



PARRET AND AXE SCHOOL SCHOOL IMPROVEMENT PLAN 23/24

'Our Journey to Outstanding'

"Love your neighbour as yourself" (Luke 10
vs 27)

Leaders and staff work as a dedicated and united team. They are proud to work at the school. Staff know that leaders, including governors, keep a close check on their workload and well-being. Staff value the support they receive to strengthen their expertise. Parents are equally positive about the school. They appreciate how the staff build children's confidence and nurture their interests and talents (Ofsted 2022)

Pupils feel safe and well cared for in this community-minded, inclusive school. The values of 'courage, respect, kindness and equality' run through everything the school does. Pupils show high levels of respect toward each other and to staff. They say that adults notice if something is wrong and take the time to find out why. (Ofsted 2022)



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Core Priorities 2023-24

<p>To strengthen existing systems in the foundation subjects, so we have a deeper understanding of impact the curriculum is having on pupils' learning over time.</p>	<p>We need to ensure that staff know the most essential knowledge that pupils need to learn across the curriculum.</p>	<p><u>Autumn</u></p> <ul style="list-style-type: none">• Medium term plans for all subjects revised so that there is effective sequencing of learning across all non-core areas.• Prospectus developed and reviewed across the school.• Short term planning demonstrates consideration of skills gaps in all subject areas so that these are planned for and implemented to build on prior knowledge.• Monitoring evidences the development of pedagogy and effective teaching & learning across all year groups.• Highly effective teaching & learning in art, science & PSHE resulting in good progress (Inc. pupil knowledge, skills & outcomes). <p><u>Spring</u></p> <ul style="list-style-type: none">• Pupils' learning demonstrates that they know more and they are remembering more leading to improved outcomes across seven non-core subject areas.• Learning Walks monitor the development of pedagogy and effective teaching & learning across all year groups with the quality of teaching being highly effective.• Highly effective teaching & learning in history, geography, RE & PE resulting in good progress (inc. pupil knowledge, skills & outcomes). <p><u>Summer</u></p> <ul style="list-style-type: none">• Quality of work, in all non-core subjects, demonstrates that the pupils are learning the right things in the right order, prior knowledge is built upon and good progress is made.
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<p>Further develop leadership (inc. governors), at all levels, in order to ensure a sustained and strategic approach to school improvement.</p>	<p>The outcome across the school have improved over the last 3 years This resulted in a Good OFSTED Inspection in July 2022. However, it is important for there to be a continued focus on the development of leaders, and leadership processes, so that school improvement is sustained and the journey to outstanding begins.</p>	<p><u>Autumn</u></p> <ul style="list-style-type: none">• 360 reviews identify areas for development & training plan established which enables leaders to have a positive impact on school improvement priorities.• All leaders display collective responsibility & ambitious vision for delivering priorities.• Clear roles, responsibilities & accountabilities established through an effective leadership structure within the school. <p><u>Spring</u></p> <ul style="list-style-type: none">• Leaders demonstrate relentless focus on improvement and increased confidence in leading their areas of responsibility.• School Improvement visits, identifies the growth and competence of leadership as a strength for the school.• Good progress is noted in all areas of school improvement (as outlined in SIP).• Leaders demonstrate highly effective practice in all operational areas inc. safeguarding. <p><u>Summer</u></p> <ul style="list-style-type: none">• Leaders demonstrate high levels of competence within their appraisal process resulting in a strong impact on SIP priorities & associated outcomes.• 360 reviews demonstrate good development of skills and confidence for all leaders with a clear understanding of next steps.• Career development plans established in order to support staff development and succession planning.
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<p>Improve outcomes in all areas with a particular focus on early reading and phonics whatever the starting points, so that pupils are ready for the next stage in their education.</p>	<p>For more information please see the Early Reading and Phonics Plan.</p> <p>For more information please see the Maths Action Plan.</p>	<p><u>Autumn</u></p> <ul style="list-style-type: none">• Baseline assessments conducted and children's 'starting' points established ASAP upon return.• Targets established & published, taking into account prior attainment, and any aspirational national benchmarks so that progress can be monitored.• Gaps identified and planning adjusted in order to meet the needs of pupils.• Catch up programme planned & implemented to support progress.• Evidence of progress so that most pupils reach current year ARE expectations at least by December.
		<p><u>Spring</u></p> <ul style="list-style-type: none">• Quality of work demonstrates effective targeting of support as well as progression in skills and knowledge and outcomes.• Data indicates rapid progress (measure to be agreed in Aut) towards FFT20 targeted outcomes.
		<p><u>Summer</u></p> <ul style="list-style-type: none">• Outcomes in all year groups, for all areas, is in line with targets (set against prior attainment/NAT).• Moderation of outcomes demonstrates accuracy of assessment.• Quality of work supports reported outcomes.



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<p>To ensure that Pupils have high attendance and come to school on time. There is a demonstrable improvement in the attendance of all groups of learnings inc. those with SEND and those eligible for pupil premium.</p>	<p>Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully.</p> <p>Strengthen the systems and support mechanisms in place to support learning for pupils unable to attend school,</p>	<p><u>Autumn</u></p> <ul style="list-style-type: none">• Attendance assessments conducted and children's 'starting' points established ASAP upon return.• Targets established & published, taking into account prior attendance , and any aspirational national benchmarks so that progress can be monitored.• Gaps identified and planning adjusted in order to meet the needs of pupils.• Catch up programme planned & implemented to support progress.• Evidence of progress so that most pupils reach current year attendance expectations at least by December.
		<p><u>Spring</u></p> <ul style="list-style-type: none">• Pupil's attendance demonstrates effective targeting of support• Data indicates rapid progress (measure to be agreed in Aut) national attendance outcomes.
		<p><u>Summer</u></p> <ul style="list-style-type: none">• Attendance in all year groups, for all areas, is in line with National targets



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Quality of Education					
Success Criteria & Evaluation Benchmarks	<ul style="list-style-type: none"> Pupils achieve well at the school; Outcomes demonstrate improvement in all areas across the school from the baseline and from end of previous key stage so that, in particular, there is evidence of closing the gap for disadvantage pupils. As a result of a coherently planned and carefully sequenced curriculum, which utilises AfL and other assessment information, work given to pupils is demanding and they demonstrate the resilience to live up to the expectations given to them. The curriculum is carefully designed to enrich pupils' learning experiences and to help them remember what they have been taught. Consequently, there is good evidence of progression across an all non-core curriculum areas and examples of exemplary practice developing in subjects across the wider curriculum. Teachers strong subject knowledge, awareness of curriculum vision/intent and skilled pedagogical understanding results in a consistently effective (with examples of highly effective) quality of teaching and learning in all classes across the school. 				
Actions	Lead Person	Resources/ Finance	Timescale	Monitoring	Evaluation
Support staff (via coaching and training to ensure the implementation of the curriculum is closely aligned to the intent and there is strong evidence of skills and knowledge progression across all subjects.	HT & Curriculum Leaders	Release time CPD time	Autumn 1 & ongoing	T&L audit outcomes Book trawls Planning trawls SIA visits Governor visits	
Embed retrieval practice in teaching across all year groups so that children remember more and that learning builds on prior knowledge.	HT & Curriculum Leaders	CPD time Leadership time	Autumn 1 & ongoing	T&L audit outcomes Book trawls SIA visits CPD records	
Effectively monitor the implementation of layered elements (inc. focus weeks) across the curriculum to ensure evidence of high-quality provision which is embedded into the curriculum expectations (rather than a bolt on activity).	HT & Curriculum Leaders	Release time CPD time Focus week budget	Autumn & ongoing	T&L audit outcomes Book trawls Planning trawls SIA visits Governor visits	
Embed the use of assessment data so that there is rigorous and forensic data tracking from a baseline measure as well as previous attainment outcomes.	HT & Curriculum Leaders	Release time for pupil progress meetings SLT & CPD time	Autumn 1 & ongoing	Data tracking data Pupil progress reviews SLT meetings T&L audit outcomes Governor visits & meetings SIA visits	



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Ensure the use of assessment knowledge is utilised effectively by staff so that they plan next steps carefully to ensure rapid progress and close any gaps which exist.	HT & Curriculum Leaders	Stock budget Leadership time	Autumn 1 & ongoing	Planning trawls Book trawls T&L audit outcomes	
Review weekly/short term planning frequently in order to support staff in adapting curriculum expectations and prioritising areas so that pupils' learning 'recovers' as quickly as possible in order to meet the standards of their current year group.	HT & Curriculum Leaders	Leadership time CPD & coaching time	Autumn 1 & ongoing	Planning trawls Book trawls T&L audit outcomes	
Monitor, adapt & develop the quality/range of interventions across the school in order to ensure that they target the most important elements and that they demonstrate the greatest impact.	HT, SENDCO & Curriculum Leaders	SEND/PP budget CPD time Staffing costs	Autumn 1 & ongoing	SEND local offer/PP plan Intervention & pupil tracking data Book trawls	
Develop the skills, subject knowledge and expertise of support staff, as well as teachers' deployment skills, to maximise the impact of their work on pupil outcomes.	HT & Curriculum Leaders	CPD time CPD budget Coaching time	Autumn 1 & ongoing	T&L audit outcomes Book trawls Planning trawls Appraisal records	
Review & refine provision for children with SEND or those eligible for PP funding, adapting to changes & budget constraints, so that there is evidence of exemplary practice and a focus on ensuring equity within outcomes.	HT, SENDCO & Curriculum Leaders	SEND/PP budget CPD time Staffing costs	Autumn 1 & ongoing	SEND local offer/PP plan Intervention & pupil tracking data Book trawls	
Review & adapt curriculum expectations, in line with recovery expectations following a baseline assessment, so that pre-requisite knowledge and skills are developed in core areas, e.g. phonics.	HT & Curriculum Leaders	Leadership time CPD time	Autumn 1 & ongoing	Curriculum plans Planning trawls Book trawl T&L audit outcomes	



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Consider, develop and implement an appropriate 'catch up' programme so that pupils are well supported in making rapid progress towards current year group ARE standards.	HT & Curriculum Leaders	Catch up funding Staff costs Release time	Autumn 1 & ongoing	Data tracking data Pupil progress reviews SLT meetings T&L audit outcomes Governor visits & meetings SIA visits	
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Behaviour & Attitudes					
Success Criteria & Evaluation Benchmarks	<ul style="list-style-type: none"> • Pupils' consistently have highly positive attitudes and commitment to their education. They are highly motivated, persistent in the face of difficulties and take a pride in their achievements. • All stakeholders create a positive environment where pupils behave with consistently high levels of respect for others, commonalities are identified and celebrated, difference is valued and nurtured and there is an optimistic perception about the anti-bullying work at the school. • Pupils have high attendance and come to school on time. There is a demonstrable improvement in the attendance of all groups of learnings inc. those with SEND and those eligible for pupil premium. 				
Actions	Lead Person	Resources/ Finance	Timescale	Monitoring	Evaluation Whole School Community July 2024
Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully.	HT and SENDCO	Staff costs Meeting time	Autumn 1 & ongoing	Attendance data tracking Meeting notes (inc. MyConcern) Action plans	
Strengthen the systems and support mechanisms in place to support learning for pupils unable to attend school,	HT & Curriculum Leaders	Leadership time Cost of resources	Autumn 1 & ongoing	Pupil progress data Meeting notes Action plans & case studies Curriculum materials	
Strengthen pupil leadership across the school by promoting this in a range of areas and ensuring high profile visibility of these roles across the school.	SC	Release time Resources budget	Autumn 2 & ongoing	Meeting notes Curriculum materials Pupil conferencing	
Embed the core values in all aspects of school life so that they are commonly understood, taught and promoted by every stakeholder.	HT	CPD time Leadership time	Autumn 1 & ongoing	Site/Learning walks Pupil conferencing CPD records	



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Personal Development					
Success Criteria & Evaluation Benchmarks	<ul style="list-style-type: none"> The school goes beyond what is expected to ensure pupils have access to a wide, rich set of experiences which set of experiences which develop their range of talents and interests. There is a strong take up of opportunities provided by the school and these consistently benefit those eligible for pupil premium. The curriculum is coherently and carefully planned to provide rich experiences which strengthen the school's provision for its pupil. The schools' development of pupils' character is carefully planned, considered and embedded in the curriculum. The school promotes equality of opportunity and diversity effectively. 				
Actions	Lead Person	Resources/ Finance	Timescale	Monitoring	Evaluation Whole School Community July 2024
Promote growth mindset, and associated strategies/approaches, across the school to strengthen pupils' resilience & determination.	HT and SC	CPD time Leadership time Curriculum time	Autumn 1 & ongoing	T&L audit outcomes Assembly plans Assembly reflection log Pupil & staff conferencing	
When allowed, promote a wide range of extra-curricular opportunities, both within and beyond school, which nurture different skills and talents (inc. signposting to outside clubs and activities) of pupils.	HT and JH	Leadership time Club costs	Autumn 2 & ongoing	Promotional records, letters, website, Communication & displays Pupil conferencing	
Monitor the take up of different clubs and activities, as well as considering strategies to maximise the involvement of PP pupils, to ensure high participation rates and involvement of pupils across the school.	HT and JH	PP allocation to support extracurricular provision	Autumn 2 & ongoing	Club registers PP evaluations PP governor visits Pupil conferencing Promotional materials	
Further consider and develop strategies or activities which increase pupils' sense of aspiration and promote development of skills for life.	HT	Leadership time	Autumn 2 & ongoing	Curriculum plans Pupil & staff conferencing Communication records	
Refine the role of pastoral provision in the school so that exemplary practice is shared and developed and that support is targeted and timely.	HT and ELSA	Staff costs CPD time & budget	Autumn 2 & ongoing	Pastoral records (MyConcern) CPD meeting notes Communication records Case studies	



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Embed the RHE curriculum within the school and provide ongoing training for staff delivery as well as support for parental understanding.	HT and SC	CPD time Curriculum time Leadership time	Autumn 1 & ongoing	CPD & meeting records Curriculum plans Parent/carer feedback Pupil & staff conferencing T&L audit outcomes	
Fully utilise opportunities within the curriculum, e.g. assemblies, focus weeks etc, to develop pupils' understanding of the world that they live in (inc. an appreciation of equality and diversity).	HT	Curriculum budget CPD time Leadership time	Autumn 1 & ongoing	Curriculum plans Pupil & staff conferencing Parent/carer feedback Assembly plans & reflection log	
Further promote opportunities to involve parents/carers in activities which support pupils' personal development, e.g. assemblies, workshops etc.	HT & Curriculum Leaders	Release time Staff costs Resources budget	Autumn 2 & ongoing	Parent/carer feedback Annual survey responses Meeting records	
Plan and develop aspects of the curriculum which will support the growth of pupils' personal development in a sustainable way (i.e. not a one off session), e.g. development of farm, allotments, ecoschools, outdoor learning etc.	HT & Curriculum Leaders	Curriculum budget Leadership time CPD time	Autumn 2 & ongoing	Curriculum materials Pupil & staff conferencing Annual survey responses Website & other communication methods	
Introduce & develop opportunities which allow pupils to nurture and showcase talents, e.g. performance skills (via assemblies & shows), sporting skills (via competitions and tournaments).	HT and JH	Leadership time Curriculum time	Autumn 2 & ongoing	Curriculum materials Pupil & staff conferencing Annual survey responses Website & other communication methods	
Embed the healthy schools work at the school, alongside sport premium priorities, to improve the activity levels and understanding of physical health with pupils.	HT and JH	Sport Premium budget CPD time Curriculum time Leadership time	Autumn 1 & ongoing	Sport Premium reporting Healthy Schools materials Curriculum plans Pupil conferencing Annual survey responses	



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Leadership & Management					
Success Criteria & Evaluation Benchmarks	<ul style="list-style-type: none"> Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school which is realised through strong shared values, policies and practice (inc. effective school improvement processes). Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching & learning delivery & assessment related outcomes. Leaders work effectively to engage staff and the wider community. They take account of staff workload and ensure engagement opportunities are focussed and purposeful. Governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by holding leaders to account for the quality of education. There is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties, e.g. Equality Act 2010. 				
Actions	Lead Person	Resources/ Finance	Timescale	Monitoring	Evaluation Whole School Community July 2024
Embed the collective responsibility of the SIP for 23/24 by strengthening the role of stakeholders in driving this plan.	SS	MLT, Governors' meeting time	Autumn 1 & ongoing	Governor meetings/visits SIA visits	
Develop a training plan, building on 360 reviews, to ensure effective coaching & development of leaders, at all levels (esp. those newly appointed), in order to develop their <u>strategic</u> leadership so that they have positive impact on SIP priorities.	SS	CPD budget Leadership time Release time	Autumn 1 & ongoing	Governor meetings/visits SIA visits SLT/SLG meetings Appraisal records CPD records	
Extend the appraisal model developed in 2022/23 so that there is a rigorous approach to the development of <u>all</u> staff (linked to job descriptions and professional standards) and that a wider range of appraisers are responsible for overseeing the performance of others.	SS/AW	CPD time Leadership time	Autumn 1 & ongoing	CPD records & training materials Appraisal records & moderation report Observations & other feedback	
Support the professional development of leaders by establishing career development plans and agreeing a programme of support and development.	SS	Leadership time CPD budget	Autumn 2 & ongoing	Appraisal records CPD records Professional development plans	



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Embed the role of the workload & wellbeing by strengthening the links with all stakeholders and considering the impact of covid19 and adapted practices.	SS	Wellbeing budget Release time	Autumn 1 & ongoing	Staff feedback & surveys	
Provide effective coaching, mentoring & ongoing support to staff, new and existing, throughout the year in order to develop and strengthen their practice (both within and beyond the classroom).	SS	Release time CPD time CPD budget	Autumn 1 & ongoing	T&L audit outcomes Staff feedback Coaching notes	
Induct new governors, as well as strengthen & build expertise of existing governors, so that they confidently fulfil their <u>strategic</u> duties and hold leaders to account well for the progress made towards agreed school improvement priorities.	SS	Governors' meeting time CPD budget	Autumn 1 & ongoing	Feedback from governors Recruitment & induction notes Governors' meeting notes & visit reports	
Build on previous progress made, in communication with wider stakeholders, so that parents/carers feel a part of P&A and positive perceptions at the school continue to grow.	SS/AW	Communication Staff costs Meeting time	Autumn 1 & ongoing	Annual survey responses Newsletters & other communication records INSPIRE & events evidence	
Carefully manage the budgetary position at the school, inc. the restructuring and redeployment of staff, so that any deficit is minimised and that the quality of provision does not decline.	SS, RC and KC	Staff costs Meeting time	Autumn & ongoing	Financial monitoring documents Restructuring paperwork T&L audit outcomes Pupil data tracking	
Consider opportunities to extend the 'outreach' of skills from leaders within the school so that P & A develops a reputation and capacity for supporting the development of others or leading the way with exemplary practice.	SS	Leadership time Release time CPD budget	Spring & ongoing	Appraisal records Leadership development records Feedback from SIA WDSC minutes	