**School Improvement Plan 2023-24**

**Based on self-evaluation priorities**

**Area of Priority 4: Leadership and Management –**

**Leadership shapes the culture at Tittensor.**

**4.1 Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged.**

**4.2 Staff to complete NPQSL/NPQH**

**Area of Priority 1: Quality of Education –**

**All children make outstanding progress**

**1.1 Teaching expectations for all children are high**

**1.2 Adaptive teaching ensures learning is appropriate to children’ needs**

**1.3 Highly effective use of feedback and assessment of explicit knowledge**

**1.4 The explicit knowledge and vocabulary is identified in each subject**

**Area of Priority 2: Behaviour and Attitudes –**

**Children are happy and safe in school.**

* **2.1 All staff model highly effective/respectful relationships at all times**
* **2.2 Effective transition at all stages ensures children are happy and ready to learn**
* **2.3 Safeguarding remains at the forefront of everything that we do**

**Area of Priority 5: Quality of Education in the Early Years –**

**Children to make excellent progress towards a good level of development by the end of Reception.**

**5.1 To continue to ensure communication and language is screened on entry so that any needs can be identified early.**

**5.2 Early intervention is at the forefront of development so that chn have all needs met from the start of EYFS.**

**5.3 To ensure more pupils enter Year 1 with GLD.**

**Area of Priority 3: Personal Development –**

**We have happy learners, inspiring great achievers for independent learning for life.**

**3.1 Further develop strategies to support both children and staff emotional and social wellbeing**

**3.2 To further develop pupils understanding of what it means to live in a diverse community**

**Area of Priority 6: Christian Distinctiveness -**

**Our school community upholds the Christian values and teachings.**

**6.1 Embed strategic planning through Christian Distinctiveness Governor meetings so that chn have a better understanding of the World**

**6.2 More Faith visits to be introduced to enhance the RE curriculum**

**6.3 Introduce Prayer Ambassadors so that chn can empower each other in prayer**

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| **Objective** | **Actions to be taken** | **Impact** |
| 1.1 Teaching expectations for all children are high | * Teaching is ambitious for all groups of learners
* There is an assumption that all children can succeed and staff lead children to believe they can reach the highest of standards
* Staff accept responsibility for pupil outcomes
* Change is embraced and challenged professionally
* Staff take responsibility for improving own teaching through appropriate professional learning, responding to advice and feedback from colleagues
* Staff reflect on their own practice and work collaboratively with others to build their capacity to meet the needs of all children
* SEND targets are broken down into smaller steps of learning
 | * + SEND staff meeting on Pupil Passport targets- All targets now have to go through GC (SENDCO)
	+ All teachers have started an Academic Enquiry to improve own practice through engaging with current education initiatives
	+ Monitoring shows teaching is always good or outstanding
 |
| 1.2 Adaptive teaching ensures learning is appropriate to children’ needs | * Staff strategically adapt learning to meet the needs of children, and open up further learning opportunities
* Staff deliver highly effective instruction which is directed at eliciting deep pupil engagement.
* Staff skilfully manage their own input to optimise pupil participation and response
* Staff use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses, facilitating deeper engagement with lesson content and extending learning beyond the lesson
* Lines of questioning are pursued skilfully to deepen thinking
* High quality demonstration and modelling of skills and processes exemplify and scaffold the learning process
* All children (including SEND, PP) are challenged by the learning activities and experience success as learners
* Staff integrate relevant literacy and numeracy skills into the lessons
* Staff enable children to make meaningful links between lesson material and their learning in other subjects and to transfer their learning to unfamiliar experiences
* Teaching assistants are used effectively to move learning on
 | * + CPD on Adaptive Teaching has enabled teaching to challenge all children with scaffolding for all to achieve
	+ Monitoring shows that all teachers are outstanding around questioning techniques
	+ Monitoring shows that teaching assistants are used effectively to support learning in the classroom
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| 1.3 Highly effective use of feedback and assessment of explicit knowledge | * Assessment of the explicit knowledge is accurate, is focused on next steps and is consistently used to inform planning in line with the school’s feedforward policy
* The progress of individuals and groups is tracked and analysed regularly through half-termly Pupil Progress meetings and termly data analysis through the use of DC PRO
* Children’s work shows regular, specific and focused feedback in line with the school’s feedforward policy
* Retrieval practice and flashbacks are used to make learning ‘stick’
* Timely intervention and catch-up sessions match children’ needs and moves learning forward
 | * Feedforward sheets embedded so that planning can be altered to meet the needs of all children instantly. The explicit knowledge is included on all feedforward sheets to ensure assessment is accurate across the curriculum
* Flashbacks are evident in all lessons and are used consistently
* Pupil progress meetings are taking place at the end of each half term (data termly)
* Retrieval Practice is evident at the end of each sequence of learning in all subjects
* Interventions are meticulously planned for, daily, to ensure in the moment catch up sessions are available instantly
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| 1.4 The explicit knowledge and vocabulary is identified in each subject | * Explicit knowledge and vocabulary in each subject is identified
* Planning shows explicit knowledge and vocabulary that needs to be taught in each subject
 | * The explicit knowledge and vocabulary are included on all feedforward sheets fir every lesson and area of the curriculum. These are completed a half-term in advance alongside planning. Time has been given for all staff to complete this task
* All planning outlines the explicit knowledge and vocabulary that is needed in each lesson across the curriculum. Teaching is now more focussed
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| **Objective** | **Actions to be taken** | **Impact** |
| 2.1 All staff model highly effective/respectful relationships at all times | * Staff model positive behaviours continuously and professionally build a climate of trust
* Interactions among children and between children and teacher are very respectful and positive, and conducive to well-being
* Relationships and interactions in classrooms and learning areas create and sustain a cooperative, affirming and productive learning environment
 | * Monitoring shows that all classroom reflect productive learning environments
* Staff/pupil relationships are excellent and conducive
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| 2.2 Effective transition at all stages ensures children are happy and ready to learn | * Transition to Nursery, Nursery to Reception, Reception to Y1, Y2 to Y3 and Y4 to Middle school
* Y4 to Middle schools
 | * Transition in September 2023 was well-planned resulting in children settled, happy and ready to learn
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| 2.3 Safeguarding remains at the forefront of everything that we do | * Continued & regular safeguarding, e-safety & PREVENT training for pupils & parents - improve the whole school community’s understanding of safe online behaviour for our children
* Update safeguarding policies and procedures are robust and effective (KCSIE updated Sep 2023)
* Engage with NSPCC safeguarding programmes
* DBS checks for students and volunteers taken place
* September Inset- KCSIE, Prevent, safeguarding recaps
* Staff embrace an open, transparent, supportive and respectful ethos
* School safeguarding audit
* Monitoring of SCR
* DSL minutes show robust and timely approach to monitoring of actions
* Safeguarding is a regular agenda item at briefings, staff meetings and Governor meetings to ensure ongoing compliance of policy into practice
* Safer recruitment procedures followed at all times
* Governance undertakes regular training cascaded to all GB
 | * Safeguarding, Prevent and KCSIE Updates training for all staff took place during Sep 2023 Inset. New staff have this training as part of their induction
* 7 minute safeguarding briefings weekly for all staff
* Safeguarding is an agenda item for the weekly staff briefing
* Completed the Staffordshire 175 Safeguarding Audit Feb 2024
* SCR monitored weekly by GC/VL using the online SCR system
* Governors received Safeguarding, Prevent and KCSIE Updates training during Sep 2023
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| **Objective** | **Actions to be taken** | **Impact** |
| 3.1 Further developstrategies to supportboth children and staff emotional and socialwellbeing | * Complete staff and pupil wellbeing audit/team stress assessment – twice a year
* Mindfulness lunchtime group to develop self-esteem and social skills
* Wellbeing Lead to continue to support children using targeted interventions
* After school clubs to promote wellbeing
* Zones of Regulations to support children’s feelings
 | * All staff completed Staff wellbeing audit – Sep 2023
* Chn completed pupil wellbeing audit Jan 2024
* Mindfulness lunch club took place in Autumn term as well as an afterschool and focussed group mindfulness session for targeted chn
* Zones of Regulations used in every class room
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| 3.2 To further develop pupils understanding of what it means to live in a diverse community | * Visit Derby open Centre to look at other cultures.
* Identify ways the school curriculum can become more diverse
* Increase the use of visitors into school to highlight different cultures and religions
 | * December 2023 Class 2 & 3 visited the Derby Open Centre
* A calendar to promote diversity has been devised alongside the planning of the wider curriculum
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| **Objective** | **Actions to be taken** | **Impact** |
| 4.1Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged.  | * Staff and governors collaborate on school improvement; they evaluate performance regularly, agree priorities and performance indicators and monitor these robustly
* Self-evaluation is seen as the responsibility of all stakeholders
* Take full accountability for children’ standards and  progress within a subject and hold others to account
* Ensure consistent focus on high pupil achievement
* Ensure high quality of teaching and learning within the  subject
* Use a wide range of monitoring strategies to monitor progress
* Ensure actions on subject plan are completed and impact evaluated
* Are collaborative, proactive in advising and supporting colleagues in curriculum planning and delivery
 | * Termly governor meetings have taken place to support school improvement
* Termly Headteacher’s reports reflect school improvements and pupil outcomes
* Monitoring shows teaching is always good or outstanding
* Monitoring timetable ensures that monitoring by all leaders takes place and is robust
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| 4.2 Staff to complete NPQSL/NPQH | * GC to complete NPQH
* HT to complete NPQSL
 | * GC to be completed by the end of March
* HT to commence Feb 2024
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| **Objective** | **Actions to be taken** | **Impact** |
| 5.1 To continue to ensure communication and language is screened on entry so that any needs can be identified early. | * All chn have a S&L screening on entry to EYFS
* Appropriate interventions in place for identified chn
* Regular monitoring and review of chn’s S&L targets
 | * S&L screening took place for all chn on entry to Nursery and Reception and interventions for S&L put in place to support all chn
* Interventions are planned for and take place in a timely manner so no child gets left behind. Groups are fluid dependent on needs of the individual
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| 5.2 Early intervention is at the forefront of development so that chn have all needs met from the start of EYFS. | * September Reception Baseline for all Reception aged chn
* Interventions identified for chn with any unmet needs
 | * Reception Baseline took place
* Interventions planned to meet individual needs
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| 5.3 To ensure more pupils enter Year 1 with GLD. | * Teaching is ambitious for all groups of learners
* There is an assumption that all children can succeed and staff lead children to believe they can reach the highest of standards
* Staff accept responsibility for pupil outcomes
* Staff reflect on their own practice and work collaboratively with others to build their capacity to meet the needs of all children
* SEND targets are broken down into smaller steps of learning
 | * SEND staff meeting on Pupil Passport targets- All targets now have to go through GC (SENDCO)
* Monitoring shows teaching is always good or outstanding
* CPD on Adaptive Teaching has enabled teaching to challenge all children with scaffolding for all to achieve
* Monitoring shows that teaching assistants are used effectively to support learning in the classroom
 |
| **Objective** | **Actions to be taken** |  **Impact** |
| 6.1 Embed strategic planning through Christian Distinctiveness Governor meetings so that chn have a better understanding of the World  | * Christian Distinctiveness meetings to brainstorm ideas to offer chn a better understanding of the world
* Involve chn in planning own charity causes
* Picture News used weekly to educate chn in global issues
 | * The school’s CD Advisor has provided training around spirituality. Spirituality areas in all classrooms. See CD report
* Picture News used weekly to promote global citizenship
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| 6.2 More Faith visits to be introduced to enhance the RE curriculum | * Chn visit other faith centres
* Staff plan in a calendar of festivals to promote other cultures and beliefs
* RE curriculum monitored to ensure chn are immersed in a range of religions
* Differences are acknowledged and celebrated
 | * Open Centre at Derby allowed the chn to visit a Gurdwara, a mosque and a Sikh Temple
* Calendar planned alongside the wider curriculum to promote diversity
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| 6.3 Introduce Prayer Ambassadors so that chn can empower each other in prayer | * Lunchtime prayer club led by F Goodwin
* Chn selected as prayer ambassadors and trained in role
 | * FG has led the lunchtime prayer club weekly. It is very well received by chn and attendance is extremely high
* Prayer Ambassadors in place. They completed Prayer Ambassador training via an online workshop
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