



Bygrove School Improvement Plan – 2021-22



Aim: To address weaknesses identified in school self-evaluation

Monitoring and evaluation: We will maximise the effectiveness of this plan by making sure that its objectives and actions are clear, shared and consistently referred to. The Head of School, leaders and governors will review progress against the plan in line management meetings, LT meetings and LGB meetings.

Objectives	Actions	When	Who	Resources	Outcomes	How did we do?
1. To ensure excellent outcomes for children in KS2 reading through high quality provision.	Evaluate strengths and weaknesses through reading health checks & SIP visits <i>The next health check is scheduled for the 24th of Jan</i>	Autumn	SN, FD AR, AA, SIP		All pupils in KS2 make excellent progress in reading	<ul style="list-style-type: none"> English Action p... Bygrove Data R...
	Develop experienced TAs in scaffolding, questioning and oracy strategies to enable the children to make accelerated progress. <i>Training session in place to be explicit about good practice (TA training in Spr 1)</i>	Autumn	SN and AR		All pupils are exp+ in reading by the time they go to secondary school	<ul style="list-style-type: none"> Bygrove Whole ... LETTA Trust data... Whole School D...
	<i>Inference focus in KS1&2</i>					
	Mentor the Y6 teacher to deliver outstanding shared reading sessions through accurate questioning and pupil responses. <i>Observation and targets to be reviewed with AR & AA (pace and chn reading through their answers)</i>	Autumn	SN and AA			<p>All children met the expected standard in reading in KS2 SATs.</p> <p>The shared reading sessions are accessible to the vast majority of learners.</p>
	Establish and embed oracy practice through modelling, speaking frames, talk partners, repeat and repair etc	Termly	AR, CTs, TAs			<p>Reading health checks have been completed. Quality</p>



Bygrove School Improvement Plan – 2021-22



	Make explicit the strategies we use when establishing good oracy skills (To be addressed in TA training, phase meetings)				<p>of teaching is outstanding. Some children have pre-reading in place to help catch up. Staff are confident in delivering catch up sessions.</p> <p>Full sentence answers, and choral reading have been more evident in whole class reading sessions across the school.</p> <p>The progression of reading skills is clear and embedded across the school, covering the whole range of required reading skills.</p> <p>The Y6 teacher has been able to develop her practice with support. More confident with using TP and has been to observe other class teachers.</p>
	Establish and embed a clear progression of the teaching of word meaning: direct teaching, context, grammar, life experience	Spring	AR		
	Explore pedagogies that are particularly appropriate to shared reading and support effective assessment.	Autumn/Spring	SN, AR		
	Review shared reading texts to ensure a broad representation of book genre, author and cultures.	Termly	SN, AR		
	Discuss KS2 reading alignment across the Trust. (Implementation 2022/2023)	Autumn 1	SN, AR, PG		



Bygrove School Improvement Plan – 2021-22



						<p>Modelling of oracy is good across the school.</p> <p>Use of speaking frames is good across the school (also used across subjects).</p> <p>Teachers use positive framing to correct mistakes with spoken language. Has been observed during health checks</p> <p>Class stories linked to SR text.</p> <p>Class teachers modelling how to read fluently during SR</p> <p>Better representation of books in book corners within classrooms.</p>
	<p>Develop a clear strategy to ensure children who are working below-age-related expectations catch-up and keep up with their peers.</p> <p>Continue to monitor provision in PP mtgs (line managers to consistently discuss)</p>	Spring	AR, CTs, LT			



Bygrove School Improvement Plan – 2021-22



<p>2. To ensure that children who have been impacted by lockdowns catch up & keep up with their peers.</p>	<p>Carry out baseline assessments in reading, writing, maths & phonics</p>	Autumn 1	Class Teachers	Classroom Monitor, 1:1, Pupil Progress Meetings	All pupils reach age related expectations by the end of KS1	<p>LETTA Trust data...</p> <p>Bygrove Whole ...</p> <p>Bygrove Data R...</p>
	<p>Analyse baseline assessments to inform provision, interventions & adult support Monitor interventions in Spr and review in PP meetings in SPR.</p>	Autumn	LT		All pupils are exp+ by the time they go to secondary school	<p>Whole School D...</p> <p>Children have made good progress this year. A gap still remains between disadvantaged parents & others as well as those who fell behind during lockdown.</p>
	<p>To explore methods of assessing pupil wellbeing to inform support & provision (e.g. Leuven scale, focus groups)</p>	Spring Term	AR & CL		Pupils report a high level of wellbeing	
	<p>English and maths leads to monitor interventions in their subjects across the school and create an action plan to address areas for development: assessment triangulations (monitoring) KS1 - monitoring interventions and identifying if more maths interventions are needed.</p>	On-going	CTs, CL, AR		Parents are equipped with the knowledge & skills to confidently support their children's learning off site	<p>Tutoring and academic mentoring has had an impact on progress & attainment.</p>
	<p>Organise termly pupil progress meetings to evaluate progress and plan interventions</p>	Half-termly	LT			
	<p>Leadership team to analyse internal & national data and review & amend provision Pupil progress meetings have been taking place and LT met to have a data review to look into next steps</p>	Half-termly	LT			<p>Mastering number has had an impact on progress & attainment in maths.</p>
	<p>Plan & implement Trust-wide recovery strategy & identify staff to deliver. To quality assure the tutoring taking place by staff internally.</p>	Autumn Term	AR & LTs			<p>Interventions are carried out consistently & are of a high quality.</p>



Bygrove School Improvement Plan – 2021-22



	<p>To ensure it is running consistently.</p> <p>Re-establish parent workshops to ensure that parents are confident to support learning at home.</p> <p>Engagement from parents - trying to get a wider variety of parents and targeting specific parents (Nadine and Tasnia to support with contacting parents)</p>	On-going	AR, CL & SG Nadine, Tasnia		<p>Focus on basic skills in KS1 is key next year.</p> <p>Parent workshops have been up and running, targeting of parents need to be adjusted to raise att</p> <p>Health checks and book looks have happened. Identifying areas of support and going in to support CTs are ongoing.</p> <p>All PP meetings have happened.</p> <p>Recovery strategy - intervention looking at previous terms' learning.</p> <p>Parent workshops are happening - leaders are running them and they are successful. Some more have been scheduled</p>
	<p>Inclusion Leader & SB work together to ensure Trust Health & Wellbeing Strategy supports recovery plan.</p> <p>Review revisit in the Spr term.</p>	On-going (5 year plan)	CL & SB		



Bygrove School Improvement Plan – 2021-22



3. To embed key priorities identified in the curriculum EDP.	Establish strengths and weaknesses through health checks	On-going	AA, SN & subject leaders		We continue to offer a high quality broad & balanced curriculum.	<p>The Curriculum ...</p> <p>Health checks have taken place for all subjects. The teaching sequence is clearer & the quality of education is good in the foundation subjects.</p> <p>Subject leaders have made progress in checking the quality of resources and coverage of their subjects, checking in with class teachers on a more regular basis.</p> <p>Book looks - subject leaders now carry out termly book looks for their subjects, and are beginning to be constantly mindful of the whole school targets for improvement, as well as year group specific targets.</p>
	<p>Explorers: To fully implement the Explorers curriculum, including establishing the 9 behaviours.</p> <p>(Implement explorers - planning - adults - logistics - behaviour progression)</p> <p>Revisit after SPR 1 to do a mini evaluation and reflection from Teachers. (How is planning going? Resourcing? Anything to improve it further? embedding behaviours and are destinations allowing for the embedding) - Google Form</p> <p>Continue to deliver explorer behaviour assemblies and come up with a way to communicate it with parents.</p>	On-going	AA, SN, & subject leaders	Explorers budget	Pupil outcomes in foundation subjects are excellent.	
	<p>Trust learning drive:</p> <p>Ensure all planning and resources are of a high quality and saved in the correct location</p> <p>AA & TY to communicate to resolve the way foundation subjects are being saved.</p> <p>New maths planning doc - implementation ongoing.</p>	On-going	AA, & planning leads & class teachers			
	<p>Themed weeks: Redesign and disseminate themed week planning and resources</p> <p>AA & TY meeting to discuss this and ensure that themed weeks are linked to</p>	On-going	CL, EC & subject leaders			



Bygrove School Improvement Plan – 2021-22



	behaviours. This will then be communicated with SL's.					Explorers is now embedded & the children are clear of the behaviours. Staff lead the sessions confidently.
	Ensure high quality outcomes in foundation subject books through CPD & quality assurance	On-going	AA & subject leaders	CPD budget		
	Develop strategies to support children to recall and articulate their learning Focus for curriculum team day on 21/1/22.	Autumn 1	AA & subject leaders			
4. To continue to develop and utilise assessment tools in order to inform provision.	Create an assessment annual plan with key dates & meetings. Amend annual plan to reflect changes to testing.	Autumn 1	AA		Classroom Monitor fully up and running & supports planning	☰ Assessment An...
	Provide training on the use of Classroom Monitor for new staff AA to send reminder email to CT's for anything else. EYFS and Y1 using for phonics. Times Tables assessments on Classroom Monitor.	Autumn 1/Spring	AA	CPD Classroom monitor, 1:1s	All teachers are confident in carrying out & analysing assessments.	Assessment annual plan has been created and shared. CTs use Classroom Monitor confidently. CPD delivered.
	Provide training on the use of Classroom monitor for LT and class teachers to further analyse data (phase meetings) To monitor and see if the data reflected accurately in both Aut and Spr	Autumn 1	AA, BF	Classroom Monitor, LT meetings, 1:1s, phase meetings	Planning & interventions reflect the needs of the pupils in each class & have a positive impact on outcomes.	YR baseline, phonics & Y4 multiplication checks added.
	Model the use of the floor books in KS1, foundation subject books	Autumn 1	SN/BF/AA	KS1 Phase and 1:1	Children can confidently talk about their learning in all subjects.	
	Evaluate the use of classroom monitor phonics assessment and implement throughout EYFS and KS1	Autumn & spring 1	SN, BF & AA	Classroom monitor, 1:1		



Bygrove School Improvement Plan – 2021-22



	To be reviewed in PP Mtgs in Spr				<p>Assessment information is accurate and LT are able to use the analysis of the data to inform high quality provision.</p> <p>Each child has the best possible chance of success in statutory assessments.</p>
	Embed pupil voice into foundation subject health checks. Pupil discussions in spring term 1 - focus groups	Termly	AA & leaders	Curriculum Team Meeting	
	Core subject leaders to meet to discuss thresholds for classroom monitor objectives.	Autumn	AA, CL, SN, AR	Classroom Monitor, Meeting	
	Identify CPD around assessment & feedback and new changes to the EYFS curriculum	Autumn/Spring	AA/ST/Subject leaders	1:1, EYFS Phase Meeting	
	Support all CT's in working towards new statutory assessments (New Reception, Y4) (Existing Y1, Y2, Y5 and Y6) Mock assessments spring 1 - Y1, 4 & 6	Autumn/Spring	AA	Phase Meetings, 1:1, LT time	
	Decide on a trust wide approach to assess children with SEND (working below the NC) CL to sit with CTs to ensure that chn not on the NC are assessed effectively using P Scales. To find out the cost of provision mapper that Stebon have adopted.	Autumn/Spring	AA & CL	1:1s, LT meetings	
	Use CM to assess and track the progress of children with SEND (working below the NC)	Autumn/Spring	AA, CT's	Phase, LM's	



Bygrove School Improvement Plan – 2021-22



Objectives	Actions	When	Who	Resources	Outcomes	How did we do?
5. To ensure a smooth implementation of the reformed EYFS framework	EYFS staff to become familiar with the reforms within the framework	Autumn 1	ST	Phase Meetings	EYFS staff to confidently implement and imbed the EYFS framework within their day to day activities	<div style="background-color: #e0e0e0; padding: 2px; border: 1px solid #ccc; margin-bottom: 5px;"> ☰ EYFS action pla... </div> <p style="color: #008000; margin: 0;">All staff are clear about the new framework. Staff used the framework to assess children & record observations.</p> <p style="color: #008000; margin: 0;">Staff aware of the limitations of the framework and ways to address these (shape on particular curriculums for maths).</p>
	Subject leaders to support the EYFS class teachers to plan and deliver subject specific learning of a high quality	Autumn/ Spring	Curriculum Team	Planning Meetings, 1:1		
	Attend CPD around the reforms within the framework	Autumn	ST, HC, BS	CPD		
	Create immersive classroom environments which is reflective of the reformed EYFS framework	On going	EYFS Team	Phase Meeting, Planning meetings	Planning and teaching will be aligned with the reforms within the curriculum	
					Children will articulate their learning with confidence	
6. To improve whole school punctuality and persistent absence	Develop a whole school approach to punctuality and attendance CL & SG to review attendance fortnightly & meet with key families CL to deliver half-termly attendance updates	Autumn 1	CL	Assemblies, staff briefings, newsletters, 1:1s, pupil progress meetings		<div style="background-color: #e0e0e0; padding: 2px; border: 1px solid #ccc; margin-bottom: 5px;"> ☐ Summer Bygrov... </div> <p style="color: #008000; margin: 0;">Half termly attendance update for all staff.</p>
	Implement attendance initiatives (medals, crowns, class photos) CL, ST & SG to meet to discuss strategies to improve EYFS attendance	Autumn 1	SG & CL	Class Teams	Persistent absence is low	<p style="color: #008000; margin: 0;">Attendance data shared with the leadership team, key families and children</p>



Bygrove School Improvement Plan – 2021-22



	Identify groups of children who are persistently late/absent	Autumn 1	CL, ST, SG, AWA, SSW	AWA SLA	<p>All children arrive on time for school & access a full day of learning</p> <p>Attendance in Reception is excellent</p> <p>Attendance has a positive impact on achievement & pupil wellbeing</p>	<p>highlighted and information shared.</p> <p>Panel meetings will change next year, as SG takes on more responsibility.</p> <p>Follow-up letters are sent to families to update them with their progress with punctuality and attendance, in order to celebrate improvements families have made.</p>
	Review the strategies in place for persistent absence (AWA panel meetings, home visits, phone calls)	On going	CL, SG & AWA	AWA SLA		
	Organise attendance and punctuality workshops for targeted parents to share whole school approach	Spring	CL, ST, SG, AWA, SSW	Parents Workshop		
	Explore attendance and punctuality of children with additional needs	On-going	CL, Outreach teachers	AWA & EP SLA		
	Highlight and celebrate weekly punctuality & attendance for the whole school with parents	On going	CT, TW, SG	Newsletter, Twitter		