

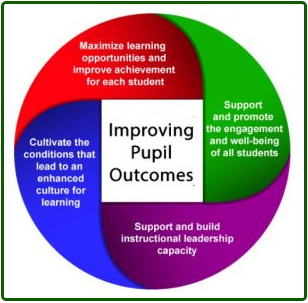
***Houghton Regis Primary School***

***SCHOOL IMPROVEMENT PLAN***

**2021-2023**

**Version 2: September 2021**

***Vision, Mission, Aims and Values***

**`To ensure every pupil acquires the skills, knowledge and values, to achieve their maximum potential in a caring, nurturing, challenging and inspiring environment.`**

**‘To maximise learning opportunities and improve outcomes for every pupil.’**

We aim to:

* Give each child the opportunity to flourish and develop through a nurturing, creative and engaging learning journey, enabling them to take responsibility for their own learning.
* Provide a safe and secure environment where children feel valued and respected.
* Seek excellence in all that we attempt, setting high standards and aspirational targets to ensure all our children achieve their full potential.
* Offer a rich and meaningful curriculum which provides memorable learning experiences and develops enquiring minds.
* Promote a love of learning and high aspirations through the positive ethos of the school.
* Provide life skills that encourage our children to become respectful and confident citizens.
* Encourage independence whilst appreciating the needs of others.
* Actively seek to do the right thing, to be a good friend, to embrace all we have to offer and to leave HRPS with a well-developed set of personal values.

### *Context*

Staff, governors, parents and children have been involved throughout the process of producing and implementing this school improvement plan. The school’s aims and values statement is at the heart of the development of this plan. The consultations and deliberations have taken account of:

* Analysis of school achievement data by teaching staff and governors.
* Use of performance data such as Pupil Achievement Tracker, Fischer Family Trust information, information provided by the Management Information Unit and class teachers’ own assessment information.
* Lessons learnt from the school’s last Ofsted inspection.
* Advice, information and guidance provided by the School’s Effectiveness Advisers

***3 Year Overview***

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| ***Aspects*** | ***2020/2021 Summer Term*** | ***2021/2022*** | ***2022/2023*** |

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| **Leadership & Management** | * Ensure Governance is Ofsted ready * Development of LT and key subject leaders * New Governor CPD * Agreed and sustainable SLT structure. * Headteacher role fully established and LA support reduced * Agreed and sustainable senior leadership structure | * Governors and all senior leaders now confident in specific roles and have a clear understanding of how to facilitate their roles. * Middle leaders have a significant impact on the outcomes in their areas of responsibility and are impassioned to ensure their subjects are taught to the highest standards. * Headteacher and Deputy Headteacher are highly effective in their roles. * New curriculum leader, Senior Teacher and Associate Senior Leader roles established and effectively supporting Headship team. | * Strong leadership is embedded throughout the school * There is a culture of high expectation * Succession planning is in place to ensure continued culture of improvement |
| **Outcomes** | * Raising attainment & progress in reading, writing, maths and phonics * All indicators above national More able pupils achieve at a standard they are capable of. * Pupils eligible for PPG achieve at a level broadly similar to their non-PPG peers | * Raising attainment & progress the core and foundation subjects ensuring all groups of pupils have the best possible outcomes. * Pupils leave HRPS with a love of learning and a personal expectation to succeed. | * All pupils have embedded a culture of high expectations and a love of learning. |
| **Teaching**  **Learning**  **And**  **Assessment** | * All teaching at least good with an increasing proportion of outstanding * Embed the curriculum so that it is fully DfE compliant and creative * Begin metacognition with PPG pupils * Begin oracy project across the school * All subjects to have a clear journey of progression plotted and advertised on the school website * Embed HfL Assessment System in core subjects and roll out into foundation subjects * Assessment is used effectively to accurately establish starting points and ensure teaching is delivered at an appropriate level for all pupils * At least three classes per week attend swimming lessons and the percentage of pupils able to swim 25 metres has increased from last year. | * All year groups good or better teaching and learning – * Embed the HfL assessment system * Embed the HfL planning resources in English and mathematics * All subjects are taught and assessed to the same standards as core subjects * Clear use of metacognition strategies now in place. * TAs and teachers making use of self-scaffolding, prompts, clues and modelling rather than correction. | * Aspects of outstanding * Curriculum is wide and highly engaging * There is a wide variety of co-curricular activities available to pupils. For example, the gymnastics club and football teams are entering competitions, |
| **Personal Development, Behaviour and Welfare** | * Learning Friends * Good to be Green/Busy Bees to be reviewed and a new behaviour policy to be in place that references zones of regulation. * Working party to review and develop behaviour policy * Use of Sims to track behaviour * Pupils develop a personal desire to achieve and set challenging targets for themselves. * Pupils are consistently active learners and remain motivated throughout the entire school day in all subjects. * Pupils have a clear pleasure in learning. | * Ensure teaching is at least good. * Further development of outside area * Ensure all in and out areas are child not adult spaces * Deepen learning behaviours across the school. * Zones of regulation in place * All pupils consistently challenge themselves to do better and achieve more, whilst celebrating their achievements. * Children aware of metacognition and make use of self-help strategies to stay resilient. | * Love of learning * Preparation * Creating aspiration for future success * Year 5 go for University visits |
| **Early Years** | * Ensure teaching is at least good * Development of outside areas * Outdoor Classroom/sandpit * There is a culture-shift to child-initiated throughout the entire setting and all class-based staff embrace this. * All EYs staff are able to accurately observe, record and respond to children’s learning | * Further enhance outdoor and indoor continuous provision * Complete the build of a second Nursery classroom | * Creativity * Outstanding continuous provision |
| **Spiritual moral social and cultural** | * Improve cultural development – pupil opportunities to develop understanding of and respect of diverse communities * Develop British values engaging all stakeholders leading to continued improvements * All pupils are exposed to an enhanced level of cultural capital through trips, visitors and extended enrichment activities. | * Further develop links with the community to enhance spirituality * Week end lettings to be used to develop community links and provide additional cultural and social opportunities for pupils at the school | * Economic well being |

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|  | **Objective and Action Required** | **Lead**  **People** | **Monitor by** | **Milestone 1**  **By end of July 2021** | **Milestone 2**  **By December 2021** | **Milestone 3**  **By April 2022** | **Milestone 4**  **By July 2022** | **Over-all**  **Success Criteria**  **Financial**  **Impact** |
| 1 | To increase the percentage of pupils working at greater depth in reading, writing and maths throughout the school. | LB, CM, RP | JE | JE to continue Y2 booster classes  JE to begin Y5 GD writing, reading and oracy activities. All pupils to be provided with a cartridge pen to raise expectations.  Ensure Big Writing sessions push pupils for greater depth  SK to continue 1:1 tuition with pupils to support achievement in maths.  HfL Essentials scheme is adopted allowing strong progress  JE, LB and TW to carry out small group comprehension activities | Year 6 GD booster classes are in place  Summer school includes GD groups for Years 3, 4 and 5. Follow on activities continue into Autumn term.  Parents to support summer school and boosters by brining pupils in for additional sessions and completing additional homework as required.  Develop the use of questioning to stretch pupils with higher attainment.  All Year 6 pupils to use cartridge pens for Big writing. | Ensure big writing sessions in Years 2-6 include ‘push’ for pupils capable of achieving greater depth by the end of their phase.  Parents to support children with Big Write talk homework. | Greater depth booster classes in place for Years 2,5 and 6  Parents support boosters by bringing pupils in for additional sessions. | June 2021 KS1 results are in line with 2019 national averages in two out of the three areas (reading, writing and maths)  Writing results for Year 5 are in terms of on track are closer to national averages than for previous terms.  June 2022 KS1 and KS2 results are in line or above national in two out of the three areas. |
| 2 | To further raise standards in all subjects, with an emphasis on mathematics and English by giving subject leaders opportunities to develop, monitor and check provision so that they can play a full part in driving further improvements. | LB, SR, KM | JE and KH | Monitoring schedule has a clear list of activities that are carried out each week. These will triangulate evidence and include lesson observations, work scrutiny and pupil voice activities.  Charlie Harbour from HfL to provide training in HfL Maths Essentials  All classes begin to utilise HfL Maths planning  Classes also make use of HfL Back on Track English Resources  Maths and Literacy subject leaders carry out lesson observations with HT | All classes utilising HfL Maths planning  Monitoring schedule continues. | HFL back on track resources used if required. | Books and lesson observations support good learning and teaching in all key stages. | By June 2021 quality of teaching and learning to be judged to be at least good in all areas.  GLD, KS1 and KS2 key indicators are at least national in all areas. |
| 3 | Further develop the broad curriculum beyond English and mathematics, so that pupils have better and more regular opportunities to extend their knowledge and skills by consolidating and building on what they have learnt in a range of curriculum areas. | TW, SR, EN, AW, CH | JE RP | Schemas are developed for remaining subjects for and year groups and these link to learning and demonstrate progression  These are also clearly visible on the website.  Four Classes a week are attending swimming lessons for the whole summer term and this systematically develops their skills over time.  Gymnastics club/coaching is in place for Years N-3 and systematically builds gymnastics skills.  Ballet classes are offered to pupils in years N-4 and this develops pupils dance skills and concentration.  All KS2 pupils have the opportunity to be part of a football team. Other sports such as rugby and athletics also offered as clubs as well as taught in PE sessions.  History virtual visits take place for all KS1 and KS2 classes. | Subject observations in History, Geography and PE continues.  Books in foundation subjects show good pupil progress and schemas being followed.  Formation of school choir and theatre club.  Continuation of a wide range of clubs and sports teams plus swimming lessons for at least three classes per week. Ballet school to now run a more advanced class.  HRPS competes in football and gymnastics tournaments with other schools.  School trips and visits to begin for all classes and residential to be planned for Year 6. | All classes have opportunities to experience school trips and visits. These should support the curriculum in a range of areas including history, geography, and science. These should include visits to the capital and coastal areas.  Full extended sports programme in place to include inter school completion in a range of disciplines. | Cultural Capital events take place for EY, KS1 and KS2 pupils. These will include activities such as trips to ballets, theatre or orchestral recitals. | Children’s books demonstrate clear progress made  Increasing percentage of pupils achieving 25 metres in the water this is in line or above national averages  Ballet has over 150 pupils attending. |
| 4. | To accelerate the progress of boys in receipt of the PPG grant | TW | JE, RP | New school meals package in place to offer quality meals every lunch to all pupils including this key group.  Kagan training and strategies put into place.  All KS1 and Y3 PPG boys must be listened to read **every** day.  Cycling club in KS1 in place for PPG boys with bikes and equipment provided.  Identify key barriers of PPG boys in Early years other than oracy.  Focus group on metacognition. Pre-teaching for this group and looking at boys’ learning strategies.  CR to complete whole staff training and lead model sessions with KS1 boys for TW and SK to observe.  TW and SK to then cascade knowledge and carry out similar work with other year groups.  Oracy project throughout the school will support group. | Group has progressed by at least one PPG step of progress  Boys benefit from funded football, swimming and other activities including cycling in KS1 and rugby KS2.  TW and SK to lead metacognition sessions for group which identify boys’ individual barriers to learning and also provide strategies to deal with these.  Oracy project continues to impact outcomes for group. | Group has progressed by at least one PPG step of progress  Boys benefit from funded school trips as well as funded sports activities  Metacognition sessions allow for boys to be more confident in their own learning styles and make better progress.  Kagan allows for group to be more involved and engaged than may have otherwise been the case. | Group has progressed by at least one PPG step of progress  Boys benefit from trips to museums and galleries.  Boys benefit from trips to the capital city and coast line.  Boys experience cultural experiences – ballet, theatre etc.  Boys are more confident in their learning know what their barriers are and have been provided with strategies to over these barriers. | PPG boys in each class have made at least 3 HfL steps of progress between May 2021 and May 2022  Metacognition activities have provided boys with a sense of how they themselves learn.  Boys given strategies to overcome barriers identified.  Kagan has supported boys to be fully involved in school life. |
| 5. | To develop oracy as a strategy to enhance the metacognition with a particular focus on PPG pupils. | CR LB | JE RP | CR to provide whole staff and group training sessions for staff.  Roll out:  1. Additional reading – daily PPG 2. Explicitly extending spoken language - with the use of scripts / roles/ for interaction 3. Use of structured questions - both from the teacher and the child 4. Use of curriculum focused dialogue to support interaction through Talk mats. | CR to provide whole staff and group training sessions for staff.  Roll out:  1. Additional reading – daily for PPG 2. Explicitly extending spoken language - with the use of scripts / roles/ for interaction 3. Use of structured questions - both from the teacher and the child 4. Use of curriculum focused dialogue to support interaction through Talk mats.  5. Oracy sessions to be included in summer schools. | Pupils use of spoken and written English is evident in pupil voice activities  Oracy strategies are now making impact on outcomes for core subjects.  Continue with all strategies and extend to summer born pupils or other identified under achieving groups. | Oracy project has had a marked impact on pupils’ writing outcomes. | Reading and writing outcomes are at  least national for both KS1 and KS2 at expected and for GD. |
| 6. | To make use of metacognition strategies to strengthen teaching, develop stronger retention of pupils’ knowledge and skills and therefore improve outcomes across all areas. | CR TW KD | JE RP | Focus group on metacognition. Pre-teaching for this group and looking at boys’ learning strategies.  CR to complete whole staff training and lead model sessions with KS1 boys for TW and SK to observe.  TW and SK to then cascade knowledge and carry out similar work with other year groups.  Focus on quality modelling.  TA training | TW, SK and other staff members’ role out metacognition activities to other identified key groups.  Data scrutinised for summer born, EAL, girls, boys, PPG.  AM7 data to lead selection of next group.  TAs to be fully aware of scaffolding triangle and encourage independence with pupils.  Move from differentiation to scaffolding | Any underperforming group now benefitting from metacognition activities.  Look at introduction of metacognition triangle into marking policy.  TAs observed making use of clues and prompts and not being reliant on correction. | Roll out metacognition activities to all classes. JE, TW, CR and others to lead assemblies on metacognition to groups of classes. | Improved outcomes in core subjects particularly for pupils in the key groups involved.  For first focus group:  PPG boys in each class have made at least 3 HfL steps of progress between May 2021 and May 2022  Metacognition activities have provided boys with a sense of how they themselves learn.  Boys given strategies to overcome barriers identified.  TAs observed using triangle and use of correction is rare. |
| 7. | To ensure assessment is accurate in all subjects using the model of core subjects using HfL Steps. |  |  | Further embed the HfL Steps programme in the core subjects through the use of extensive moderation and work sampling within and beyond key stages. SLT to litmus test and moderate.  Other subject leaders begin to plan their own assessment strategy using HfL Model  Early Years staff access HfL assessment training for new curriculum. | To develop the use of assessment in an HfL style for the following subjects:  Computing  Science  RE  History  PHSCE  These subjects have assessment strategies embedded by the end of the term. | To develop the use of assessment in all other subjects.  These subjects have assessment strategies embedded by the end of the term. | All subjects have a clear and robust assessment system built along the HfL Steps model. | Assessment is clear throughout the school. |
| 8. | To improve over-all school attendance to 96.5% and ensure all key groups attendance are over 95%. |  |  | Analysis of attendance data weekly and this holds parents to account  Attendance officer involved where required with higher level cases. | Attendance team continue to challenge and support parents who require it. | Attendance team continue to challenge and support parents who require it. | Attendance team continue to challenge and support parents who require it.  Attendance is improving for all key groups. | Attendance is clearly at least in line with national and there is no specific group issue remaining. |
| 9. | To develop behaviours for learning strategies to maximise the attainment of all pupils. |  |  | New Behaviour policy developed  Metacognition training and trial takes places.  Super heroes with learning skills continue | New Behaviour policy fully in place.  More extensive use of super heroes in award assemblies.  Metacognition activities roll out to further groups | Metacognition activities roll out to further groups  Re-launch growth mindset | Growth Mindset project | Children can verbalise growth mindset principles  Metacognition activities have an impact and this can be seen in children’s interactions. |
| 10 | To embed a sustainable and effective leadership structure to support continual school improvement. |  |  | New structure presented to governors.  New Associate Senior Leader and Senior Teacher roles to be established.  New recognition of SENDCO role with SLT  English/KS1 Leader (LB) to join CBC assessment team. | Full leadership team in place including return from maternity leave of substantive Deputy Headteacher. New Senior Leadership Team to include HT, DHT, SENDCo and Senior Teacher.  New Associate leader to work with both SLT and MLT on set projects.  New larger leadership team supporting the school in a distributive leadership model. | All subject areas led well.  SLT and MLT members have clearly defined roles.  LB to moderate other schools. | Succession planning in place. SLT to look to support other settings and consider secondment opportunities if and when they arise.  LB to moderate other schools. | Clear structure in place  School begins to have impact beyond own organisation |
| 11 | To embed the new early years curriculum through effective planning delivering and assessment. |  |  | Ensure opportunities for Early Years children in UW and EAD are as frequent and high quality as those related to Literacy, communication and number work. Regularly working with members of class who hold QTS.  A newly appointed Early Years Leader is rapidly establishing high standards and consistently good quality first wave teaching in Reception and this builds on the established strengths in Nursery. Therefore we aim to have consistently good with outstanding teaching and learning in all early years classrooms.  EY Leader, HT and others to access HfL training around new EY curriculum and assessment arrangements.  Outdoor classroom to be built and utilised to create smaller key group opportunities.  Second Nursery Classroom to be built to allow for increased numbers of pupils in Nursery | New Early Years curriculum and assessment arrangements in place.  JE and HI to distribute knowledge from training to all EY staff members.  Garage conversion to take place to create five early years’ classroom areas.  Principle of key worker with key children in place and able to work in creative areas.  Teaching input to be delivered in smaller groups for Nursery pupils.  New classroom being well used effectively with free flow, integrated space. | New Early Years curriculum and assessment arrangements further embedded.  Further development of outdoor areas. | Increasing number of Reception pupils are being taught phase 4. | Early Years Curriculum is embedded and pupils are well taught  End of year Reception outcomes are secure  Reception pupils are Year 1 ready |
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| **Glossary**   |  |  |  |  | | --- | --- | --- | --- | | **Acronym** |  | **Budget code** |  | | IT | Information technology | E01 | Teacher salaries | | TT | Target Tracker – assessment tool | E03 | Classroom support staff salaries | | CBC | Central Bedfordshire Council | E05 | Admin staff salaries | | FGB | Full Governing Body | E08 | Indirect staff expenses | | Gov | Governors | E09 | Training | | CPD | Continuous professional development | E12 | Buildings | | Eco | Environmental Council | E13 | Grounds | | Asst | Assistant | E19 | Learning Resources | | SIP | School Improvement Partner | E20 | IT resources | | SENDCo | Special Educational Needs and Disabilities Co-ordinator | E22 | Admin supplies | | PB | Protective Behaviours | E26 | Agency staff (supply teachers) | | RA | Restorative Approaches | E27 | Bought in professional services - curriculum | | EAL | English as an additional language | E28 | Bought in professional services - others | | PP | Pupil Progress |  |  | | GD | Greater Depth |  |  | | H&S | Health and safety |  |  | | HR | Human Resources |  |  | | IPC | Individual Pupil Conference |  |  | | PPG | Pupil Premium Grant |  |  | | ECAR | Every Child a reader |  |  | | EYFS | Early Years Foundation Stage |  |  | | KS | Key Stage |  |  | | EYs | Early Years |  |  | | IEP | Individual Education Plan |  |  | | TA | Teaching Assistant |  |  | |  |  |  |  | | | | | | | | | |
| ***Governing Board Membership and Committee Structure***  **Chair of Governors: Ms Nicola Griggs**  **Vice Chair: Mr Glyn Chapman**  **Headteacher: Mr James Edwards**  **Clerk to the Governors: Mrs Amanda Jenkins**   |  |  |  |  | | --- | --- | --- | --- | | ***Continuous Improvement Committee*** | ***Accountability Area*** | ***Resources Committee*** | ***Accountability Area*** | | ***Chair:***  ***Mrs Deborah Pargeter*** | * Pupil achievement * Teaching standards | ***Chair:***  ***Mr Glyn Chapman*** | * SFVS * Budget Scrutiny & Management | |  | * Inclusion and behaviour * Attendance * Early Years * Standards and Achievement |  | * Contracts & Best Value * Health and Safety * Benchmarking * Finance Manual | | | | | | | | | |

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| **R.A.G. rating** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Milestone 1 |  |  |  |  |  |  |  |
| Milestone 2 |  |  |  |  |  |  |  |
| Milestone 3 |  |  |  |  |  |  |  |
|  | | | | | | | |
| **R.A.G. rating** | **8** | **9** | **10** | **11** |  | | |
| Milestone 1 |  |  |  |  |
| Milestone 2 |  |  |  |  |
| Milestone 3 |  |  |  |  |