

**School Improvement Plan (2022 – 2023)**

**Improving teaching and learning is at the heart of our School Improvement Plan**

***‘Learning and growing together as we follow Christ’***

Our vision is …

At Tittensor, we nurture wonder and faith and are full of hope and enthusiasm, as we worship together. We encourage all to persevere and grow in learning to our God-given potential. We look after one another and our world, with love and respect, seeking the common good for all.

The key Christian values central to our ethos are:

***Faith, Love, Trust***

***Our Beliefs:***

* ***We believe that every child deserves a Champion***
* ***We believe that we can all improve as teachers & educators***
* ***We believe that all staff should engage in relevant research to further improve their practice***
* ***We believe in the limitless potential of people***
* ***We believe that truly great teaching is that which improves pupils’ progress***
* ***We believe that teaching requires dedication and sweat***
* ***We believe that you cannot just wish teachers & pupils to improve – You have to create the conditions for them to grow***
* ***We believe that basic English & Maths skills are essential to pupils making good progress***
* ***We believe that feedback to pupils should be timely and respond to the needs of the individual so that they can engage with the feedback & improve as a result***
* ***We expect every teacher to plan lessons which include ‘challenge’***
* ***We admire generosity of spirit and commend staff who ‘go that extra mile’***
* ***We acknowledge that we all make mistakes and that we learn from them***
* ***We follow the Christian values of: Friendship, Compassion, Trust, Service, Forgiveness and Creation***

**Our Vision**

Tittensor will be a school where pupils making exceptional progress way beyond that which they themselves think they are capable of, and that all our pupils set off to Middle School as confident, ambitious learners with the personal skills and aptitudes to thrive, with a lifelong love of reading.

Tittensor will be a school where we have a challenging, inclusive curriculum, one which fosters questioning, curiosity and imagination, and is shaped according to what our pupils need in order to thrive for the rest of their lives as spiritual, ethical, informed global citizens.

Tittensor will be a school where we have a highly functioning Pastoral system, one where our pastoral and academic systems operate seamlessly together as one to ensure that every child at Tittensor has a voice and a choice.

Tittensor will be a school where pupils are provided with outstanding opportunities to succeed, both inside and outside the classroom

Tittensor will be a school where we have the highest expectations of pupils and ourselves, where every pupil, no matter his or her starting point, is expected to try as hard as he or she can, and behave as well as he or she can, without qualification.

Tittensor will be a school where we have truly great, evidence-based teaching & learning, where we collaborate as a whole staff on finding out what works and we evaluate our practice regularly against what we know works.

Tittensor will be a school where we have high levels of parental support, where parents have the highest aspirations for their children, where they work with us to foster curiosity and imagination in their children.

Tittensor will be a school where we cherish health and wellbeing, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Tittensor School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

Tittensor will be a school where we have a core set of values that we live by, where our core Christian values – Faith, Love, Truth – direct our every interaction.

Tittensor will be a school where all our children are equipped with the skills to be critical thinkers, able to use initiative and a growing entrepreneurialism to ask questions and solve problems. They will be confident speakers who can hold authentic conversations with adults and children.

Tittensor will be a school where our pupils will be global citizens who actively engage with opportunities for innovation and collaboration, and are confident in the use of the ever-changing technologies that are available to them.

***‘Learning and growing together as we follow Christ’***

**Overview of General Success Measures 2022-2023**

Our headline Key Stage 1 national success measures will place us in the top 10% of comparable schools

All teaching will be rated at least good, with at least 40% of teaching rated truly great at the end of each Performance Management cycle.

Our pupils will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed.

Our pupils will continue to have a positive attitude to reading, and numbers will be a genuine source of fascination as we raise pupils’ numeracy skills and love of maths even further.

Our teaching & learning strategies will be developed by high quality, evidence-based CPD which will meet the new national CPD standards, and help us to recruit and retain the very best teachers.

We will have a school where our Christian values of Faith, Love, Trust permeate everything we do.

Our Christian ethos will be embedded into our daily lives making us well-rounded, spiritual citizens, equipped for the ever changing world.

**Strands**

1.1 Embrace and embed the concept/understanding of ‘mastery and depth’ – Put ‘reasoning and thinking’ at the centre of learning

1.2 Marking, feedback and assessment

1.3 No walls; no ceiling – outstanding learning outside the classroom complements & enhances the outstanding learning indoors

1.4 Enhance teacher subject knowledge

**1. To enhance pedagogy - Teaching over time in all year groups is outstanding and never less than good**

**Actions**

1.1a Ensure that there are more opportunities for pupils to master the objective (not just cover them) – ensure quality of teaching is more consistent

1.1b Expect pupils to reason and think more deeply – build resilience and resourcefulness

1.1c Create ‘enquiry-based’ classrooms

1.1d Inquisitive learners – Ensure pupils have the skills and opportunities to ask questions willingly (That extend and deepen understanding) - Improve the quality of questioning, especially pupil to pupil questioning

**Actions**

1.3a Involve everyone at Tittensor in thinking about what we like about learning outdoors & what could be better

1.3b Forest Schools – Find out what other outstanding schools are doing & think about how we can learn from them

1.3c Increase the amount of learning happening outdoors & make sure that it is interesting & exciting

1.3d Ensure children are encouraged to experiment with their learning outdoors but know how to keep themselves safe

1.3e Develop outstanding outdoor spaces in the foundation stage to support learning outdoors

1.3f CPD – Train teachers to use the outdoors when teaching, especially science & geography; improve staff knowledge of what to expect of their pupils in all subjects & the best ways to get the highest standard of work from pupils

1.3g Further develop the effectiveness of outdoor provision in nursery and reception in contributing to high outcomes for pupils

**Actions**

1.4a Further develop teacher subject knowledge to provide support and challenge for all pupils, including higher attainers – Whole school CPD

1.4b Audit/identify individual staff strengths/ weaknesses and provide targeted CPD as required

**Actions**

1.2a Embed Marking and Feedback Policy

1.2b Ensure that feedback and assessment are at the core of all teaching

1.2c Whole staff CPD on feedback – all staff work ‘smarter’ and are focused in ensuring that feedback is a vital component in the planning process (Mark-Plan-Teach)

1.2d Ensure that pupils have clear understanding of how they can improve their work.

**Success Criteria -**

* Teaching over time in all year groups is consistently good and often outstanding
* Pupils are encouraged to make their thinking explicit through their questioning
* Work scrutinies, learning walks and lesson observations all show an increase in effective formative assessment.
* Staff mark the agreed number of specified pieces of work over a term, focusing on feedback to improve outcomes
* The vast majority of pupils reach end of year group expectations
* Pupil misconceptions are identified early and corrected

**Strands**

2.1 Ensure effectiveness of ‘interventions’ - To be relentless in securing improved outcomes for children identified as falling behind (including identified vulnerable groups) – Review effectiveness of learning Support Staff

2.2 Ensure all pupils make good progress across the curriculum but especially in Writing

2.3 Rigorous monitoring of data – Progress of groups, especially SEND and Pupil Premium

**2. Outcomes for Pupils - All pupils make substantial and sustained improvement in each year group and across the curriculum**

**Actions**

2.3a Rigorous monitoring/triangulation of Writing – appropriate support/interventions given as early as possible (Early identification)

2.3b Develop ‘Reading for pleasure’ – foster a love of reading

2.3c Forensic data analysis – ensure early identification of any children needing additional support

2.3e Ensure quality cross-curricular opportunities for pupils to apply writing skills

2.3f Monitor the quality of handwriting to ensure standards are always high in writing

2.3h Continue to communicate with, and involve, parents in English development

2.3i Embed the teaching of reading and writing

**Actions**

2.1a Ensure the right type of intervention for potentially vulnerable pupils

2.1b Recognise barriers to learning and provide effective support to pupils to remove them

2.1c Develop use of ‘pre-teaching’ and ‘pre-assessment’

2.1d Maintain targeted support for those pupils eligible for pupil premium

2.1e Ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted high quality, structured intervention, enhancing provision and the smooth running of the school

**Actions**

2.2a All teachers to be able to demonstrate the impact of their teaching on pupil outcomes so that pupils make typical and better progress from their last statutory benchmark

2.2b Continue to develop partnerships that will help us provide excellent professional development

2.2c Quality CPD ensures that all teachers know what typical or better progress looks like for all pupils in their class

2.2d SENDCo to oversee interventions across the school so that all children’s needs are met

2.2e Specialists and other outside agencies are signposted to so that all children succeed and leave Tittensor with a good level of Literacy

**Actions**

2.4b Ensure that all GLD pupils progress to at least meeting expectations and above in reading, writing and maths in KS1

2.4c Accelerate progress of pupils in Writing across KS1 - with a focus on prior middle achievers and more able disadvantaged pupils

**Success Criteria -**

* 100% of staff engaged in some form of CPD opportunity
* All teaching will be rated at least Good, with at least 40% of teaching rated outstanding at the end of each Performance Management
* Our headline Key Stage1 data shows improved outcomes & progress for pupils
* Pupils are given increased opportunities to reason and think deeply – They are more resilient and resourceful
* The quality of pupil questioning (especially pupil to pupil) is improved
* All pupils are able to write at length and in a range of genres

**Strands**

3.1 Secure excellence in leadership & management

3.2 Ensure leaders forensically use evidence available to provide effective support, demonstrate timely progress and pinpoint areas for development/intervention

3.3 Develop role of middle leaders

3.4 Enhance collaboration across network of schools

**3. Leadership & Management – Leaders motivate an effective teaching staff to deliver high quality education for every child**

**Actions**

3.1a All leaders, including governors, are highly ambitious for all pupils and lead by example

3.1b Leaders act on a deep and accurate understanding of the school’s performance

3.1c All staff see themselves as leaders in line with their experience and career development

3.1d Governors to continue to develop knowledge and skills to ensure effective governance and to hold senior leaders to account for school performance

3.1e All Governors contribute to strategic direction of school, ensuring clarity of vision and ethos

3.1f Continue to ensure rigorous Performance Management for all staff is in place

3.1gEnsure financial management is driven by school improvement plan

3.1h Ensure that learning environments promote curiosity and facilitate good learning

3.1l Ensure communication with, and engagement of, parents is good – raising aspirations/ fostering curiosity

**Actions**

3.2a Ensure quality, purposeful half-termly ‘Pupil Progress Meetings’ facilitate accurate data captures which is effectively used to provide early identification of any pupils requiring intervention

3.2b Ensure effective monitoring of interventions – are they effective/fit for purpose?

3.2c Governors continue to strengthen school leadership through challenge & support informed by a secure knowledge of the school’s strengths and areas for improvement

3.2d Enhance links with the Stone Cluster to quality assure assessment/interventions/ data analysis

3.2e Ensure appropriate pastoral care systems are in place

**Actions**

3.4a Develop role of middle leaders to ensure all have the knowledge, understanding and skills to further develop the whole curriculum

3.4b Provide leadership opportunities for staff who demonstrate initiative, drive & vision

3.4c Ensure that every middle leader can develop an aspect of the school – everyone has the chance to be strategic and have an input into direction of the school.

**Success Criteria -**

* A sustainable school which ensures improved teaching and learning for all members and is underpinned by good governance.
* Pupils’ outcomes are maintained/ improve over the next five years – in EYFS, KS1, Y4
* Robust financial management is driven by school improvement plan
* All stakeholders contribute to strategic direction of school – vision and ethos is known and understood by all

**Actions**

3.5a Continue to develop effective headteacher network (DIP)

3.5b Continue to develop effective ‘leaders’ networks (Stone Cluster)

3.5c Continue to provide quality opportunities for pupils to work collaboratively with pupils from other schools

3.5d Explore links with networks in other parts of the country

**Strands**

4.1 Safeguarding

4.2 Mental health/Healthy living for pupils, parents and staff – develop portfolio of agencies

4.3 Employability: Pupils identify & nurture their own talents & ambitions; they are independent & responsible & learn from one another; they are positive, confident & resilient & they take risks to succeed

4.4 Transition arrangements

**4. Mental Health and Wellbeing – Our school community work together to ensure that everyone feels safe, stays well and shows respect to one another.**

**Actions**

4.2a Increase the school’s capacity to support children’s mental health issues

4.2b Children love coming to school & make outstanding progress because all their learning, emotional & pastoral needs are met; no-one is left behind

4.2c Workshops for parents on healthy lifestyles incl nutrition, exercise, common ailments, mental health & medical needs; parent & children cookery & fitness clubs

4.2d Develop approaches to mindfulness for staff and pupils across the school

4.2e The curriculum promotes mental health & wellbeing

4.2f Ensure that the most ‘at risk’ pupils are signposted for dedicated, targeted support – early identification

4.2g All pupils equipped with strategies which enable them to have authentic conversations with themselves, their peers and teachers

4.2i Ensure pastoral care systems are robust and fit for purpose that every child has ‘a voice and a choice’.

**Actions**

4.3a Involve everyone at Tittensor in thinking about how well we prepare pupils for life beyond school

4.3b Develop/enhance employability skills in schools eg resilience, confidence, independence, collaboration & risk-taking

4.3c Focus on employability skills contributes to outstanding teaching & learning & to outstanding achievement – Encourage/teach children to identify & nurture their own talents & ambitions; Teach & use problem solving approaches to promote resilience, independence, collaboration & risk-taking; staff provide excellent models of resilience, confidence, independence, collaboration & risk-taking for pupils to emulate

4.3d Employability skills such as independence & collaboration, resilience & risk-taking begin in the foundation stage – identify what resilience, confidence, independence, collaboration & risk-taking’ means in the foundation stage

**Actions**

4.1a Continued & regular safeguarding, e-safety & PREVENT, improve the whole school community’s understanding of safe online behaviour for our children

4.1b Ensure all safeguarding policies and procedures are robust and effective

4.1c Engage with NSPCC safeguarding programmes

**Actions**

4.4a Continue to improve in-school transition arrangements so that all pupils move smoothly from one year group/key stage to another

4.4b Further enhance links with local Middle Schools to smooth the transition process for pupils

4.4c Enhance links with PVI/ Pre-School providers

**Success Criteria -**

* Pupils are confident, positive and resilient. They are encouraged to critically reflect on their knowledge, understanding and ideas
* The school community work together to ensure all feel safe, stay well and show respect to one another
* ‘Barriers to learning’ are recognised early and learners supported through them
* All pupils consistently display positive learning behaviours
* Pupils understand how they learn and use their understanding to enhance their learning/progress – They can articulate what makes their learning ‘stick’
* Pupils recognise and accept that making mistakes are a natural part of learning

**Strands**

5.1 Make explicit opportunities for cross curricular links – English & Maths

5.2 Ensure a curriculum that recognises the importance of health & wellbeing, including mental & emotional health, in success & happiness

5.3 The school’s broad & balanced curriculum ensures very good learning for all pupils across all subjects

5.4 Ensure that our curriculum is a curriculum that prepares pupils for life

**5. Curriculum - Ensure Curriculum is relevant and challenging – opportunities to extend Maths and English skills in all areas of the curriculum**

**Actions**

5.1a To monitor and evaluate the impact of writing improvement strategies on pupil outcomes and build on this in order to secure sustained, long-term improvement – Cross curricular opportunities

5.1b Map planned reading across the curriculum

Develop & embed ‘English/Literacy for pleasure’

5.1c Planned cross curricular writing opportunities using appropriate vocabulary

5.1d Support pupils to develop fluent reading capabilities – opportunities to read a range of texts across a range of subjects

5.1e Pupils are exposed to a wide range of vocabulary

5.1f Pupils provided with opportunities to develop handwriting fluency (Cursive)

5.1g Pupils are exposed to rich texts

**Actions**

5.2a Examine the potential impact on pupils’ learning of activities to promote character, community, citizenship and spirituality

5.2b Pupils demonstrate strong values and digital resilience

5.2c Levels of attendance are above national levels – PA levels are below national

5.2d The curriculum promotes mental health & wellbeing

5.2e Expect pupils to reason and think more deeply – build resilience and resourcefulness across the curriculum

5.2f Inquisitive learners – Ensure pupils have the skills and opportunities to ask questions willingly (That extend and deepen understanding)

5.2g Ensure that the learning environment communicates our values and vision, complements our curriculum and promotes curiosity

**Success Criteria -**

* Pupils develop a lifelong love of learning – Pupils find the curriculum interesting, exciting and relevant
* Pupils are lifelong readers
* Pupils enjoy Maths and English and make very good progress across the whole school
* The learning environment fosters curiosity
* Questioning is an embedded feature at all levels in the classroom culture
* Pupils show a ‘mastery’ of end of year group expectations by using and practicing concepts in a range of contexts across the curriculum
* Pupils have opportunities (and skills) to work collaboratively

**Actions**

5.4a Examine how performance skills might contribute to a curriculum that prepares pupils for life

5.4b Introduce oracy across the curriculum

5.4c Define excellence – ensure a shared understanding, supported by collections of exemplar work & questions, that define excellence for each year group & each subject

5.4d Establish expected knowledge for each subject – Embed Knowledge Organisers

**Actions**

5.3a The quality of teaching across the curriculum is consistently good or better

5.3b Maths & English are exceptionally well taught, including across the curriculum

5.3c Ensure that the learning environment promotes curiosity/ questioning and good learning

5.3 Ensure a wide and varied range of extra-curricular activities are offered to pupils

5.3e Ensure that indoor and outdoor learning opportunities are maximised

5.3f Children are taught and explicit love for reading

**Strands**

6.1 Ensure succession planning enables staff to have a deeper understanding of Church school education

6.2 Embed an RE curriculum that recognises the importance of the teachings of the Church

6.3 The school’s worship reflects our Christian vision

6.4 The school’s motto permeates the school ethos and children flourish

6.5 Ensure that our Christian values are embedded into all aspects of our children’s actions

**6. To embed our Christian distinctiveness – All children will uphold the Christian values and teachings**

**Actions**

6.1a Increase opportunities for pupils to develop as global citizens, including expanding pupils understanding of Christian diversity and Anglican traditions around the world.

6.1b Strengthen partnerships within the diocese so that they may effectively support Church school improvement.

6.1c Ensure evaluation systems used by governors robustly monitor the impact and challenge the effectiveness of the school.

6.1d Ensure Christian Distinctiveness meetings support succession planning and all stakeholders contribute to a deeper understanding of Church School education.

**Actions**

6.2a Implement the RE curriculum, including the relationship and sex education policy, to further embed the school’s Christian vision.

6.2b Continue with an innovative approach to religious education (RE) that fosters inclusive and purposeful relationships where all faiths are respected and dignity is provided for all.

6.2c Ensure that RE expresses the school’s Christian vision and contributes to the Christian distinctiveness.

6.2e Implement detailed planning to ensure links are made to the Christian values, vision and specific church festivals

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| **Actions**  6.4a Provide an inclusive, caring and nurturing Christian environment where all flourish.  6.4b Ensure all school leaders and governors have a good understanding of the needs of the school and provide effective support so that pupils receive the assistance that they require for their social, emotional, academic and spiritual wellbeing.  **Actions**  6.5a Embed the vision and ensure that it is securely underpinned by the parables on which it is built.  6.5b Build upon established and strong relationships with parents to develop further their understanding and knowledge of the Christian vision and values with their theological underpinning.  6.5c Ensure pupils are confident in expressing how a relationship with Jesus can impact on the lives of those who choose to follow him.  6.5d Embed the roles and responsibilities of the student body members, eco warriors, buddies and Kindness Ambassadors to reflect our Christian values and ethos.  **Actions**  6.3a Continue to embed the positive relationship with the church community to enhance the collective worship experience which encourages both pupils and adults to thrive spiritually.  6.3b Ensure that pupils can articulate, in an age appropriate manner, key Christian concepts.  6.3c Embed the Christian vision and associated values so that children uphold the dignity and values of pupils as unique individuals. As a result, pupils of all faith, backgrounds and abilities have hope, aspirations and feel welcomed into a Christian community.  6.3d Promote collective worship as a much-valued part of the day through Bible stories, music, prayer and stillness so that worship is inclusive and invitational.  6.3e Worship themes inspire social action.  **Success Criteria -**   * Pupils achieve high standards of teaching and learning in a positive, Christian environment encouraging high levels of confidence, self-esteem and independence, ensuring children are educated for the future. * Pupils receive an enriched curriculum, welcoming everyone. * Pupils care for health, safety and the environment, respecting the community locally, nationally and globally. * Pupils put our shared motto and values into practice: Learning and growing together as we follow Christ, Faith, Hope, Love. * All stakeholders share the vision biblically rooted in the parables of the Good Samaritan and the Prodigal Son |