



School Improvement Plan 2022-23

Rachel Dean (Headteacher)

admin@woodlandsprimaryyate.co.uk

Table of Contents

Priority Area: Improving Literacy

Objective 1: Close the attainment gap in boy's literacy across Early Years and KS1

Objective 2: Close the attainment gap in literacy for pupils in receipt of PP

Objective 3: Raise attainment in greater depth writing across the school

Priority Area: Reducing absence

Objective 1: Reduce persistent absence in vulnerable groups: SEN, PP

Objective 2: Improve punctuality in arriving at school and to lessons on time ready to learn

Priority Area: Improving Behaviour and Attitudes to increase access for a key group of vulnerable children

Objective 1: To ensure consistently high expectations including vulnerable learners' behaviour and conduct throughout the school, resulting in positive attitudes to learning.

Objective 2: To ensure a calm and orderly environment in classrooms and across the school so that all students can learn

Objective 3: To increase the impact of behaviour strategies to reduce suspensions and positive attitudes to learning

Priority Area: Enhancing School Culture through Character Education

Objective 1: Implement an ambitious community character charter

Objective 2: Enhance pupil character through an ambitious curriculum and wider opportunities

Priority Area: HRB Provision

Objective 1: Ensure high standards of provision and improve outcomes for HRB pupils

Priority Area: Improving Literacy

Objective 1: Close the attainment gap in boy’s literacy across Early Years and KS1

Vision (Big Picture): *All children, regardless of gender and circumstance, are entitled to achieve their full potential and by removing barriers and providing opportunities, we will ensure every child has the opportunity to succeed*

Provision Change	Action Planning (Milestones)	Evidence of Change (Impact)	Monitoring (RAG rated /On track vs Off track)
<ul style="list-style-type: none"> • Ensure all practitioners are trained in Rosenshine’s Principles of Instruction and relevant techniques that explicitly support communication through talking, verbal expression, modelling language and reasoning. • Ensure all adults explicitly extend children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. • Explore Nuffield Early Language Intervention with Nursery pupils • Use of continuous provision model in Y1 to further engage boys • Staff modelling language and verbal scaffolds to speak in full sentences • Sentence prompts and scaffolds to support speaking in grammatically accurate sentences • develop coaching programme for Early Years and KS1 staff • Training to develop oracy and dialogue in outdoor learning and playground 	<p>Implementation of the shREC approach: share attention, respond, expand, conversation during quality interactions.</p> <p>Year 1 teachers to develop links with GLT school to develop Y1 continuous provision</p> <p>Year 1 teacher’s to implement and extend Drawing Club</p> <p>Early identification and intervention for improving early literacy skills e.g Gross motor, eye tracking</p>	<ul style="list-style-type: none"> • reduced gap in attainment between boys and girls’ writing • higher rates of GLD and ARE for boys • increased achievement in literacy • boys speak in complete sentences and using extended vocabulary initially in PSED and increasingly in writing • increased regulation due to children being able to express their feeling • Increased staff effectiveness and confidence in providing high quality interactions • increased dialogue about learning between staff with children and children with each other 	
<p>CPD</p>			
<ul style="list-style-type: none"> • Training in Rosenshine’s Principles of Instruction (particularly on modelling, scaffolding, guided practice) • Trust writing deep dive / audit • School improvement project/s • Drawing Club and Poetry Basket training • Local Authority training on rethinking KS1 provision 			

Priority Area : Improving Literacy

Objective 2: Close the attainment gap in literacy for pupils in receipt of PP

Vision (Big Picture): All children, regardless of background and circumstance, are entitled to achieve their full potential and by removing barriers and providing opportunities, we will ensure that all children have every opportunity to succeed

Provision Change	Action Planning (Milestones)	Evidence of Change (Impact)	Monitoring (RAG rated /On track vs Off track)
<ul style="list-style-type: none"> Leadership focus on high quality teaching through a revised developmental drop in structure based on Rosenshine using the Greenshaw Principles for Teaching All staff know PP children, barriers to learning and actions in place to overcome these Ensure PP registers are accurate and reflect school catchment: siblings and known families Increase quality of Language rich learning environments across school CPD focus: how will this impact on closing the gap? 1:1 and small group tuition provided by academic mentor and school based tutoring Interventions to support language and literacy development Ensure children have opportunities to develop oracy and dialogue through forest school Improve outside play areas to create opportunities to increase pupil language 	<p>Term 1: DDI established and feedback in place</p> <p>Every term: CPD focus on HQT</p> <p>End of each termlet: Review impact of academic mentoring and school led tutoring</p> <p>Start of Term 2: Interventions in place to support literacy</p> <p>Forest school training: March 2023</p> <p>Playground project: Term 2</p>	<ul style="list-style-type: none"> reduced gap in attainment between PP and Non PP pupils higher rates of GLD and ARE for PP children increased achievement in literacy for PP children PP children speak in complete sentences and using extended vocabulary initially in their social interactions and increasingly in writing Increased opportunities for dialogue both in class and during social times for PP pupils through quality interactions 	
<p>CPD</p>			
<ul style="list-style-type: none"> Training in Rosenshine’s Principles of Instruction (particularly on presenting new material in small steps, modelling, scaffolding, guided practice, independent practice) High Quality teaching and learning CPD High quality interactions for all staff who have face to face contact with children Forest school training School improvement projects 			

Priority Area: Improving Literacy

Objective 3: Raise attainment in greater depth writing across the school

Vision (Big Picture): *Ensure children have the writing skills they need to become confident, independent writers and engaging writers to inspire them to write at a greater depth*

Provision Change	Action Planning (Milestones)	Evidence of Change (Impact)	Monitoring (RAG rated /On track vs Off track)
<ul style="list-style-type: none"> Leadership focus on high quality teaching through a revised developmental drop in structure based on Rosenshine using the Greenshaw Principles for Teaching Close monitoring of planning across the school to ensure writing opportunities are provided to make choices about purpose, audience, structure and style of writing. Check English overviews to ensure children are reading a wide and varied range of high quality texts to support their authorial voice. Children master handwriting and spelling – these skills need to be automatic so that children are not too preoccupied with them to concentrate on composition. Spelling scheme implemented to ensure consistency master spelling Children given time needed to write at length and opportunities to proof-read, edit and redraft their own writing. Teachers use teacher assessment, age related expectations and assessment data to inform judgements. Teachers have access to examples of GDS writing to see the standard of writing they are aiming to achieve, and to expose children to them in lessons. 	<p>Ongoing (monitor termly).</p> <p>Monitor termly first check completed by end of Term 1.</p> <p>End of Term 3.</p> <p>Ongoing (monitor termly).</p> <p>End of Term 2 (following moderation CPD)</p> <p>End of Term 2 (following CPD)</p>	<ul style="list-style-type: none"> Accelerated rates of progress across writing for all year groups. Appropriate challenge is evident in all lessons in order to ensure rapid progress for all. Children can talk about their writing with confidence and identify the structures being used for the particular purpose and audience. Higher rates of GPS across school 	
<p>CPD</p> <ul style="list-style-type: none"> Writing training ‘Getting it Right from the Start’ Trust writing audit Year 6 GDS writing training Moderation CPD sessions across the school SLT to moderate Year 2/ 6 writing SLT to attend Year 6 writing training 			

Priority Area: Reducing absence

Objective 1: Reduce persistent absence in vulnerable groups: SEN, PP

Objective 2: Improve punctuality in arriving at school and to lessons on time ready to learn

Vision (Big Picture): We expect all the children to attend school every day on time , when the school is in session, as long as they are fit and healthy enough to do so. This starts with developing positive relationships with all families and working in partnership to overcome barriers

Provision Change	Action Planning (Milestones)	Evidence of Change (Impact)	Monitoring (RAG rated /On track vs Off track)
<ul style="list-style-type: none"> Focus on absence instead of attendance Build a positive Home School Partnership to promote understanding Offer home visits following Fixed Term Exclusions to build teacher parent relationships. Offer parent workshops to discuss absences and what impact it has on education. Phone call to persistent absentees before school by class teachers. Reset the expectations to persistence absentees and families. Fortnightly pastoral meetings with SENCO, DSL, attendance, behaviour leads to strategic oversight and identifies actions for course correction to support families. 	<p>End of Term 1 - Find a speaker on the importance of school /school refusal and anxiety who will speak at a parent workshop with staff in attendance.</p> <p>Fortnightly attendance meetings</p> <p>Half termly data analysis</p>	<ul style="list-style-type: none"> Improved attendance for key groups of children Case studies show positive evidence of impact Improve punctuality and reduction in parents picking children up early from school High parental and family engagement with school initiatives to reduce absence 	
<p>CPD</p> <ul style="list-style-type: none"> CPD on child mental health to better understand why persistent absentees struggle to attend school. Look at school training on Emotional Based School Avoidance When South Glos EBSA Toolkit comes out, give staff time to go through this Staff to understand the importance of their role in attendance. 			

Priority Area: Improving Behaviour and Attitudes to increase access for a key group of vulnerable children

Objective 1: To ensure consistently high expectations including vulnerable learners’ behaviour and conduct throughout the school, resulting in positive attitudes to learning.

Objective 2: To ensure a calm and orderly environment in classrooms and across the school so that all students can learn

Objective 3: To increase the impact of behaviour strategies to reduce suspensions and positive attitudes to learning

Vision (Big Picture) : Behaviour is exemplary where all children are respectful & kind, develop intrinsic self-regulation and the skills to enable access to a broad and balanced curriculum.

Provision Change	Action Planning (Milestones)	Evidence of Change (Impact)	Monitoring (RAG rated /On track vs Off track)
<ul style="list-style-type: none"> • Boxall profiles to identify specific needs • Ready for reintegration scales used in support of those on adapted timetable or those being considered • Continuous provision to be used in ks1 to support transition • GLT behaviour strategy to monitor and moderate those who have repeated suspensions • Use of behaviour checklist to form consistency • Decision to suspend doc to evidence reasons for suspension • Liaising with Yate Academy and GLT for form behaviour strategy system • Meet regularly with parents of High Need pupils • Weekly behaviour walks to promote praise in the classroom and monitor high expectations of learning • Timetable High Need pupils to a non negotiable weekly provision which supports their regulation regardless of their behaviour (gardening, forest school, cookery) • Team Teach training for all staff 	<p>Monitor weekly the reflections across school. Review with class teachers if children are in receipt of these frequently</p> <p>Half termly review of reflections and suspensions</p>	<ul style="list-style-type: none"> • Children remain in class with reduced need for alerts • Children on adapted timetable have an increase in successful sessions on site leading to rapid return to full time education on site • Use of Ready for reintegration scales enable positive return after suspension, • Reduced number of suspensions term on term • Children co regulate at a quicker rate and increasingly regulate independently 	
<p>CPD</p>			
<ul style="list-style-type: none"> • CPD focused around high expectations of learning behaviour with a focus on Paul Dix and Teaching Walkthrus. • CPD focus on enabling a warm and engaging environment to reinforce positive attitudes • Positive relationships - Teaching Walkthru • CPD on reasonable adjustment and inclusive practice 			

Priority Area: Enhancing School Culture through Character Education

Objective 1: Implement an ambitious community character charter

Objective 2: Enhance pupil character through an ambitious curriculum and wider opportunities

Vision (Big Picture) : *Creating a school where children want to learn and adults want to work so that we can ensure all children have the best chance to lead happy and fulfilled lives.*

Provision Change	Action Planning (Milestones)	Evidence of Change (Impact)	Monitoring (RAG rated /On track vs Off track)
<ul style="list-style-type: none"> Amalgamate Character Education and Successful Learners curriculum Ensure daily success particularly for the most vulnerable Model gratitude and politeness Expect gratitude and politeness Meet and Greet Use of children’s realistic ambitions as a ‘hook’ i.e. footballer, astronaut etc Introduction of additional ambitions - Millions Dreams High expectations also maintained during breaks with clear routines and areas of responsibility (fluency) Children’s University Tailor extra curricular activities to the needs of the children across WRM (ie games club - cards, darts, uno etc. Build safety - create conditions for all to perform Share vulnerability - building fluid, trusting relationships in each team and across the school Establish purpose- every member of staff to understand the purpose of every role they have within the school IWoodlands Walking, Lovely Line, Sticky Hands, Line orders - all rehearsed and well established 	<ul style="list-style-type: none"> Continue to create a sense of belonging through being part of a team (table, class, year group, KS, school, Yate, Bristol, England, The World) share strengths and seek help for areas of development you are safe, we share the risk use of over communicated listening mistakes are ok embrace feedback staff and pupil voice over communicate expectations use candour-generating practices Purposeful flash mentoring order priorities and be clear 	<ul style="list-style-type: none"> Social norms are established low level disruption across the school is minimal visitors ‘feel’ the positive school culture through observation and interaction with children Children look and feel happier Children are intrinsically motivated to learn and embrace challenge Increased % of all groups attaining ARE and greater depth 	
<p>CPD</p> <ul style="list-style-type: none"> INSET - school culture Getting everyone on board - Why and how does Character Education and Successful Learners impact on daily teaching and how can it be transferred into everyday use in the classroom? DDI feedback focused on positive culture 			

Priority Area: HRB Provision

Objective 1: Ensure high standards of provision and improve outcomes for HRB pupils

Vision (Big Picture) : *It is our deep intent that our deaf pupils will achieve their full academic potential. All pupils within the HRB have the same opportunity as their peers to access our Million Dreams curriculum, including all extra-curricular opportunities, aided by specialist support from HRB staff.*

Provision Change	Action Planning (Milestones)	Evidence of Change (Impact)	Monitoring (RAG rated /On track vs Off track)
<ol style="list-style-type: none"> 1. Ensure HRB interventions are clearly tied to Pathway and ISP targets and EHCP outcomes, and are rigorously tracked and reviewed. 2. Improve HRB pupils’ social communication skills. 3. Close the gap where HRB pupils have receptive/ expressive vocabulary delay. 4. Ensure adult support for HRB pupils is consistently focused on their individual needs and their needs as deaf pupils. 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> ● Integrate Pathway targets into ISPs (by end of term 1). ● Ensure targets are clearly visible for HRB staff and pupils (by end of term 1). ● Track and review intervention by termly progress towards targets. ● As well as school tracking systems, use YARC, BPVS, Renfrew assessments to consistently track progress in literacy and language (language & communication, cognition & learning) - annually. ● Use Pathway tracker to consistently track progress in SEMH, sensory and physical, independence - updated 3 times a year. 2. <ul style="list-style-type: none"> ● High quality interactions at playtimes. ● Use CONVERSE with relevant pupils to provide a structure to social communication. 3. <ul style="list-style-type: none"> ● High quality pre and post teaching of vocabulary. ● Use of Word Aware approaches. ● Use of cross-curricular vocabulary books. ● Use of sign-supported vocabulary. 4. <ul style="list-style-type: none"> ● Develop Ordinary Magic HRB CPD for HRB staff. ● Termly Learning-Listening walks. 	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> ● Accelerated rates of progress - school tracking, Pathway tracking, progress towards EHCP outcomes. ● Pupil voice - pupils can articulate their own progress. 2. <ul style="list-style-type: none"> ● High levels of attendance ● Levels of engagement at playtime ● Pupil voice.. 3. <ul style="list-style-type: none"> ● Accelerated rates of progress - school tracking, BPVSIII, Renfrew. 4. <ul style="list-style-type: none"> ● Progress observed during Learning-Listening walks. ● Parental voice - obtained informally as well as formally prior to Annual Reviews and during annual Google form parental feedback. 	
<p>CPD</p>			
<ul style="list-style-type: none"> ● Audit signing levels (BSL) of HRB staff and implement training as appropriate. ● HRB CPD at least 4 times annually. 			

	<ul style="list-style-type: none">• Ensure staff knowledge of ISP targets.• Ensure Ordinary Magic guidelines are embedded.• Develop sign-supported language for emotions and Word Aware approaches.		
--	---	--	--