

Key Improvement Area 1 *Heatherside Infants - Key Focus 2 & 4*

To further improve children's skills as writers so that they are able to write for a range of audiences and purposes, making good or better progress as a result, including at Greater Depth.

- Evidence from pupils' work indicates that standards in writing have continued to be most impacted by periods out of school, especially in non-fiction writing. Attainment on entry is significantly lower.
- Outcomes from assessments and moderation shows that spelling accuracy is an area for development across all year groups and abilities.
- The percentage of children being assessed as Greater Depth writers is lower than in previous years and fewer children progress to work at the higher standard in writing than in Maths or Reading.
- Children's writing is much stronger in narrative than non-fiction.

Key aspects:

- Planned teaching of key skills, including phonics, spelling and sentence structure through development of teaching/learning approaches/units.
- Continue to focus on oracy/vocabulary through range of approaches.
- Staff training/development on strategies to achieve Greater Depth in writing.
- Continued review and development of units to include more non-fiction.
- Use ongoing assessment to shape teaching and learning and monitor progress of all pupil groups, including lower 20%/those with SEND/higher attainers.

Key Improvement Focus 3: *Heatherside Infants - Key Focus 2*

To make further improvements to the school's curriculum to ensure children are able to successfully make links between learning; building a body of knowledge and skills across all subjects, including Maths.

- Outcomes in Maths have been good but further work on challenging most able and supporting lowest 20% to remain a focus area.
- Curriculum work in 21/22 to become fully embedded in teaching and learning across the school, including Learning Journeys.
- Subject leads need opportunity to develop their role further without restrictions/interruptions caused by Covid over last three years.

Key aspects:

- Further develop approaches/teaching in **Maths** to ensure high level of challenge and adaptation of learning for lowest 20%. Explore tutoring.
- Continue to embed skills and knowledge progression within and across subjects and monitor impact on learning and progress.
- Ensure that ongoing assessments across foundation subjects are used to evaluate progress, inform next steps and shape teaching and learning.
- To continue to develop the role and impact of teaching staff in leading curriculum innovation and improvement, including those at UPS. Increase opportunities for subject leads to monitor and evaluate standards.

School Improvement Plan Context & Key Priorities

2022 - 2023



Heatherside Junior
School

'Learning for Life'

For 22/23, Heatherside Infants will be led by the Junior School headteacher as an interim arrangement.

Key Improvement Focus

To further develop the school's curriculum in order to secure outcomes for all children that are good or better based on their starting points. To design and implement learning which engages children, builds progressively and meets the needs of all learners.

Key Improvement Area 2 *Heatherside Infants - Key Focus 2 & 4*

To further develop Reading provision through the introduction of a phonics-based approach and the ongoing promotion of reading for pleasure as well as fluency and comprehension.

- Progress in reading is good overall but there are gaps in children's phonic knowledge, especially in children who lost in school learning at KS1.
- HIS introduced Twinkl Phonics in Spring 22 and this needs to be embedded across both schools.
- Staff training in July 22 but further phonics CPD needed for KS2 staff
- Reading habits of children not consistent and school is aspirational to instil love of reading/stories/books to all children at all ability levels.

Key aspects:

- Introduction of Twinkl Phonics to build on KS1, consistent use of assessment/resources across the school.
- Further staff training/development including partnership work with HIS.
- Continue to explore ways to engage children in their reading, including partnership working with parents/school events/initiatives/use of Library.
- Use a range of interventions/approaches to help children make good or better progress, including Let's Think in English, Reading Fluency and the exploration of School Led tutoring.

Key Improvement Focus 4: *Heatherside Infants - Key Focus 3 & 4*

To continue to actively support children's and staff's wellbeing and emotional/physical development to secure high attendance, engagement and personal success.

- Importance of wellbeing already core part of school ethos but increase in expression of anxiety in children/parents much more evident in last 12 months.
- Impact of pandemic on people's wellbeing and mental health identified as a national priority. Staff have had three challenging working years.
- Increase in use of technologies and potential impact on children's health and wellbeing - link to KCSiE.
- Overall attendance rates were impacted in 21/22 by high covid cases in school.

Key aspects:

- Increase support for children and families through the Pastoral Support Worker role, ELSA provision and links with other services/sources of support.
- Build on existing PSHE/RSE/Computing curriculum to ensure that children have opportunities to develop healthy and safe online behaviours, including use of Project Evolve and partnership working with parents. Continue to actively promote wellbeing for staff and pupils through class/school-based opportunities, support and initiatives.
- Use school's tracking systems to identify pupils who would benefit from early intervention support; evaluate impact, including on attendance.
- Continue to ensure that support for vulnerable groups, including SEND, is effective and leads to positive outcomes and progress in line with KCSiE.