

**Windmill Primary School
School Improvement Plan 2022 /23**

This School Improvement Plan has been constructed in consultation with the SMT, staff and the Governing Body. The actions have been identified using analysis of pupil data and evaluation of the SIP 2021 /22.. The emphasis is on deepening the key priorities which were in the SIP 21 /22 with changes made to tackle weaknesses which have been identified.

Overview of School Improvement targets 2022 /23

The table below gives an overview of the current priorities for school development in 2022 /23 and the outcomes to be achieved by July 2023. The detail of intent, implementation and impact is broken down into blocks of 100 days.

The overall intent is to “deepen” learning across the curriculum and embed all areas of the SIP 20/21. Areas of weakness have been identified and actions are in place to strengthen them.

Intent by July 2023		Cost / Cost Centre/ From Budget 22 /23
Quality of Teaching		
Outstanding Classroom pedagogy to ensure the needs of all learners are being consistently met.	<ul style="list-style-type: none"> Teaching pedagogy meets the needs of all learners, especially those who are SEND or higher attainers. Staff to be using highly effective AFL to adapt lessons to respond to the needs of learners. Responsive teaching is being used as a strategy to meet the needs of all learners in the class. By July 2023 65% of pupils at the end of key Stage 2 meet at least expected outcomes in reading, writing and mathematics. <p>To be achieved by:-</p> <ul style="list-style-type: none"> Training for staff in using a range of scaffolding strategies to support SEND pupils. Training for staff in activities that extend and deepen thinking Coaching programme across the school to support individual teachers / TAs. All staff have a learning journal. 	<p>Cost centre 252700 Costs of coaching £12359</p>
Reading	<ul style="list-style-type: none"> 80% of pupils at end of key Stage 2 meet at least expected outcomes in reading. 77% of pupils at end of key Stage 1 meet at least expected outcomes in reading 75% of Year 1 pupils meet at least expected outcomes in reading 85% of Year 3 pupils meet at least expected outcomes in reading 70% of Year 4 pupils meet at least expected outcomes in reading 77% of Year 5 pupils meet at least expected outcomes in reading 89% of pupils in Year 1 meet the expected standard in the phonics screening. <p>To be achieved by:-</p> <ul style="list-style-type: none"> Putting emphasis on reading for pleasure Increasing reading fluency. Read, Write Inc being fully embedded in Reception /KS1 and Fresh start in KS2 	<p>252721 Read, Write Inc training - £3850 Books-£2030</p>

<p>Writing</p>	<ul style="list-style-type: none"> ● 72% of pupils at end of key Stage 2 meet at least expected outcomes in writing ● 75% of pupils at end of key Stage 1 meet at least expected outcomes in writing ● 70% of Year 1 pupils meet at least expected outcomes in reading ● 70% of Year 3 pupils meet at least the expected standard in writing. ● 68% of Year 4 pupils meet at least the expected standard in writing. ● 68% of Year 5 pupils meet at least the expected standard in writing. <p>To be achieved by:-</p> <ul style="list-style-type: none"> ● Improving pupils' use of punctuation ● Challenging pupils to “deepen” their writing by showing good control of vocabulary and sentence structure. ● Improving the standards of spelling across the school through the Jane Considine approach to teaching spelling.. ● Strengthening the assessment of writing. 	<p>Time for staff training.</p>
<p>Maths</p>	<ul style="list-style-type: none"> ● 80% of pupils at end of Key Stage 2 meet at least expected outcomes in mathematics ● 78% pupils at end of key Stage 1 meet at least expected outcomes in mathematics ● 75% of Year 1 pupils meet at least expected outcomes in reading ● 85% of Year 3 pupils meet at least the expected standard in maths. ● 80% of Year 4 pupils meet at least the expected standard in maths. ● 78% of Year 5 pupils meet at least the expected standard in maths. ● 75% of pupils in Year 4 meet the expected standard in the times tables assessment. <p>To be achieved by</p> <ul style="list-style-type: none"> ● S planning format being used to improve the quality of teaching and learning. ● The needs of all pupils are being met to ensure good progress for all pupil groups ● Pupils are recording their maths in books rather than completion of worksheets. 	<p>Maths resources - £1250 (252722) Time for staff training</p>
<p>Data Targets For Combines reading, writing and maths</p>	<p>Year 1 -72% Year 2 -73% Year 3 - 60% Year 4 - 64% Year 5 - 55% Year 6 - 65%</p>	
<p>Science</p>	<ul style="list-style-type: none"> ● A clear framework for the assessment of science is in place. ● To continue to close the gaps in science learning created due to lockdowns. ● To introduce Floor Books 	<p>Resources - £1000 (2527- 23) Time for staff training.</p>
<p>Wider curriculum</p>	<ul style="list-style-type: none"> ● For all activities used for humanities and foundation subjects to be rich learning opportunities which create opportunities for pupils to think and remember more, have opportunities for rich discussions and which create challenge. ● To ensure that subject knowledge and skills is being taught sequentially across the school through the year group topics. <p>To be achieved by:-</p>	<p>ICT - Broadband / licenses / subscriptions /Hardware - £33445 (2527 -27)</p>

	<ul style="list-style-type: none"> To embed the use of dilemma linked learning into every topic with opportunities to present outcomes to a target audience. Using understanding of metacognition and Bloom’s Taxonomy for lesson design. Teacher planning linking closely to subject specific progression maps. 	Wider curriculum resources- £3610 (2527-10)
Personal Development		
Physical and Mental health of staff and children	<ul style="list-style-type: none"> For pupil and staff wellbeing to be a high priority and strategies in place to support it. <p>To be achieved by:-</p> <ul style="list-style-type: none"> Physical activity policy in place Ensuring that pupils have the opportunity for at least 1 hour daily physical exercise. A programme of lessons that support pupils in knowing about the importance of a healthy diet. Fully utilising the wealth of skills in the pastoral team so that pupils gave personalised programmes of support. Implementing the Scheme of work for the brain and use the language of growth mindset in all teaching. Using the staff wellbeing survey as a baseline to measure the impact of further strategies put in place to support staff wellbeing. 	<p>Cost of Jigsaw - £1075</p> <p>Additional resources - £822 (2527-10)</p> <p>PE grant</p>
Equality	<ul style="list-style-type: none"> Equality Safe programme To challenge the place of Diversity and Identity based bullying in the school by ensuring that resources / attitudes aren’t reinforcing stereotypical views. 	
Leadership and Management		
	<ul style="list-style-type: none"> Middle leaders are confident to lead their subject, know where the strengths and areas for development are within their subject and are supporting other staff effectively with planning and subject knowledge. 	
Behaviour and Attitudes		
	<ul style="list-style-type: none"> To ensure that all staff are consistent in their high expectations of behaviour across the school. 	
Wider School Agenda		
Sustainability	<ul style="list-style-type: none"> To reduce the carbon footprint of the school To take action to address climate change through explicit sustainability education. <p>To be achieved by:-</p> <ul style="list-style-type: none"> The use of energy has been reduced across the school measured by Energy Sparks data Increasing the range of biodiversity within the school grounds Reusing and recycling resources. Buying fewer plastic based resources that are disposed of Reducing the volume of food being thrown away. Finding alternatives to plastic. 	<p>Tree planting scheme - £500 donation from Waitrose</p>

Website	<ul style="list-style-type: none">• To ensure that the website is kept up to date and reflects the school culture.	
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