increased attendance levels • Attendance level of all children >97% at each assessment point. • Minimal gaps in attendance levels between key groups of pupils
Key People, including leader		Funding and Resources
HT , DHT, SLT, SIP, Teachers		<ul style="list-style-type: none"> • Percentage of PP funding linked to target pupils used to support monitoring and intervention work.

Key Priority 3.1	Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital	
What will be different for the children?		
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. SMSC activities and experiences will be embedded across all areas of the curriculum 2. Tracking of all SMSC activity through Grid Tracker 3. Opportunities are put in place to raise aspirations of all pupils 4. Opportunities to increase cultural capital are planned for and mapped across all year groups. 		How we will know we have achieved it: <ul style="list-style-type: none"> • Opportunities to develop SMSC across curriculum are noted in planning and delivery. • SMSC Grid Tracker is up to date and used proactively to plan opportunities for SMSC development. • Identified areas of cultural capital are mapped across all subject areas and year groups.
Key People, including leader		Funding and Resources
HT Katie Short SLT Chair of governors (CoG)		SMSC grid tracker Jigsaw Cornerstones PSHE

Key Priority 3.2	Personal development - Continue to develop and embed wellbeing strategies to develop the physical and emotional wellbeing of pupils and staff	
What will be different for the children?	Healthier, better informed, choices made by all pupils. Increase in physical activity at break and lunchtimes. Increase in after school take up of clubs and access to external clubs.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. Increase access to daily mile by pupils to 100% 2. Improve facilities and resources to encourage year round exercise 3. Increased proportion of after school clubs focusing on exercise and sport 4. Development of forest school provision to support emotional and physical development 5. Increased uptake in club access at external after school clubs and organisations. 		How we will know we have achieved it: <ul style="list-style-type: none"> • All classes access daily mile or relevant physical activity • Running track installed to allow year round access to field • All classes to have one sports and physical activity based club per term with access available to all • All classes to be offered forest school provision in school, and at least one half term of after school provision • An increased number of pupils joining clubs as a result of exposure through school sport.
Key People, including leader		Funding and Resources
HT, DHT, SLT, SIP, Teachers A Ridley		SSCO Sports Premium

Key Priority 4.1	Leadership and management - To facilitate link governor visits to deliver effective challenge and support to school leaders.	
What will be different for the children?	Challenge and support will ensure targets are met, and standards increase across the school.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. Link governor roles reviewed and roles allocated 2. Series of planned link governor visits take place across the school 3. Appropriately challenging feedback and reports available to all school staff 4. Knowledgeable governors who understand their areas of responsibility 		How we will know we have achieved it: <ul style="list-style-type: none"> • Documentation relating to governor links available in handbook and on school website. • Timetable of planned visits across the academic year which encompasses all key areas of the school. • Written reports fed back to staff to support continued development and appropriate challenge. • Governors can talk confidently and with authority about their area of responsibility
Key People, including leader		Funding and Resources
HT , DHT, SLT, SIP, Teachers		Monitoring plan Monitoring focus forms (office 365)

Key Priority 4.2	Leadership and management - To continue to develop leadership at all levels within school to allow subject leaders to monitor the progress of year groups, areas of learning and pupil groups.	
What will be different for the children?	Monitoring of subjects will result in a stronger curriculum offer, ensuring the pupils' have the best curriculum possible.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. To upskill all subject co-ordinators to allow them to successfully co-ordinate a curriculum subject or area within the school. 2. To enable all subject co-ordinators to take greater control over their professional development 		How we will know we have achieved it: <ul style="list-style-type: none"> • Subject co-ordinators have the ability to conduct learning walks, pupil interviews and scrutinies related to their area of responsibility • Subject co-ordinators are able to deliver CPD relating to their area of responsibility. • Subject co-ordinators have a clear understanding of the requirements of their subject area, and an appreciation of how to translate the school vision into their own curriculum development. • Subject co-ordinators have a sound understanding of the strengths and areas for development relating to their area of responsibility and are able to communicate these effectively to governors and senior leaders.
Key People, including leader		Funding and Resources
C Steel S Renton All middle leaders		Release time to allow learning walks to take place – at least one per term per subject, two for core areas. Release to plan units of work and subject coverage – twilight time used for this as well as one half day of additional release per half term.

Key Priority 5.1	EYFS – To modify pupil review, moderation and tracking in light of the 2021 EYFS reforms.	
What will be different for the children?	Streamlined tracking will allow more effective moderation and pupil reviews, as well as providing additional time for practitioners to develop their roles as play partners, increasing the amount of interaction that can take place with children.	
Targets		Success Criteria
What we will achieve: 1.Streamlined pupil tracking 2.Effective moderation of pupils and outcomes 3.Additional time available for adult / pupil interaction		How we will know we have achieved it: 1.Tracking of pupil attainment is reduced to a more manageable level, whilst still retaining the depth to allow strengths, weaknesses and next steps to be identified quickly. 2.Professional dialogues between adults in school focus on the next steps for each child and appropriate provision. 3.Practitioners spend more time working alongside children as play partners with less administration to be completed.
Key People, including leader		Funding and Resources
Katie Short (EYFS lead) Sarah Renton (Deputy Head) Craig Steel (Head Teacher)		Development of working group between other Gateshead schools including Ryton Federation and High Spennet to develop shared practice.

Key Priority 5.2	EYFS –To continue to promote challenge, exploration and a love of learning; <ul style="list-style-type: none"> • Develop provocations and the balance of child initiated / adult led activities • Enhance the curriculum offer through the consistent introduction of appropriate linked continuous provision.
What will be different for the children?	Basic provision will ensure that resources exist to allow them to explore their interests, from which well-considered and timely enhancements will evolve. Continuous provision will ensure that this new learning continues, and any new concepts introduced in small group or adult led activities are also supported. Interests will be followed and interwoven with adult led activities to broaden their horizons and add to their store of cultural capital.
Targets	Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. Environments that consistently have a range of well-planned and appropriate provocations linked to the interests of the children. 2. Adult led activities, where appropriate, support children to progress in all areas of learning, coupled with well-resourced and stimulating areas to facilitate child-initiated activities and continuous provision. 3. A range of experiences, provocations and content which can be interwoven by adults at appropriate points across the EYFS, such as suggested texts, cultural experiences, and forest school provision to enhance our offer and build cultural capital. 	How we will know we have achieved it: <ul style="list-style-type: none"> • Children engage in purposeful play, using a mixture of provocations and child-initiated activities to sustain their interest. • Adult led activities are purposeful and well planned to meet the needs of the children. • Resources are consistently in place to ensure that any interests that are developed with an adult can be followed independently across a range of areas. • Environments are consistent in set up and engaging to pupils, encouraging sustained play. • Children are exposed to a range of new experiences across the EYFS to broaden their horizons and increase their store of cultural capital.
Key People, including leader	Funding and Resources
Katie Short (EYFS lead) Chloe Shaw Carole Baker Deborah Johnston	Curriculum planning documents and policies indicate possible avenues to develop cultural capital – art, music, science – and include the EYFS Budget for enhancements as required over the year.

Key Priority 5.3	EYFS – To build consistency and strengthen links within the EYFS	
What will be different for the children?	Systems and procedures with the EYFS will be consistent within both classrooms. This will support transition for pupils between the two classrooms, and will also support consistency of judgement through shared moderation.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. To ensure that moderation across rooms delivers consistency in teaching and learning and accuracy in judgements. 2. To establish consistency in practice and approach between Nursery and Reception. 3. To ensure that transition between Nursery and Reception is smooth for all pupils. 		How we will know we have achieved it: <ul style="list-style-type: none"> • Although separate, links will be maintained between the two rooms and progression in expectation and delivery will be evident. • Systems and procedures are consistent between both classrooms where appropriate. • Regular meetings take place to develop practice across both rooms, build consistency, and deliver training to all staff, including support staff. • Children enjoy a smooth and seamless transition between Nursery and Reception, with the majority of children clear on expectations and the routines that exist.
Key People, including leader		Funding and Resources
Katie Short (EYFS lead)		Release time where appropriate for training and meetings between both classrooms.

Key Priority 5.4	EYFS – To continue to develop leadership within the EYFS	
What will be different for the children?	A consistency will be established between the two classrooms. Opportunity to develop leadership role will lead to improved opportunities for pupils.	
Targets		Success Criteria
What we will achieve: <ol style="list-style-type: none"> 1. Timetabled EYFS meetings to develop staff. 2. Proactive RAP, looking at the ongoing development of EYFS. 3. Strong performance management and mentoring of staff. 4. A role for the EYFS lead in setting the vision and direction for the department. 5. EYFS leadership that can confidently and clearly articulate the vision and values of the EYFS, and answer the fundamental questions of why this? why now? 		How we will know we have achieved it: <ul style="list-style-type: none"> • Regular, purposeful EYFS meetings where training is delivered and matters relating to EYFS considered. • Clear curriculum rationale established which delivers progression and continuity between classrooms. • RAP in place for EYFS which builds on the themes developed in the SDP. • Records of regular performance management meetings for teachers and support staff to support practice and professional development. • A clearly articulated vision and rationale for EY practice which is communicated effectively by the EY lead and understood by all.
Key People, including leader		Funding and Resources
Katie Short (EYFS lead) Sarah Renton (Deputy Head) Craig Steel (Head Teacher) Chloe Shaw (Reception Teacher) All EY support staff		Additional release time where required. Release to undertake half termly meetings with support staff to update standards tracker and set short term development targets.