

St. Michael's Nursery and Infant School
School Improvement Plan 2023-2024
Updated - January 2024



Leadership and Management

The governing body, children, staff and wider school community will write a new school vision statement to reflect the intent and founding purpose of education at St. Michael's.

A new School Vision Statement was written and published in the Autumn 2 term 2023. The Governing Body completed NGA training before commencing upon the task for greater understanding and quality assurance.

The statement incorporated the views of many stakeholders and the final draft was written and agreed by all members of the governing body and Headteacher.

The statement has now been uploaded to the school website and was shared with the current school community via Class Dojo. All agree that it is very 'fitting' and ambitious for St. Michael's.

The future SENCO (LS) will shadow and work with the current SENCO (CR) to gain an in-depth understanding of the role in preparation for the handover in September 2024.

Mrs. Regan and Miss. Swinburne have worked together throughout the Autumn term 2023, to allow Miss. Swinburne to develop an understanding of and confidence within the role of SENCO.

Timetabled sessions have taken place each fortnight where specific focuses have together been driven.

Miss. Swinburne attended SEND training for the Progression Framework and also made initial connections with SENCOS from other local schools which she commented was 'reassuring'.

Mrs. Reay has also worked with Miss. Swinburne throughout the term, to offer advice in the role of 'Champion for SEND', helping Miss. Swinburne with the completion of Developmental Journals, SENIF paperwork and supporting staff with practical resources and actions for everyday practice.

Miss. Swinburne has attended several meetings with families, including Early Helps for SEND, Annual Reviews and a SEND coffee and chat afternoon. She has written Sen Support Plans, IEPs and made referrals. Miss Swinburne is now beginning to participate in wider paperwork completion for SEND.

The future Reading Lead (NB) will shadow and work with the current Reading Lead (CR) over the entire autumn-term, to prepare for the take-over of the role in January 2024.

It was agreed that heavy investment would be used to support Miss. Birch in her official training for the role of Reading Lead.

In the Summer 2 term 2023, she attended Read Write Inc. training for 'A Strong Start in Reception', along with Mrs. Hudson (Reception Teacher). This was extremely beneficial for Miss. Birch in allowing her to develop an understanding of the entire progression throughout the programme.

Miss. Birch later attended RWI training for the role of Reading Lead in November 2023. Again, this training was invaluable in helping Miss. Birch to gain confidence in the role.

Miss. Birch has worked in partnership with Mrs. Regan throughout the term, to gain advice and make agreed decisions with regards to groupings and bespoke teaching for pupils with SEND.

Mrs. Regan also delivered a Phonics Meeting for parents of Reception children to coach Miss. Birch on leading workshops.

Miss. Birch has also benefited from the support of Mrs. Cartner (Reading Tutor) throughout the term. The two worked together to

correctly deliver two assessment points for all children across school, after completing joint Online Assessment Training. This helped with quality assurance, through the use of moderation samples, used in practise.

The Nursery teacher (SL) will be mentored throughout year 2 of her ECT programme.

Miss. Lofthouse has been well supported throughout the Autumn term 2023.

Weekly sessions have taken place with Mrs. Regan (Mentor), where a variety of items have been discussed and guidance has been given. Mrs. Regan demonstrated some example provisions to support Miss. Lofthouse and other members of the team in the understanding of provision resets and open-ended play.

Mrs. Hudson (EY Lead), has also continued to support Miss. Lofthouse with advice on the running of the Nursery, staffing, timetables, provision, planning and other details.

Miss. Lofthouse's PPA has now been moved to coincide with Mrs. Hudson's EY Lead time so that she is always available to support and monitor should Miss. Lofthouse require help.

An EY meeting took place in Autumn 1 2023 to support the improvement of arising issues with the running of the Nursery, so that the entire team were aware of the intentions for the cohort.

Miss. Lofthouse also attended some C and L local group sessions to help improve the quality of interactions in the EY and benefited from these workshops as advised by Helen Parker (EY Leading Teacher).

All leaders will understand and demonstrate clear knowledge of 'progression into KS2' for the subjects which they lead.

This is developing continually.

***Action – Lower KS2 outcomes to be added to Progression Maps for all subjects by the end of Spring 1 2024. A staff**

meeting will then be scheduled for Spring 2 to talk through understandings.

The Maths Lead (SH) will train as a 'mastery maths specialist', and use knowledge gained from the programme to micro-manage and achieve best practice for the teaching of maths across school.

Mrs. Hudson has used her training to support the implementation of the new programme for Maths across school. She has supported the staff to gain confidence in their delivery of the new programme, completed book checks, attended training and scheduled coaching sessions for staff to visit other specialists. Mrs. Hudson has identified actions required from current practice from EY to the end of KS1 and created solutions for improvements. A solid action plan was written in the Autumn 1 term 2023, clearly outlining an ambitious pathway forwards for the subject.

Hold 1-1 well-being coffee sessions with all staff once per term to promote positive mental wellbeing.

This did not take place in Autumn 2 2023, due to a high staff absence. A group wellbeing session has therefore been scheduled to take place as part of the Spring term Inset 2024, in order to gain an understanding of agreed actions for staff wellbeing.

***Action – 1-1 sessions to be scheduled for Spring 1 2024**

Quality of Education

Implement the White Rose 'mastery maths' programme across school in order to make the teaching of mathematics easier and more effective.

The programme was implemented across KS1 in Autumn 1 2023, with the guidance of Mrs. Hudson, Maths Lead.

The staff, Subject Lead, Headteacher and governors are happy with the results so far. Pupil Voice also confirms that the children are enjoying the programme and like the interactive style of teaching. The KS1 teachers visited a partner school in Autumn 2023, to observe the teaching of the programme and found this extremely useful.

Staff have commented that the resources and workbooks are easy to use and inviting for the children and that the purchase of them has cut down on teacher-workload.

*KS1 assessment results from Autumn 2 2023, show the following:
Y1 – 70% of pupils on track or above in Maths.
Y2 – 79% of pupils on track or above in Maths.
(Already above last year's national and local figures).

RWI workshops will be offered to parents across all year and ability groups to promote the benefits of reading at home and to support parents with the specific phonetical skills to do so.

A RWI workshop took place for Reception parents in Autumn 1 2023. The uptake was 83%. Parents who were unable to attend were later guided by the Reading Lead on an individual basis. Parent feedback was positive. Parents commented that they had a greater understanding following the workshop.

***Action – Each RWI Teacher to invite the parents of their pupils to join one full RWI session by the end of Spring 2 2024. These should be scheduled for different days. This is only for pupils from Ditty onwards.**

Complete Development Journals for all Early Years children on the SEND register to micro-manage progress.

All EY pupils with SEND now have an ongoing Developmental Journal. These have been useful in managing the micro-progress of some pupils and have been effective in updating wider professionals involved with the children and their families.

The Development Journals have been used to access SENIF for three Nursery pupils.

***Action - All Development Journals to be updated again and given to CR/LS by the end of Spring 1 2024.**

Use a Disadvantaged Pupil tracker to carefully micromanage the progress of those pupils, adapting teaching and interventions where necessary to achieve the best possible outcomes.

There is now a pro-active established Disadvantaged Committee.

***Action – Disadvantaged data from Autumn 2 2023 to be uploaded to the tracker during the Spring 1 committee meeting. Actions for interventions to be shared with relevant teaching staff.**

Behaviour and Attitudes

Continue to improve attendance rates across the school; (Ofsted Target).

Attendance remains high profile at all times.

There is now a pro-active Attendance Committee which meets termly to analyse trends in data and plan for improvements.

Attendance data is shared weekly with the parents and children.

School continues to support one family (2 siblings) with a one-way taxi to school each day which has helped to improve attendance.

Mrs. Regan did a local 'Attendance Dig' as part of the Workington Consortium and findings showed that this school is similar in terms of its attendance to others in the local area. The attendance of SEND pupils was highlighted as a particular strength of this school.

***Action – The attendance of PP and FSM pupils to be micromanaged by CR/ZS each half-term.**

Complete the Vulnerability Toolkit on Scholar Pack each term and respond to identified needs.

This was completed in the Autumn Term as part of the Attendance Committee agenda, although not on Scholar Pack. This was identified as a better means for analysis after Mrs. Regan attended recent Disadvantage training through WELL in Autumn 2023. Actions were identified by Mrs. Regan and Miss. Stagg and will be worked upon throughout the Spring term 2024.

Monitor and record pupils' attitudes and commitment to their education.

Mrs. Reay and her pro-active School Council have already shared many ideas in the Autumn term 2023, with regards to their views on education (School Council minutes). Two 'learning teddies' have been a focus for empowering behaviours during the Autumn term 2023 and many children were selected to receive awards for their demonstrations of independence and pride in their work (online photo-file).

***Action - Pupil interviews have been planned to take place in Spring 2 2024 as part of the subject leadership monitoring cycle.**

Personal Development

Create a new school brochure to promote the marketing of the school in order to support rising numbers.

The first draft of the new school brochure has been written by Miss. Stagg (Business Manager).

***Final version to be completed and uploaded to the school website by the end of Spring 1 2024 - PP (COG) to check this.**

Complete an audit of the clubs/activities which children access outside of school to monitor cultural capital and analyse/adapt the school's offer in line with this.

Miss. White is preparing to complete a parent audit as part of her Mental Health Lead work across school. She has already composed a list of provisions and is preparing to send a data capture out to parents.

***Action – Survey to be sent out, collected in and results collated by the end of Spring 1 2024.**

Create a cultural capital provision map for the school curriculum.

***Action – Provision Map to be created by the teachers over several staff meetings during Spring 2 2024 using data from Miss. White's survey to make any necessary adjustments – Map to be in place by the end of Spring 2 2024.**

Strengthen the take-up of additional activities for pupils with SEND through supportive liaisons with pupils and families.

The SEND coffee afternoon in Autumn 2 2023 was very successful. SEND staff were able to chat personally to families and reassure them of alternative approaches which can be used for individual children.

Mrs. Kelly is working hard to personally approach families of SEND pupils to discuss the offer of after school clubs and other various activities when there has been no application to attend.

***Action – 1-1 meetings to be held with parents of Nursery pupils with SEND who do not wish for their children to attend school trips, in order to identify if any further adjustments can be made to promote participation.**

Early Years

Create, write and implement effective long, and short-term planning for the 'Tiny Teds' two-year-old provision based on the Curiosity Approach.

A planning wall has now been created in the two-year-old provision which plans for 'next steps' for every single child. This informs weekly provision choices and interactions between the staff and children. This method was chosen following advice from Lis Bramwell, Early Years Specialist and through liaisons with other local two-year-old settings.

A Progression Map has been written for Tiny Teds which outlines intentions for pupil progress by the end of the provision; (this is on the website).

Develop a separate, effective outdoor classroom for the Tiny Teds.

There is now a separate outdoor classroom specifically for the two-year-olds. Most resources in the classroom were funded through Permission Homes after Miss. Smith applied for support. Remedial work then took place to provide a safe and secure environment.

The Tiny Teds' Team have worked tirelessly to clean, prepare and equip the area which is now safe, inviting and progressive for the children.

Create 'progression through continuous provision' maps for the early years' outdoor classroom.

***Action - To be in place by the beginning of the Summer term 2024.**

Ensure that RWI and Maths catch-up lessons are offered to pupils who have missed sessions due to attendance. Keep evidence of this in workbooks.

The Reception team are using the Virtual Classroom package from RWI to support missed learning due to absence during afternoon provision.

QR codes are also shared with all parents each week so that all pupils have the opportunity to recover the sounds that have been taught.

***Action – CR to check for evidence records of this in Maths and RWI books and to check with SH exactly how this is delivered for Maths? Spring 1 2024**

Continue to close the gap between outcomes for girls and boys by the end of the Reception year.

***Action – SH to do a EY gender analysis using data from assessments in Autumn 2 2023 and feedback to CR. Actions to be planned for any gaps; Spring 1 2024.**