



Haddenham St Mary's CE School

School Improvement Plan 2022-2023

This document sets out a clear direction for the school's future in the upcoming academic year as well as in the longer term. This plan prioritises key drivers to ensure a succinct clarity of understanding for all stakeholders. The plan has been arranged into several key priorities, each with specific targets and responsibilities.

The views of staff, parents, pupils and governors, as well as key assessment data have informed this plan.

The main overarching key priorities for our School Improvement plan are:

- To recover from the Covid-19 pandemic and see a rise in our academic standards across all year groups
- To consider and support the increase in SEND children in school and ensure needs are met effectively
- To carefully consider and discuss the Government's academisation agenda.

Key priority 1 Quality of Education Intent, Implementation and Impact	Key priority 2 Behaviour and attitudes	Key priority 3 Personal Development	Key Priority 4 Leadership and management	Key priority 5 The Quality of Early Years education	Key priority 6 Overall Effectiveness
<p>1a) The new core values to be embedded throughout the curriculum and underpin school life.</p> <p>Responsibilities and monitoring: K Collett, R Richardson</p>	<p>2a) Continue to train TAs to deliver ELSA training to support emotional and wellbeing needs.</p> <p>Responsibilities and monitoring: K Collett, R Richardson</p>	<p>3a) Ensure children are given chance to develop problem solving and reasoning skills across the curriculum and particularly in maths.</p> <p>Responsibilities and monitoring: M Williams, A Allison</p>	<p>4a) Support the new Early Years Coordinator to maintain an outstanding EYFS provision.</p> <p>Responsibilities and monitoring: K Collett, R Richardson, M Williams</p>	<p>5a) Develop outside area to create more established 'zones' for CP.</p> <p>Responsibilities and monitoring: M Williams, EYFS team</p>	<p>6a) Work towards a successful outcome for SIAMS inspection.</p> <p>Responsibilities and monitoring: K Collett, R Richardson</p>
<p>1b) To continue to develop phonics in school through effective training and monitoring of staff.</p> <p>Responsibilities and monitoring: L Wrigglesworth</p>	<p>2b) Implement and embed 'zones of regulation' strategies throughout the school. Every class to have a Z of R display in each class and PSHE/circle time sessions.</p> <p>Responsibilities and monitoring: A Gilbert-Scott, all teachers</p>	<p>3b) Children's confidence, independence and resilience continues to be developed through different opportunities.</p> <p>Responsibilities and monitoring: All subject co-ordinators, SLT</p>	<p>4b) Continue to implement the new 'Early Careers Framework' for ECTs during the 2 year cycle.</p> <p>Responsibilities and monitoring: K Collett, R Richardson</p>	<p>5b) All EYFS team have thorough knowledge of EYFS to ensure that learning opportunities remain at outstanding.</p> <p>Responsibilities and monitoring: M Williams, EYFS team</p>	<p>6b) Re-establish CVG group in school and strengthen links with the church.</p> <p>Responsibilities and monitoring: K Collett, R Richardson</p>
<p>1c) Ensure we have 3 Forest School accredited teachers to deliver Forest School by the New Year.</p>	<p>2c) Ensure consistent use of new behaviour plan and strategies in each class using Step On training so that children</p>	<p>3c) Gather children's feedback on Collective Worship and give them opportunities to plan CW sessions.</p>	<p>4c) Develop middle leadership skills through peer observation, handover of role, National College</p>	<p>5c) Give EYFS children a varied range of writing opportunities.</p>	<p>6c) Explore academisation options following the government White Paper.</p>

	take more ownership of their behaviour.		resources and visits to other schools.		
Responsibilities and monitoring: A Day, K Collett	Responsibilities and monitoring: K Collett, R Richardson, SLT	Responsibilities and monitoring: R Richardson, M Williams, L Wrigglesworth	Responsibilities and monitoring: L Wrigglesworth, SLT	Responsibilities and monitoring: A Allison, M Williams	Responsibilities and monitoring: K Collett, Gaynor Bull
1d) Scrutinise interventions and ensure they are used effectively to support the increasing range of SEND needs.	2d) Ensure continued focus on improving attendance across all year groups to sustain educational standards.	3d) Assess the impact of the PSHE association's materials and our PSHE provision.	4d) Develop and enhance the Senior Leadership Team in school through regular communication.	5d) Level of GLD to align with pre covid levels. Target set at 70%-75% (due to high proportion of SEND).	6d) Re-establish good working links with other local schools through moderation, networking and training opportunities.
Responsibilities and monitoring: K Williams, M Williams	Responsibilities and monitoring: K Collett, R Richardson, SLT	Responsibilities and monitoring: A Gilbert-Scott	Responsibilities and monitoring: K Collett, R Richardson	Responsibilities and monitoring: M Williams, R Richardson	Responsibilities and monitoring: K Collett, R Richardson, subject co-ordinators
1e) Reading books to be realigned, refreshed and added to according to teaching of phonics.		3e) Reintroduce the ECO schools principles to the children.	4e) Strengthen and support new and experienced governors through appropriate and relevant training.	5e) Access specialist support through SALT/OT/ASD providers and ensure that staff have specialist training to support children.	
Responsibilities and monitoring: L Wrigglesworth		Responsibilities and monitoring: A Gilbert-Scott, Year 1 teachers	Responsibilities and monitoring: Gaynor Bull, K Collett	Responsibilities and monitoring: K Williams, SLT	
1f) End of KS1 results to align with pre covid levels. Targets of 75%-80% in reading, 65%- 70% in writing, 70%-75% in				5f) Explore an Eco Lodge extension to further	

<p>maths for achieving at least the expected standard.</p> <p>Responsibilities and monitoring: K Collett, R Richardson, Year 2 teachers</p>				<p>increase numbers at Little Forest Friends Preschool.</p> <p>Responsibilities and monitoring: K Collett, Gaynor Bull, M Williams</p>	
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