

Glebe Primary School Improvement Plan 2020-21

SIP Priority 1 Quality of Teaching Ofsted Report 2018/ Peer Challenge Network Feedback 2019	Details	Action Autumn Term 2020	Action Spring Term 2021	Action Summer Term 2021
<p>Further improve the quality of teaching so that it is good or better in all classes</p> <p>Focus Area 1: Maths</p> <p>In mathematics, more pupils achieve the higher standard by the end of Key Stage 2</p> <p>PCN Key Line of Inquiry June 2019: How effective is our teaching of maths in ensuring that more pupils achieve greater depth?</p> <p>Following a successful Peer Challenge Network visit in June 2019, where it was deemed that leaders are highly effective and both the teaching and learning and outcomes are secure, we have decided to hone our practice further to ensure these</p>	<p>Leadership of maths in EYFS/KS1 and KS2 continues to be split between Laura Gilbert (EYFS & KS1) and Daniel Meyrick (KS2)</p> <p>Pupil achievement in mental maths is an area for development, as evidenced in assessment data pre-lockdown and in the return to school assessments.</p> <p><u>Leadership & Management:</u> Continue to support teachers with ideas and strategies to explicitly teach mental calculations.</p> <p>Ensure less confident / experienced teachers are well supported – including team teaching and/or planning if necessary.</p> <p>Continue to educate parents on the school's approaches in mental maths.</p> <p>Develop a whole school approach to developing efficient systematic mental maths practice.</p> <p>Develop teachers' confidence in providing more opportunities for quick fire mental maths experiences and time to talk to discuss approaches to solving problems mentally and reflect on the effectiveness and speed of approaches.</p>	<p>Jean Knapp, specialist maths consultant to deliver training for all teaching staff in November 2020. She also provided resources to support teaching of effective methods and concrete maths.</p> <p>Revision and roll out of the Glebe Challenge mental maths tests throughout the school. Weekly tests held and results monitored</p> <p>Maths Talks – training for staff</p> <p>Use of concrete resources to support learning for all pupils – training for staff</p> <p>Reorganisation of current concrete resources and purchase of new manipulatives to provide support and challenge in lessons from Nursery to Y6.</p> <p>Maths leads to support staff who have been identified as having maths as an area for development following monitoring. Support given with planning, team teaching, next step marking, etc.</p> <p>Books introduced for pupils in EYFS to enable monitoring of standards and progress over time by maths lead and SLT.</p> <p>Updated calculation policy for each phase (introduced in summer 2020) implemented across the school in September 2020.</p> <p>Revision and roll out of the maths policy throughout the school.</p> <p>Introduction of the calculation and maths policies to governors.</p>	<p>Explicit maths lessons planned daily during the school closure with a focus on use of concrete resources and reasoning.</p> <p>Pre-recorded lesson videos provided for each lesson ensured that all children working from home accessed the curriculum.</p> <p>Maths Talks – rolled out across the school (from Nursery to Year 6)</p> <p>Maths section of the website was updated with clearer guides for how to support children with both home learning (remote education) and homework.</p> <p>Times Table Rock Stars introduced to all staff and pupils which has been widely positive.</p> <p>DoodleMaths was a useful tool during lockdown and its profile has been raised again following the return to school for all pupils.</p>	<p>General Maths: 9% of pupils are working at least one year below their chronological age.</p> <p>Mental Maths: 15% of pupils are working at least one year below their chronological age.</p> <p>Interventions, catch-up sessions and 1:1 tutoring for pupils working significantly below their chronological age.</p> <p>Training given for all teachers to develop pupils' skills in self and peer assessment and for staff to set effective next steps in the pupils' learning journey.</p> <p>KS1 Maths Lead, EYFS Phase Leader and KS1 Phase Leader to complete NCETM's Mastering Number Programme. This programme will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. The programme will also involve high quality professional development for teachers.</p> <p>Improvement seen in working walls on learning walks – however, this is not consistent yet.</p> <p>Y4 MTC to be undertaken and next steps to feed into 2021-22.</p> <p>Positive feedback from staff regarding Number Talks training and rollout. Introduction of exercise books in which to record these sessions, using a projector.</p>

outcomes continue to be strong.	<p><u>Teaching & Learning:</u></p> <p>Ensure planning allows time for explicit teaching of quick tips and tricks to aid rapid mental recall of maths calculations.</p> <p>Enable more opportunities for pupils to talk about their approach to solving problems mentally and which strategies they used and time to reflect on whether their approach was the most effective/quickest.</p> <p>Ensure that learning walls are kept up to date so they can directly support current learning.</p>			<p>KS1 Maths lead working with Year 1 teachers to ensure precise differentiation, challenge and next step marking within a maths lesson. This involved team teaching and observing as well as regular monitoring of planning.</p> <p>Planning pro-forma produced to guide staff through planning that focuses on the progress of pupils and allows clearer differentiation.</p>																																														
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		<p>Feedback from all teachers and learning support assistants was hugely positive with 100% saying they felt more confident and equipped to support pupils in maths.</p>	<p><u>InCAS Attainment – Whole School:</u></p> <p>General Maths: 84% of pupils are working at or above their chronological age. With 40% working at least 13 months above their chronological age</p> <p>Mental Maths: 79% of pupils are working at or above their chronological age. With 38% working at least 13 months above their chronological age.</p> <table><thead><tr><th colspan="4">General Maths</th><th colspan="4">Mental Maths</th></tr><tr><th>13+</th><th>-5 to 12</th><th>-6 to -11</th><th>-12+</th><th>13+</th><th>-5 to 12</th><th>-6 to -11</th><th>-12+</th></tr></thead><tbody><tr><td>198 (40%)</td><td>221 (44%)</td><td>38 (8%)</td><td>44 (9%)</td><td>188 (38%)</td><td>204 (41%)</td><td>34 (7%)</td><td>75 (15%)</td></tr><tr><td></td><td colspan="3">259 (52%)</td><td></td><td colspan="3">238 (48%)</td></tr><tr><td></td><td colspan="3">457 (91%)</td><td></td><td colspan="3">426 (85%)</td></tr><tr><td colspan="2">419 (84%)</td><td colspan="2"></td><td colspan="2">392 (79%)</td><td colspan="2"></td></tr></tbody></table>	General Maths				Mental Maths				13+	-5 to 12	-6 to -11	-12+	13+	-5 to 12	-6 to -11	-12+	198 (40%)	221 (44%)	38 (8%)	44 (9%)	188 (38%)	204 (41%)	34 (7%)	75 (15%)		259 (52%)				238 (48%)				457 (91%)				426 (85%)			419 (84%)				392 (79%)		
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	<p><u>Teaching & Learning:</u></p> <p>Ensure planning allows time for explicit teaching of spelling patterns and that children are able to practise and apply these spellings in 'real life' situations, i.e. during extended writing pieces rather than just learn them for the test.</p> <p>Emphasise the need for spellings to go into the long term memory and include tips and tricks to aid rapid recall of spelling patterns.</p> <p>Ensure that learning walls are kept up to date so they can directly support current learning.</p> <p>Ensure that children's spelling progress is closely monitored and, if necessary, support and interventions are put in place for specific children.</p>	<p>All pupils (from Year 1 -6) to have a personal spelling log.</p> <p>Training for all teachers on ensuring that children include their focused spellings each week in their Write Offs.</p>		

SIP Priority 1 continued	Details	Action Autumn Term 2020	Action Spring Term 2021	Action Summer Term 2021
<p>Further improve the quality of teaching so that it is good or better in all classes</p> <p>Focus Area 3: Teacher Support</p>	<p>Ensure all teachers are consistently teaching good or outstanding lessons.</p> <p>Teachers to be asked to share what they feel confident teaching and be encouraged to share this practice with colleagues in INSET as well as on an individual level where appropriate. Teachers will also be asked to share what they would like support in.</p> <p>Individual, bespoke coaching and/or mentoring sessions with a member of SLT will be available for all teachers throughout the year to address the areas the teachers have identified as wanting to improve or develop. The SLT Coach/Mentor will be matched to the needs of the individual teacher.</p> <p>As part of the bespoke element of the coaching/mentoring and linked directly to the area the teacher wishes to develop or improve, some may need short term, intensive support, an opportunity to apply the skills and knowledge learnt and then a review of their practice. Others may need more infrequent sessions but will have sessions ongoing throughout the year.</p> <p>Evidence of progress will be gathered through recorded lesson observations, learning walks, teacher voice, book scrutiny and pupil voice.</p> <p>Termly review of progress or more frequently if deemed necessary. If progress is slow and/or limited, action plans will be put in place to support the teacher to improve their practice. Timescales will be set and will be dependent on the target – some targets will need a longer period to achieve than others.</p> <p>Governors to continue to be involved in learning walks – time to be given during full Governing Body meetings to watch recordings of learning walks if unable to attend school in person due to Covid-19 restrictions.</p> <p>HT to share with Governors an overview of the coaching/mentoring programme (including anonymised targets for teachers).</p>	<p>Teachers were given a questionnaire to identify any areas of strength/good practice they would be willing to share with colleagues as well as any areas they felt they would benefit from support in.</p> <p>Development points set for all teachers following phase monitoring – some with a year group focus and some individual development points.</p> <p>Jill Forbes (an English and EYFS specialist) worked with JG & KR looking at the EYFS provision & and also the teaching of phonics. From this, English, maths & phonics exercise books were introduced into Reception, to track progress of the children.</p> <p>From this: JG & KR worked with both Reception & Nursery on the learning environments.</p> <p>Texts for Reception introduced & then revised to ensure cross curricular links & so the children had access to high quality vocabulary. 12 texts for both Nursery, EYFS and yr 1 were chosen for the children to know inside out and back to front- suggested activities to help them children learn these texts were given.</p>	<p>Due to the Covid-related school closure for most pupils, progress towards this target has not been as good as we would have hoped.</p> <p>The quality of the remote learning provision during the school closure was strong. As far as possible all remote learning objectives matched what the children would be covering if they were in school.</p> <p>Children at home had the identical learning objective to those who were in school.</p> <p>All teaching staff were on a rota of face to face teaching or planning, recording teaching videos and marking the home learning.</p> <p>Throughout lockdown, all staff training was based on maintaining a high quality provision through virtual learning platforms and ensuring that the work both in school and at home was of the same standard.</p> <p>All teaching staff were on a rota of face to face teaching or planning, recording teaching videos and marking the home learning.</p> <p>Letters & Sounds training was given for all staff to ensure that this was being used within spelling lessons as well as guided reading/ phonic lessons.</p> <p>All InCAS data was analysed -as to both attainment and progress: individually, within classes, within year groups and across the whole school. Teachers were then given this data and time to assess who would need specific interventions.</p> <p>TAs and 1:1s were given time to look at their class's / year group's data and discuss specific children and interventions.</p>	<p>Training day after Easter holidays focused on how to give effective feedback when monitoring and the introduction of the coaching and mentoring programme.</p> <p>INSETs have focused on areas to develop practice and have included: effective marking, peer & self-assessment, blanks communication and guided reading.</p> <p>The subject leader coaching programme was introduced, with each member of SLT starting to work with specific members of staff.</p> <p>New planning templates were developed for phonics to ensure staff were following the set teaching pattern.</p>

		<p>English leads & phonics leads worked with reception Year 1 to ensure differentiation, challenge and progression was clear.</p> <p>Gap analysis sheets (reading, maths & phonics) were created for teachers to identify the gaps in the children's learning from the previous year – Vocabulary was highlighted as an area to develop across the school.</p> <p>INSETS have been based around key areas to develop and improve practice and have included: the 3 phase learning journey, teaching vocabulary.</p> <p>TA training was given on understanding the gap analysis and the gaps for 1:1s and also for interventions.</p>		
		<p>Impact Autumn Term 2020</p> <p><u>Monitoring Outcomes</u></p> <p>From JF's visits, EYFS learning environments have now been more engaging, especially the outside areas.</p> <p>Setting for phonics has been introduced and children regularly assessed to ensure they are accurately matched with the correct</p> <p>Positive feedback from all staff was given about the detail of the gap analysis spreadsheets and then the peer coaching to discuss</p>	<p>Impact Spring Term 2021</p> <p>Senior Leaders undertook the DfE Remote Learning Self-Evaluation with pleasing results:</p> <p>19 out of the 24 points (79%) are embedded practice</p> <p>5 out of the 24 points (21%) are sustained and are examples of best practice.</p> <p>Parental feedback was extremely positive about the provision especially in comparison with other schools.</p> <p>INCAS data- Progress</p>	<p>Impact Summer Term 2021</p> <p><u>Monitoring Outcomes</u></p> <p>Book scrutiny:</p> <p>3 phases are starting to be evident but more work needs to be done in teaching grammatical skills and most importantly the 3rd phase, where the children revise their work.</p> <p>Evidence of pinking against the success criteria (and more success criteria are</p>

		<p>possible barriers to the children's learning & then teaching/ interventions that could take place. Staff requested that this is continued.</p> <p>LSA's feedback that they felt more confident with developing interventions based on the specific needs of the children and that the spreadsheets were really informative. They had been used to have good professional dialogues with the teachers about next steps for the children based on these.</p> <p>September 2020 assessments showed 88 children had dropped in either English or maths from their previous assessment due to COVID absence. These children were targeted for intervention and 93% either caught up to the level they were working at prior to lockdown or excelled further.</p>	<p>Reading: Expected - 28% More than - 26%</p> <p>Spelling: Expected - 64% More than - 45%</p> <p>Maths: Expected - 65% More than - 42%</p> <p>Mental Maths: Expected - 68% More than 49%</p> <p>The quality mark assessor praised the school for it's in depth data analysis & how it's used by all staff. He said it showed it clearly had an impact.</p> <p>Support staff have fed back how useful the data session was. The day after the training, support staff were seen addressing the actions they had identified the day before to already target those who had not made expected progress.</p>	<p>being used) and some evidence of children starting to green their work & their peers'.</p> <p>Lesson observation/learning walk:</p> <p>Teacher Voice:</p> <p>Pupil Voice:</p>
SIP Priority 2 Curriculum	Details	Action Autumn Term 2020	Action Spring Term 2021	Action Summer Term 2021
<p>To ensure the school's curriculum is enabling children to have a high quality education</p> <p>Focus Area 1: Subject Leadership</p>	<p><u>Senior Leadership & Management:</u> Continue to support subject leaders with the leadership skills needed to drive their subject forward.</p> <p>Develop a 'shadowing' programme for less confident / experienced subject leaders to work alongside an effective subject leader to gain the skills and knowledge to confidently lead a subject.</p> <p><u>Subject Leaders:</u> Continue to educate parents on the school's approaches in how we teach the subject they lead.</p> <p>Provide all teachers with a clear progression document and ensure all staff (especially those new to a year</p>	<p>Half of the training day in November 2020 to focus on Subject Leadership. To baseline the evidence of the quality and standards of our curriculum and identify the strengths and areas of development within each subject.</p> <p>Subject Leaders to be given training in how to undertake deep dives, how to question pupils and staff effectively and how to use</p>	<p>Use of school staff teaching videos to accompany tasks for the children who are accessing education remotely has been widely appreciated by parents and has led to positive outcomes for children.</p> <p>The quality of the remote education curriculum mirrored what the children would be receiving in school and has been of a high quality – parent feedback has been overwhelmingly positive.</p> <p>Training for Subject Leaders from January has been postponed due to the Covid-</p>	<p>Mentoring/Coaching sessions have begun and have been well-received by the teachers.</p> <p>Subject Leaders to populate their subjects' section of the website to showcase how we teach the subject, the progression of the subject across the school and how we can help parents to support their child's learning – using the English</p>

<p>Focus Area 2: Coverage and progression</p>	<p>group, the school or NQTs) have access to strong examples of work that reflect the expected standard or those that reflect greater depth within each year group.</p> <p>Ensure the website is populated with the overview of the subject they lead as well as the end of year expectations within the subject.</p> <p>Ensure staff know what knowledge they are expected impart through the use of knowledge organisers where appropriate or a clear skills progression for subjects that are based on developing skills</p> <p>Review progress through regular monitoring, including book/work scrutiny and, if necessary, set targets and actions for relevant teachers.</p> <p><u>Teaching & Learning:</u> Ensure planning allows time for explicit teaching of all subjects, i.e. use of the fortnightly timetable in KS2 to ensure depth of coverage in foundation subjects.</p> <p>Ensure curriculum maps and linked vocabulary are easily accessible to parents, via pupil post and on the website. Ensure the subject-specific vocabulary of each topic is clearly visible in the classroom (through working walls).</p> <p>Use the topic records (where appropriate) or class books as a working document to assess each child's achievement within each subject and report this to the subject lead.</p>	<p>this to improve standards within their subject.</p> <p>The English curriculum, and guided reading, was evaluated and then redesigned to ensure there is: a broad range of genres and text types, classic fiction, cross curricular links and progression from one year to the next. Where needed, texts were ordered for the year groups.</p> <p>A grammar route across the school was introduced, so the teachers could see what should be consolidated and what so be introduced in their year group.</p> <p>Progression documents for all subjects were composed by subject leaders.</p> <p>Knowledge organisers for all subjects were composed by subject leaders.</p> <p>Topic records have been checked by subject leaders to ensure they are progressive & knowledge/ skills based.</p> <p>Foundation stage subjects, where needed, were reordered within the year group to ensure cross curricular links.</p>	<p>related school closure and training needed for planning remote education.</p> <p>Training will now be delivered after Easter and focus on how prepared Subject Leaders are in answering deep dive questions and gathering evidence to support their answers.</p> <p>Yearly and subject overviews were composed or redone in line with the new adjustments.</p> <p>The remote learning section of the website was redesigned and how to guides (for class dojo) were created.</p> <p>The English and Maths sections of the website were redesigned to match the current curriculum.</p> <p>Children from each year group were questioned about English and reading.</p>	<p>and maths sections as examples of excellent practice.</p> <p>The staff redesigned their summer term, to be as cross curricular and as engaging as possible and to ensure that where skills had possible not been taught as well, due to lockdown, were covered again.</p> <p>Subject leaders have started redesigning their sections of the school website to be in line with the English and maths sections.</p> <p>From the INCAS data, reading was lower and attitudes were also lower than the other subjects.</p> <p>A reading week was held to raise the profile of reading and reengage the children through fun activities, competitions and virtual author visits.</p> <p>A pupil survey was conducted and children heard reading (during monitoring week). Many children, particularly in KS2 were reading a book which was not pitched correctly.</p> <p>New reading assessments (to assess coloured levels) were introduced & support staff assessed children using.</p> <p>Many of the reading & guiding reading books for yr2 & older were book banded incorrectly.</p>
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		Impact Autumn Term 2020	Impact Spring Term 2021	Impact Summer Term 2021
		<p>Official Monitoring did not take place due to Covid and maintaining staff well-being.</p>	<p>Due to Lockdown, there was no official monitoring this term.</p> <p>The Quality Mark assessor was extremely complimentary about the English and maths sections of the website and complimented us on how it was written for parents, rather than for other teachers, so it was easy to access and very informative.</p> <p>The Pupil voice comments have been shared on the website. This showed the 6bs are being embedded and the children love it when their teachers read the class the story. They also liked that this continued as part of lockdown. They were enthusiastic about the new units of learning and more were talking about pinking and greening and their success criteria.</p>	<p>From scrutiny of books, topic records and knowledge organisers are being used across the curriculum. Where success criteria have been used, it is more about the skills and knowledge need for the subject.</p> <p>Assessing- The EYFS team levels were predominantly accurate.</p>

SIP Priority 3 School Culture	Details	Action Autumn Term 2020	Action Spring Term 2021	Action Summer Term 2021
<p>The Glebe Way to be well established and threaded through every element of the school day</p> <p>Focus Area 1: The Glebe Way</p> <p>+</p> <p>Focus Area 2: Movement Around School</p> <p>+</p> <p>Focus Area 3: Lunch Time Behaviour</p>	<p>The actions in this priority will not be divided into Leadership & Management and Teaching and Learning as the school culture is the responsibility of every member of the school community.</p> <p>To develop further in this area, we need to develop a tiered system of reward: large scale (house points system), medium scale (class points) and individualised (Class Dojo points).</p> <p>Ensure all staff, pupils and parents are familiar with the Glebe Way and that it is easily identifiable around the school building and on the school website.</p> <p>Ensure all classrooms have class rules linked directly to the Glebe Way clearly displayed and referred to throughout the school day.</p> <p>SMSA voice – lunch time staff to identify areas that they find the most challenging to address during lunchtimes with regard to behaviour of pupils. Target training and support in the areas identified.</p> <p>Ensure lunch time staff are trained regularly and are confident to address issues that breach the Glebe Way and the Glebe Play Way. Action plans developed to support staff who are finding this a challenge.</p> <p>Continue to develop high expectations of behaviour and attitudes throughout the school for all pupils through rewards systems, e.g. Class Dojo, House Points, Golden Time, etc.</p> <p>Ensure excellent attitudes to learning continue and can be seen in all lessons observed.</p> <p>Underpinning all of these actions will be the introduction of a class points system. Points will be awarded by staff and visitors for the following areas of good behaviour and must apply to all pupils within the class:</p> <ul style="list-style-type: none"> Respect for all staff – this includes particularly supply teachers, PPA teachers and lunchtime staff. (15 points) Class Cohesion – every member of the class looking out for each other and being a 'team' (15 points) 	<p>Updated SMSA training in behaviour, playground supervision and conflict resolution in pupils.</p> <p>The behaviour policy had to be updated (with an addendum) to include the Covid restrictions for being within school.</p>	<p>Once the school re-opens for all pupils, SMSA training will focus on a social curriculum to enable pupils to interact effectively with each other following limited social interactions during the school closure.</p> <p>School staff to reinforce rules on the children's return to school and the tiered system of rewards to be re-introduced.</p>	<p>Training for all SMSAs at the start of the summer term by KR & JG focussed on behaviour, the Glebe way and lunchtime protocols.</p> <p>JC conducted SMSA training focusing on Communication Blanks. This looked at how to support lunchtime behaviour and how to communicate effectively with the children.</p> <p>JC has created Blanks questioning prompts for the SMSAs to wear on their lanyards.</p> <p>The updated behaviour matrix is now being worn by all SMSAs so that they can instantly refer to it wherever they are. Incident report slips are beginning to be implemented.</p>
		<p>Impact Autumn Term 2020</p>	<p>Impact Spring Term 2021</p> <p>During lockdown, no serious behaviour incidents were recorded and behaviour at lunchtime was consistently reported as good. SMSAs reported that they found the opportunity to establish themselves in on year group or key stage and get to know the children more thoroughly beneficial. (These established relationships will be utilised upon full reopening).</p>	<p>Impact Summer Term 2021</p> <p>Lunchtime behaviour incidents remain low and more instances are being reported and dealt with.</p>

	<ul style="list-style-type: none"> • Movement Around School, i.e. walking through corridors, behaviour on stairs, etc. (10 points) • Lining up silently after play times (and assemblies, in transition for set swaps, etc. when Covid restrictions are lifted) (10 points) • Punctuality and attendance (10 points) • Play time and lunch time behaviour (10 points) • Handing in homework on time (5 points) <p>This will be in addition to individuals earning house points or Dojo points.</p> <p>The points will be added up weekly and each week's winners will be announced on the newsletter.</p> <p>A termly treat will be enjoyed by the class with the most points at the end of each term.</p> <p>A larger reward will be awarded to the class with the highest total at the end of the school year.</p>			
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