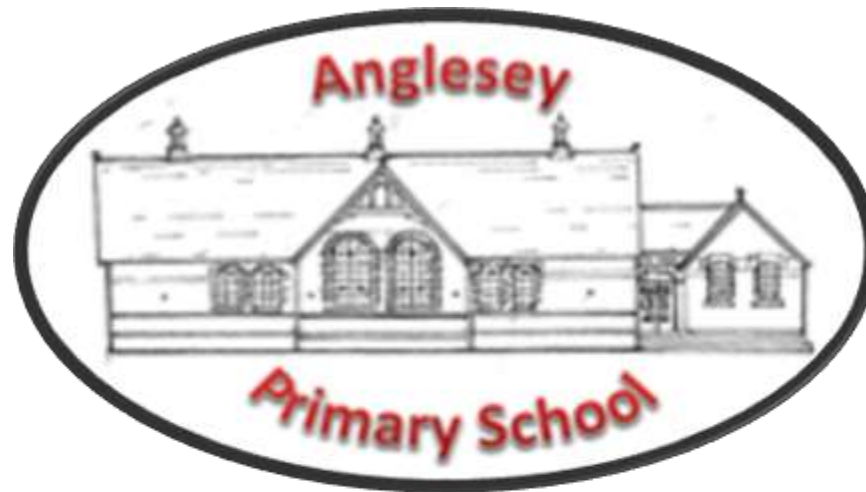# Anglesey Primary School
School Improvement Plan
2023-2024

Context and key information

Anglesey Primary school is maintained by Birmingham local authority and is located in Lozells on split sites, separated by a main bus route.

In July 2023 the current Headteacher left and the Deputy Head Teacher, Mrs Adele Green has been appointed as Interim Head Teacher until a substantive Head Teacher is appointed.   Additional leadership support is provided by Mrs Gill Turner from Birmingham Education Partnership.

Anglesey Primary School is a three-form entry school (Year 6 currently has four classes). There are currently 747 pupils on roll of which 49.7% are boys and 50.3% are girls. Included in that number is a part-time nursery provision with a total of 104 places.

The school has a Speech, Language Communication resource base to meet the needs of pupils with SLC difficulties. The majority of the 14 pupils are brought to the school from outside of the local area. Places are allocated by the local authority.

We have additional provision currently for 9 SEND pupils in the Willow Hub. This has been developed in the last 18 months to ensure that pupils with complex needs that were admitted to the school by the local authority, could receive bespoke and specialised learning in an environment that prepares them to integrate into mainstream where possible. This is funded entirely out of the school's budget. 17 of our pupils have EHCPs and nearly 25% receive SEND support because of their additional complex needs.

Key Contextual Features:

- Anglesey Primary School has higher than average levels of social deprivation, 45.9% of children have been eligible for free school meals (FSM) in the last 6 years, which is well above National average.
- The school rises to the challenges of a very high level of deprivation IDACI score 0.37% which puts us in quintile 5 (most deprived) of all schools and top 5% of schools in relation to the number of pupils who come from deprived homes.
- There has been high incidence of serious violent crime including gun crime, related to gangs and drugs around the school and in the local area.
- The school is full with little movement with 83.6% stability. There is a waiting list for most of our year groups
- A high number, 99.3% of pupils are from minority ethnic groups. The largest groups being, 45%: Asian or Asian British – Bangladeshi, 31%: Asian or Asian British – Pakistani and 13%: Black or Black British – African
- A very high proportion, over 70%, of the children have English as an additional language (EAL), well above the national average with a significant proportion of these having little English on entry.
- Attainment is low on entry to EYFS. The majority of children have limited educational experience before entering Nursery at 3 or Reception at 4.
- The majority of our children go to a local secondary school, but a number of our children go to a range of local schools, and a number of parents choose to send their children to the Grammar schools in Birmingham.
- The staff are committed and supportive of the school, many have been at the school for a number of years.
- Last years Year 6 was an extremely challenging cohort behaviourally, with a high percentage of SEND and social and emotional needs. As a result, there were a higher level of exclusions than usual and as a result, staff morale was low and key members of the Year 6 team sought other positions.
- As a result of the Ofsted inspection in November 2022, the Head Teacher became disengaged and was frequently absent from school and as a result the school was unable to move forward as quickly as we needed to.

Data-2022-2023

EYFS	GLD	National
	62.8%	67.3

Phonics	Met the threshold	National
Year 1	77%	79%
Year 2	55%	
End of KS1	84.1%	88.6%

MTC		National
Year 4	Mean score 24/25 – 87%	

KS1	Expected	National	Higher Standard	National
Reading	63.3%	68.3%	8%	18.8%
Writing	62%	60.1%	1%	8.2%
Maths	67%	70.4%	6%	16.3%
Reading, Writing and Maths Combined	54.4%	56%		

KS2	Expected	National	Higher Standard	National
GPS	65%	72%	27%	30%
Reading	63%	72.6%	15%	29%
Writing	38%	71.5%	1%	13.3%
Maths	72%	72.9%	22%	23.8%
Reading, Writing and Maths Combined	36%	59.5%		

Key strengths

- Staff stability – Staff are committed and loyal to the school and the community and want the very best for all the pupils. They have embraced the new ways of working with enthusiasm and determination.
- The school works closely with local providers to train and develop TAs and teachers. This has enabled the school to develop their own pool of staffing, when vacancies arise.
- Parents- Parents want their children to do well and are supportive of the school and the school decisions, as a result school events such as parent workshops and assemblies are well attended.
- The school works hard to support the school community. All school visits are funded by the school to ensure that pupils are able to access a wealth of experiences which would otherwise not be available to them. The food bank and other services such as housing support ensures that parents see the school as the first and only line of support that they trust.

Factors influencing School Improvement

Standards – Standards are a challenge especially in KS2 where pupils have had long periods of interruption due to the pandemic. Families struggled to access online learning for Primary school children and prioritised their older children at secondary school, this has left gaps in learning, in particular in writing.

Leadership – The previous Head teacher was not as focused as they could have been on school improvement, as a result, staff were left without clear direction and this made the work of the school more challenging.

Budget – The resources needed to support the children with very complex needs are not always available and therefore decisions have to be made about how to achieve best value for all groups of learners.

Environment – There is a challenge of managing 2 complicated sites where any potential improvements are costly and involve significant disruption. Although situated closely to each other, both sites are very different and are a drain on the school resources.

Ofsted – Ofsted visited on 22nd and 23rd November 2023 and the school received a declining judgement. As a result, Governors and the SLT have taken swift action to address the potential areas for immediate improvement.

School development process at Anglesey Primary School
- Senior leaders, governors and staff agreed the main school improvement priorities by analysing the strengths and weaknesses of the school. These areas will become the focus for staff performance management targets.
- Subject leaders have action plans for individual subjects which also fed into the curriculum priorities.
- Contextual information is considered as well as any external influences such as Inspection and Government priorities
- Staff training is identified to support staff delivering against the priorities.

- Senior leaders will review progress half termly and Governors receive information on the progress of the main priority areas through the Head teacher's report to Governors.

Key areas for improvement 2023-24

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.
Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful…Today, tomorrow and in the future.

1	All staff to have a clear understanding of effective Learning and Teaching strategies, so that learning is effective, expectations are clear, and all groups of pupils make progress
2	Developing the curriculum so that learning is planned in a sequential way, and is revisited to allow children to know more and remember more
3	Develop clear roles and responsibilities so that every member of the school community understands and responds to their role appropriately
4	Match provision for SEND pupils across school so that all members of staff are adapting the curriculum to the individual needs of all pupils.

School Improvement Priority 1-Teaching and Learning   **2023- 2024**

Target – All staff to have clear understanding of effective learning and teaching strategies, so that learning is effective, expectations are clear and all groups of pupils make progress.

Target	Impact on standards	Actions	Start/Finish	Cost
Develop a programme of CPD, including WalkThrus, for all staff.	All staff will be proficient in the use of WalkThrus, to ensure learning is consistently good	- CPD to familiarise staff with Rosenshine's Ten Principles of Instruction - CPD to familiarise staff with Tom Sherrington's Four Strands of Effective T&L - CPD session to establish what effective learning looks like at Anglesey. Introduce a sample of WalkThrus as a tool to support the strands within the Principles of Instruction - Choose five 'Core' WalkThru strategies to implement as a school in the first half term. Add a further five as these become embedded in everyday practice . Walk thrus for Spring term to identified - Ensure CPD encompasses the range of national curriculum subjects and that subject leaders are able to effectively model how these strategies are used within their subject areas, art & Dt - Ensure all staff (including support staff) are included in the training and monitoring - Monitoring the programme is established with regular and precise feedback to support staff development		SLT time
Develop and monitor the quality of teaching and learning.	All teaching is consistently good. All children will know more and remember more through effective questioning, scaffolding and subject understanding.	- Implement monitoring of the agreed WalkThrus to lead whole school monitoring and evaluation schedule - SLT to establish monitoring schedule (Start, review, evaluate). (To include WalkThrus, subject learning walks, book scrutiny, planning documents, pupil voice, data drops, interventions) - SLT to introduce monitoring calendar so staff are clear on the schedule		

		• Ensure SLT are trained in the coaching process to ensure there is consistency across phases • Staff/standards are regularly monitored with feedback • Develop phase leadership so that phases have tailored, bespoke feedback • Training and development of SEND so that teachers are clear how to adapt provision for all pupils, including SEND (School improvement priority 4)		
Develop an 'Implementation Framework' to ensure all staff know what good teaching and learning looks like.	All children will know more and remember more due to consistent features of a lesson.	• Use staff feedback from CPD session on what effective learning looks like to establish Implementation Framework. • Share Teaching and Learning policy and Implementation Framework with staff • Use Implementation Framework as part of monitoring schedule to support teachers in improving T&L across all subjects • Environmental checklist to support pupils' learning • Phase leaders developing teaching and learning within their phases • Peer observations, lesson studies to share good practice/visits to see good practice in alternative settings, similar demographics • Develop oracy within the teaching and learning framework		
Develop coaching abilities of SLT.	SLT will consistently and effectively respond to any areas of further development.	• Ensure monitoring schedule allows for 'action/observations, coaching, action/observations, coaching' cycle • Ensure SLT have a sound understanding of Instructional Coaching (dialogical coaching where 'teachers and coaches work together as partners') • To work alongside each other to quality assure feedback and targets • Review the process and recording of feedback e.g., lesson observation proforma, SLT notes on Walkthrus/learning walks		
Ensure resources and learning environment support ALL pupils to know more and remember more.	Environments will allow ALL pupils to make good or better progress by increasing their engagement, knowledge	• Phase Leaders / SENDCO to audit classroom environments using the agreed Classroom Environment Checklist • Ensure working walls within classroom reflect current topics with worked examples, models, images and scaffolding to support learning		

| | and automaticity of knowledge and skills. | • Ensure key vocabulary / sentence stems linked to current subject area are displayed in appropriate font to ensure expectations are modelled
• Ensure current resources are available and accessible to the children.
• Ensure clarity and consistency of behaviour expectations for all pupils across the school and all staff . Share behaviour action plan with all staff.
• Behaviour policy implemented consistently by all staff
• Relationships across the school strong between pupils and pupils, pupils and staff, staff and parents, staff and wider community to be further developed | | |

Targets:

Writing:

To increase writing outcomes in KS2 to meet national average of 71% EXS (2023)
Internal moderation of writing from EYFS -Y5 Summer outcomes to meet 71% EXS
To increase the number of children achieving greater depth judgement to 13% (2022)

Reading:

To increase reading outcomes in KS2 to meet national average of 73% EXS (2023)
To monitor reading performance using NTS assessments, aiming for 73% EXS in all year groups
Moderate EYFS data to ensure children achieve GLD in ELG related to reading in line with 73%
To increase the number of children achieving greater depth judgement to 7% (2023)

Phonics:

To reach 90 % pass rate Y1 PSC
For all children to make good or better progress in Early Reading: at least 90% at ARE in EYFS and KS1 and 25% GDS

Mathematics:

To ensure children reach at least National Standard in each year group and in statutory assessments (Target 80% EXS, 25% GDS)
To implement the teaching for mastery approach, ensuring it is embedded and sustained across the whole school
To introduce a standardised assessment to allow gaps to be identified so that all children make good or better progress

Science and Foundation Subjects:

To develop the curriculum so that learning is planned in a sequential way and is revisited to allow children to know more and remember more
To ensure children reach at least National Standard in each year group, 80% EXS
Foundation subjects-Art, DT, Geography, History, Computing, Music, PE, RE, PSHE, Mandarin

Target	Impact on standards	Actions	Start/Finish	Cost
Improve reading, writing and phonics standards	All pupils achieve higher standards and outcomes in each year group to reach National Standards All pupils to make good or better progress so that National Standards are reached	Reading Improve staff subject knowledge: • Deliver CPD linked to Chris Such 'Art and Science of Primary Reading' and new Reading Framework • Ensure all teaching staff are aware of expectations in reading for their year group and prior • Audit staff on subject knowledge- identify those who need support • Signpost CPD and resources to staff (i.e., Literacy Hub, JC training opportunities, webinars, Chris Such, Ashley Booth) • Develop phonics and early reading knowledge across the school (see phonics action plan) Develop consistency in provision: • Attend PPA's Y2-Y6 to introduce Ashley Booth approach to lesson structure of WCR • Check lessons are planned to focus on developing comprehension monitoring, inference, background knowledge, vocabulary knowledge, local cohesion, text structures and Booktalk • Elements of fluency, quick retrieval, partnered talk and individual thinking included in lessons- consistent slides to support structure • Introduce lesson overview doc to record skills covered each week in each year group • Interventions to be targeted using Shine Reading data to identify children; provided planning and resources Improve quality of reading curriculum: • Review reading spines Reception-Year 6 to include classic texts. Contemporary fiction, BAME representation • Signpost staff to quality texts to match the broader curriculum/writing genre (age expected) - lit shed/AI • Ensure Story-time in school is timetabled and ring-fenced across school- Reading Spine used to maintain high standard and breadth of exposure		

		Make explicit to staff the link between exposure to high quality fiction and WAGOLLS and GDS achievement		
		• Target children with GDS potential with reading challenges- to expose them to a range of high-quality fiction		
		• Set up GDS Book clubs for KS1 and KS2		
		Provide quality provision meeting the needs of all children		
		• Carry out Reading Learning walk in KS2 on WCR - July		
		• Monitor to ensure appropriate pitch and adaptation of materials to support progress of all children		
		• Check Bottom 20% children are provided with additional intervention/support to close the gap (Shine)		
		• Check teachers target TAs effectively to make the best use of lesson time and provision for Bottom 20% children		
		• Investigate possibility of after-school reading intervention for Y4-Y6		
		Promote Reading for Pleasure		
		• Promote reading for pleasure in school- use incentives/competitions for reading, draw up a challenge list of quality texts per year group/everyone reading competition etc		
		• Arrange Autumn Term book fair		
		• Arrange Spring Term book fair		
		• Arrange Summer Term book fair		
		• Plan Author Visits for WBD		
		• Plan book themes for WBD		
		Improve assessment and assessment for learning across the school		
		• Purchase NTS assessment program and Shine Reading Intervention program to be used termly	July	
		• Fluency assessment to be carried out ready for new academic year	July	
		• Carry out NTS baseline assessment Summer 2023	July	
		• From Baseline NTS and incoming fluency levels- identify bottom 20% children	July	
		• Shine Reading interventions to begin for identified children	Sept	

		• Teachers to mark a selection of children's books after each reading lesson. • PPA- teachers to evidence planning responds to needs identified through AFL/marking/NTS assessments • Live feedback provided by teachers during the lesson to provide children with clear feedback on their progress/success • Book trawl of reading books • Liase with EYFS lead after data drops to monitor the performance of children against a goal of 71% to achieve related ELG. • Agree with EYFS lead interventions required to support the performance goal	From Sept From Sept From Sept October From Sept October
		Writing Improve staff subject knowledge: • Meet with Matt for TWS feedback from teachers to support planning of Sept training • Staff training day to refresh on pedagogy and processes in The Write Staff • Ensure all teaching staff are aware of Issue writing expectations in their year groups and prior • Audit staff on subject knowledge- identify those who need support • Attend PPA meetings across school to help support subject knowledge and monitor planning/resource quality. • Signpost and use resources for CPD (i.e., Literacy Hub, JC training opportunities, webinars) • Make explicit to staff the link between exposure to high quality fiction and WAGOLLS and GDS achievement • Teachers to explicitly teach the new grammatical features • Children to routinely correct grammar errors in daily work when identified by teachers	July Sept Sept Sept From Sept From Sept Sept Sept From Sept From Sept

- Teachers to promote reviewing and editing work in daily lessons- using peer support

Develop consistency in provision:
- Plan a monitoring program- informal walks and more timetabled visits across school
- PPA- monitor planning to ensure adherence to TWS structure, delivery, and expectations

Improve quality of Writing curriculum
- Review coverage of fiction and non-fiction pieces- ensure a breadth covering writing to inform, explain, persuade, and entertain
- Review link to units with Foundation subjects in each year group.
- Utilise TWS plans where possible to ensure appropriate pitch and expectation
- Signpost staff to support with pitch/planning inc. Phase Leaders and DHT
- Monitor planning quality in PPA/ SharePoint - check quality of models, scaffolds, and expectations
- To expose children to high quality fiction and WAGOLLS- reading spine and during deconstruction elements in writing lesson
- Make explicit to staff the link between exposure to high quality fiction and WAGOLLS and GDS achievement
- Target children with GDS potential with reading challenges- to expose them to a range of high-quality fiction

Provide quality provision meeting the needs of all children
- CPD for staff on adapting writing to meet needs of SEND children.
- TAs used strategically to support children identified as needing additional support (not just SEND)
- Monitor to ensure appropriate pitch and scaffolding to support the progress of all children
- GDS workshops planned (Welford) for UKS2 children

Improve assessment and AFL

October

From Sept

July

July

July

October
From Sept
From Sept

Sept

November

November
From Sept
From Sept

Sept
From Sept
From Sept

From Sept
Sept

14

		• Reissue TAF documents to each year group • Ask teachers to assess 6-10 children against a TAF for each independent piece produced • Ask teachers to identify and note findings from TAF assessments and discuss in PPA meeting- to help plan for subsequent teaching • Ask teachers to assess written daily work of at least 6 children. • Remind teachers to note misconceptions during daily review and to reteach elements misunderstood in a timely manner in the subsequent lesson • Plan in the use of termly SPAG assessments to help identify broader needs and children for intervention • Check live feedback is provided by teachers during the lesson to provide children with clear feedback on their progress/success and to enable children to edit and improve • Diarise termly internal moderation timetabled to check judgements • External moderation opportunities used to benefit staff- exposing as many staff as possible (Y6) Improve spelling across school • Check the teaching of spelling is timetabled (30 mins per week) Y2-Y6 • Remind teachers to follow the program of spelling lessons available to them for the Spelling Book Program in SharePoint	From end of Aut 1 October Sept Sept Sept Sept Sept Jan Sept Sept Sept Sept From Sept From Sept October From Sept	

15

		• Remind teachers to promote the selected words on a Spell It Out board in their classroom • Remind teachers promote the use of Spelling Shed at home with the children • Ask Y6 teachers to review Year 6 Spelling list and identify words which could be incorporated into written pieces- encourage their use (ready for moderation) Improve standards of handwriting across school: • Relaunch Letter Join programme in school • Staff training time to familiarise with the programme • Reiterate standards by year group for handwriting • Teachers to timetable handwriting as an explicit lesson- 30 minutes a week • Teachers to model via visualiser how to use tramlines during writing and handwriting sessions to help quickly improve standards • Ask teachers to review standards of handwriting in daily writing lesson- the 6-10 children reviewed • Ask teachers to target children as an intervention where necessary to quickly improve standards • Introduce handwriting certificates weekly • Scaffolded writing books introduced with tramlines to support improvement in handwriting standards (Y1-Y6)		
		Phonics Deliver Systematic approach • Arrange Marilyn Mottram visit to review current practise • Sign up to Little Wandle Phonics and Early Reading program • Meet with EYFS lead to discuss changes to required provision • Meet with SENCO to discuss LW program to support children with SEND and next steps	June July July July	

		• Check book needs/current resources		
		• Contact Little Sutton Hub for support	July	
		• Visit Greenholm to connect with Phonics lead and get support	July	
		• Deliver training whole school	July	
		• Roll out across whole school		
		• Train new staff in expectations for phonics sessions	Sept	
		• Train staff for 'Keep Up' intervention	Sept	
		• Set up CPD program on school calendar using provided resources	Sept	
		• Monitor planning to keep staff on track to meet ARE	Sept	
		• Set up monitoring program for phonic sessions and interventions	Sept	
		• Coach and support where provision is identified as not at least good	From Sept	
		• Analyse data half termly	Sept	
		• Arrange year group progress meetings to discuss progress and identify intervention groups	From October	
		• Train KS2 staff on Rapid Catch Up programme	October	
		• Monitor KS2 Rapid Catch up	October	
		• Assess Rapid Catch Up programme		
		• Implement phonics in nursery from Autumn 2	July	
		• Set up intervention support in Rec, Y1, Y2		
		• Train Y2 on the spelling programme	July	
		• Begin the spelling programme and streaming in Y2 to support all children	Sept Sept	
		Improve Early Reading outcomes		
		• Review reading provision in EYFS/KS1 and LW expectations	Sept	
		• Meet with EYFS to discuss changes to reading provision	Sept	
		• Introduce format needed during whole school training	Sept	
		• Ask teachers to use small group guided reading in EYFS/Y1 (while on decodable texts)	October	
		• Y2 and beyond provision to use WCR (intervention groups will remain in small groups)	October July	
		• Timetable new format in EYFS/KS1	Sept	

17

		• Set up monitoring program for early reading • Coach and support where provision is identified as not at least good • Analyse reading fluency data and NTS data termly to monitor effectiveness of teaching and children in need of intervention • Identify Bottom 20% • Timetable required interventions and adults needed • Set up 1-1 reading timetable in Yr1 • Talk to Rec about 1-1 reading and how to work in there. • Find adults to support 1-1 reading in Y2 • Monitor the fluency data for year groups and advise on interventions, meet with year groups to discuss provision from data
Science and foundation subjects: Develop and improve science and foundation subject curriculum Ensure science and foundation subjects have a clear progression of skills to improve teaching and learning Ensure staff understand substantive and disciplinary knowledge and how they interlink	For at least 80% of pupils in each year group achieve ARE All pupils, including those with SEND, make good progress from their starting points All subject leaders to monitor and develop their subject to ensure children achieve at least at ARE Science and foundation subjects taught consistently across the school so that pupils have a strong understanding of the subject	Subject leads: • Action plans completed by all subject leads • Carry out audit of staff knowledge and confidence, identify those who need support • Whole school overview developed linked to themes and writing as identified • Regular meetings with school support partner to develop leadership knowledge • Develop planning across the school in each subject area to ensure that pupils know more and remember more • Develop subject leaders • Subject leaders clear of their roles and responsibilities in leading their subject • Progression of skills for all foundation subjects identified and clear • Subject leaders taking responsibility for developing CPD for their subject, both for themselves and staff • Subject leaders supporting teachers in planning sequences of learning which enable children to know and remember more • Monitor plans regularly and support staff where needed.

Ensure staff use formative assessment to identify next steps in learning		• Support subject knowledge and encourage high expectations through peer observations and staff discussions • Half termly monitoring of learning in foundation subjects through – learning walks, observations, staff discussions, pupil voice discussions, book scrutinies • Peer and self-assessment are used as part of AFL practice. • Phase leaders to support in PPA when planning • Weekly/fortnightly quality sequenced lessons are planned and taught • Lessons include elements of substantive & disciplinary knowledge to encourage children to make links • Lessons build on previous learning, children are encouraged to refer back, children will know & remember more • Lessons deal with misconceptions; planning responds to gaps in children's understanding		
Improve numeracy standards	All pupils achieve high standards and outcomes in each year group to reach at least ARE All pupils to make good or better progress from their starting points, so that the school achieves at least 85% ARE and 25% at GD	Improve quality of Numeracy curriculum • Introduce a Mastering Number programme (or Number Sense) in Key Stage 1 to raise standards • Ensure timetables show dedicated daily fluency lessons. • Develop a maths mastery curriculum to support and develop children's schema • Work alongside Helen Hackett at Central Maths Hub to implement a teaching for mastery approach which is embedded and sustained across the whole school		

- Use NCETM Spine Materials to ensure sentence stems are of a high quality

Improve staff subject knowledge

- Audit staff on subject knowledge – identify those who need support
- Attend PPA meetings across school to help support subject knowledge and monitor planning/resource quality
- Develop mathematical subject knowledge and pedagogy of teachers via Specialist Knowledge for Teaching Mathematics (SKTM) (Maths Hub)

Develop consistency in provision:

- Plan a monitoring program- informal walks and more timetabled visits across school
- PPA- monitor planning to ensure appropriate pitch / resources to challenge all children
- Work alongside Phase Leaders to ensure targeted children make rapid progress

Improve assessment and AFL

- Ensure standardised tests are used to effectively to create consistent and accurate data
- Ensure teachers can use assessment platform effectively to address gaps in learning (either in key groups or whole class sessions)
- Phase Leaders to analyse data termly to identify children for interventions (Pupil Progress)
- Moderate standards across the school
- Focus monitoring on Key Groups in Autumn Term in Yr 1 to ensure children working at EXP at the end of reception maintain this judgement whilst transitioning to Ks1
- Following the Yr 1 Autumn assessment, ensure children who were age related at the end of EYFS but are currently assessed as working towards make rapid progress (Pupil Progress)
- Ensure teachers are using live marking appropriately and effectively
- Live feedback provided by teachers during the lesson to provide children with clear feedback on their progress/success

		Provide quality provision meeting the needs of all children • Monitor to ensure appropriate adaptation of materials to support progress of all children (more scaffolding, same outcome) • Numeracy continuum to be used for SEND to ensure children are making progress • Implement intervention programme in Yr 4 (J Rahman).		

School Improvement priority 3 – Roles and Responsibilities   **2023-2024**

Target Develop clear roles and responsibilities so that every member of the school community understands and responds to their role appropriately

Target	Impact on standards	Actions	Start/Finish	Cost

| To develop SLT roles and responsibilities | Phase leaders aware of standards within their phase and how these impact on the school as a whole.

Phase leaders lead core areas and standards in these areas are rising

SEND provision appropriately matched to need across the school and class teachers aware of their responsibility to support SEND pupils

Vulnerable pupils identified across the school and support identified

Behaviour across the school is more consistent and a clear structure for rewards and sanctions | • Key roles identified; current structure reviewed
• Job descriptions reviewed, rewritten ensuring clarity
• Phase leaders identified
• Core subjects reviewed
• Science curriculum developed
• Science working party working with science lead to develop medium term planning
• Writing moderation and identifying strengths and areas for development
• Training planned for writing/phonics
• Assessment resources for core areas purchased – Not science
• Books for all areas except mathematics purchased
• Environment audit undertaken to identify strengths, areas for discussion within phases and for all children
• Review of behaviour policy to ensure consistent approach from September
• Staff code of conduct reviewed
• Staff Handbook reviewed
• Performance Management teams identified through phases
• Monitoring timetable identified
• Diary for the year for phases, year groups and school
• Adhere to the staff code of conduct
• Quality assurance for AHTs observation/Learning walk feedback for consistency | PM | |
| To develop middle leader team | Middle leader to be responsible for an area of the curriculum and standards in that area rising

Consistent approach to planning across the year group

Breadth of subjects delivered in the curriculum | • Identified subject leaders
• Advertised and appointed for additional middle leaders
• Reviewed roles and responsibilities
• Middle leader training
• Identified middle leaders working with Bernadette O'Shea to support with planning overviews.
• Adhere to the staff code of conduct
• Review of website with intent, implementation and impact for all subjects
• Appointed temporary TLRs to support subject development | PM | |

		• Timetabling of subject delivery reviewed • Review of phonics programme and new validated programme • Performance management targets/cycle		
To develop Governance	Governors aware of their roles and responsibilities to hold the school to account	• Governor training • Headteachers report to governors identifying key messages • Recruitment of new parent governors • Link governors identified and timetable of visits put together • Governor code of conduct agreed • Headteacher performance management		
To develop the staff teaching and learning skills and communication across the school	All staff aware of their roles and responsibilities Staff communication improving across the school Quality of teaching and learning across the school rising	• Training programme for the year identified • Year diary to support staff workload and planning process • Performance management targets and reviews • Headteachers newsletter • Staff well being considered with phase agendas • Training for staff allowing them a voice linked to SIP • Review of job descriptions in line with teacher standards • Training programme for Teaching and Learning – cluster of Walkthrus identified • Regular planning days identified • Staff lunches on training days • Shout outs for staff • Adhere to the staff code of conduct	Meeting Nov 23 For Autumn 23 PM	
Develop TAs	Understand their roles and responsibilities in delivering high quality interventions and support for pupils Identify pupils making accelerated progress	• Adhere to the staff code of conduct • Bespoke training on supporting pupils with SEND, EAL and Pupil Premium through teaching and learning training • Phonics training • Early reading training • Regular cycle of monitoring identified • Performance management targets • Specific training from SENDco re targets • TAs working together to develop skills on delivery for pupils	PM	

Develop Admin staff	Understand roles and responsibilities The admin staff supporting the smooth running of the school so that teaching and learning are always effective	• Regular meetings with line manager • Adhere to the staff code of conduct • Improve the environment so it is uncluttered and welcoming • Safeguarding updates • Ensure that the school is welcoming and accessible and functioning effectively	Termly
Develop lunchtime staff	The quality of lunchtime provision supports pupils in developing their behaviour, independence and inquisitive characteristics	• Adhere to the staff code of conduct • Regular training and meetings • Timetable of lunch time activities and duties • Cycle of monitoring • Update first aid training • Safeguarding updates	
To increase the opportunities for parents to be involved in their child's education	Parents working alongside the school to improve pupil outcomes	• Assemblies planned • Parent workshops planned • Homework review, so that they can support • Parent consultation evenings 3 x a year • Reports sent out at the end of the year • Website reviewed so that parents are clear about what is happening in school and in particular year groups • SEND coffee mornings • Parents questionnaire to gather views of parents	

School Improvement priority 4 - SEND   **2023- 2024**

Target

High Quality, universal support/adaptive teaching for all pupils including those with SEND to ensure that provision is closely matched to the needs to the child.

Additional support is carefully targeted and matched to the individual needs of the pupil to promote accelerated progress.

Small steps of progress are carefully tracked and monitored to ensure good or better progress

Target	Impact on standards	Actions	Start/Finish	Cost
Standards Children making good or better progress from their individual starting points	Children are able to access the curriculum through adaptive teaching. Teachers are confident in using the toolkit tracker and continuums to support their teaching and assessment.	Introduce use of the Birmingham Language and Literacy and Maths continuums. Staff CPD on using Toolkit Tracker. Progress is reviewed at pupil progress meetings and SEND reviews with parents.	Ongoing from September 2023	Toolkit Tracker £350
KS2 data ASP 13 out of 17 children did not make the expected progress in writing. 2022-2023	Teachers are able to accurately assess need and make effective adaptations to their teaching to enable access.	Work with English Lead on effective strategies for supporting children with SEND. Deliver CPD to teachers – share good practice.	Autumn 2	
7 out of 23 children (SEND) passed Y1 Phonic Screening. 2022-2023	Higher number of children with SEND pass the Phonics Screening Test.	Work with English Lead to monitor progress of children with SEND doing Little Wandle and Little Wandle SEND programme. SENCO to attend CPD on Little Wandle and SEND programme.		
46% of children (SEND) did not achieve expected standard in reading 2022-2023		Learning Walk with English Lead Learning walk with Y3/4 Phase leader	Autumn 1	

| Teaching, learning and assessment

All staff are clear about how to adapt their teaching or the environment in order to meet the individual needs of all pupils in their class.

Children's progress is monitored termly.

Additional support (interventions) is carefully targeted and is tracked using pre/post assessment. | All make at least expected progress.

Teachers are confident in using a range of strategies to support varying cognitive needs.

Children are able to independently access a range of resources to support their learning.

Support staff use the continuum targets to plan and monitor individual interventions.

Staff work with outside agencies to support the specific needs of children in their class. | Teacher and TA skills audit.

CPD on supporting planning and adapting teaching to support Cognition and Learning needs.

Lead practitioners for Autism and Speech and Language to provide support for teachers with strategies/resources/advice.

SENCO to collect pupil voice

SENCO to do learning walks half termly.

SENCO to access support from specialist services – CAT. PSS and EP and attend Multi-agency planning meetings termly.

CPD – Pupil and School Support – adaptive teaching/planning opportunities for pupils to consolidate skills - from interventions to the classroom.

TA CPD on pre and post assessment/evidence folders – interventions

TA CPD on WELLCOMM intervention

Interventions monitored by SENCO half termly.

Learning Walk with English Lead

Learning walk with Y3/4 Phase leader | Autumn term

Autumn

Autumn and ongoing

Autumn | Cost of additional Specialist Support hours |

Environment and Resources.

Environment supports and allows all learners to be included. | Environments enable all children including those with SEND to learn effectively and promotes independence. | Inclusive classroom environmental checklist shared with staff.

Environment monitoring by all Leaders, including SENCO

Teachers to get targeted support with their learning environment from SEND Lead practitioners.

TEACHH Trays to promote independence for targeted pupils

Staff Training on Widgit to support access to learning/communication. | Ongoing from September 2023 | Cost of specialist resources |
| Leadership and Management

'All leaders are leaders of SEND' | Senior Leaders are able to support teaching and learning for all children with SEND in their phase.

Senior leaders are confident to use data to track progress and ensure interventions within their phases are consistent/effective. | SEND Leadership training for SLT and subject leaders.

Subject monitoring includes monitoring quality of teaching and the progress of pupils with SEND.

SENCO to feedback at SLT meetings regarding developing SEND provision within school and update on Local Authority developments. | Ongoing from September 2023 | All training in-house |

	Stakeholders – Governors to take an active part in the development of SEND provision in school and be aware of school priorities.	SENCO to meet with SEND governor termly.		

School Improvement priority - EYFS   **2023- 2024**   **Leader** Rachel Uredi

Target

- **Learning outcomes are planned to ensure that children make at least expected progress across the EYFS curriculum.**

- **Provocation learning outcomes are explicit.**

- **To have a conducive learning environment that challenges and inspires children's learning.**

Target	Impact on standards	Actions	Start/Finish	Cost
Standards

Children achieving | Children are engaged in learning during adult focus and child initiated | Review Provision during Child Initiated

Review curriculum to ensure that it is meeting the needs of all children | Ongoing from September 2023 | Cost of books |

National Levels of expectation for GLD (focus on PD, PSED, C&L, Reading, Writing and Maths)	Children know the learning outcomes during child-initiated activities	All staff have a clear understanding of the planning and intended outcomes Children's work shows the progression of skills within areas of learning Children will have writing books to show clear progression in letter formation, phonic knowledge and sentence structure Adults model correct letter formation when writing signs and vocabulary in the environment		
Teaching, learning and assessment All staff are clear about specific focus of provocations, and use explicit questioning to assess pupil understanding and move learning forward. Children's learning is formatively assessed during CIA and communicated through Tapestry	All learning opportunities are clearly communicated to the children with explicit outcomes Child initiated activities are planned for and the outcomes are clearly communicated to all staff All staff are confident to facilitate and move learning forward during CIA Children are showing improved letter formation in comparison to samples from 2022-23 cohort More children achieving GLD in all areas	Following the EYFS review (June 2023) planning will contain more detailed activities and key vocabulary will be added Nursery and Reception plan using the new proforma and a copy of the planning is distributed to all staff, alongside the weekly planning meeting Review provision for Maths, Writing and Phonics Handwriting lessons will be taught daily Children have more opportunities to write at tables during whole class writing Planning for provocations is distributed to staff with the learning outcomes Provocations have a clear purpose and questioning is in the area of learning	Ongoing from September 2023	Cost of tables and chairs

and or discussions between practitioners, identifying children's next steps. Children's attainment is moderated 4 times a year.		Children are supported to further their learning with high quality adult interactions Questioning in the seven areas of learning make learning explicit		
Environment and Resources. Environment supports learning effectively and evidences learning outcomes.	Standards, progress and high expectations rising	Restructure the seven areas of learning into two classrooms. Pupil voice is evidenced within the environment to show learning Labelling of areas show a range of key vocabulary. The outdoor area is also to be developed with Key vocabulary. Numbers starting from 0 are displayed within a number of areas	Ongoing from September 2023	Minimal for displays
Leadership and Management All leaders focused on improving provision to ensure it is Good.	Training delivered and embedded to help support other objectives ECT and apprentice teacher are effectively supported Planning Monitoring Pupil voice	Best practice models identified among staff and other staff have opportunities to learn from this INSET Provocations – learning outcomes to develop best practise (Sept 2023) INSET - Facilitated learning (Sept 2023) ECT and apprentice teacher mentoring	Ongoing from September 2023	None – all training in-house

	Tapestry monitoring	Weekly monitoring		
	Informal lesson visits	Meeting with parents		
	Moderation	Staff meetings		
	Data analysis (GLD)			

Staffing for Anglesey Primary School 2023-2024

Interim Headteacher (Assessment/Standards)
(Deputy Headteacher)

AHTs (SLT) (5)

EYFS Phase Leader/SEND assessment   SENDCo /WH and SLB leader   KS1 Phase Leader/English   LKS2 Phase Leader/Science/PSHE   UKS2 Phase leader/Maths

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Middle Leaders (TLR Teachers) (8)

| Reception/ Foundation Curriculum | Year 1/ Phonics Early Reading | Year 2/ R.E. | Year 3/ P.E. | Year 4/ History | Year 5/ Art | Year 6/ Computing | SLB |

PPA Team (3)
Art
P.E. (coach)
Music

Admin Team (5)
Business Manager (SLT)
Office Manager
Finance Officer
Secretary Infants
Secretary Juniors

Teachers (16)

| Reception (x2) | Year 1 (x2) | Year 2 (x2) (inc. 1x TLR3 D&T) | Year 3 (x2) (inc. 1x TLR3 Geography) | Year 4 (x2) | Year 5 (x2) | Year 6 (x3) | SLB (x2) | WH (x1) |

HLTAs (3)
SEND support
SEND support
Maths

Pastoral Team (2)
Pastoral Director (SLT)
Learning Mentor

Teaching Assistants (23)

| EYFS (5) | KS1 (6) | LKS2 (4) | UKS2 (4) | SLB (2) | Willow Hub (2) |

Site Team (2)
BSS
BSS support

Cover Team UQTs (2)

Play Leaders (3)
Art
P.E. (coach)
Music

Lunchtime Supervisors (25)

ECTs (5 included above)
Nursery, Y1, Y2, Y3, Y4

IT Team (2)
IT operations manager
IT Technician