

Molescroft Primary School
School Improvement Plan
January to December 2023
Year of Articulation



**SUMMARY OF PRIORITIES
PREMIER DIVISION
THE YEAR OF ARTICULATION**

INTERRUPTING THE FORGETTING

“Sticky Teaching” Strategies / games for making automaticity and fluency.

The “Year of Articulation” to reinforce memory with effective spoken language particularly for PP, SEND and V20 children.

ENGLISH

A refresh of the teaching of GPS

Refresh of Guided Reading incl. books in Y3/Y4.

Best Practice in Story Masters & use of Drama in Lessons

THE FUTURE DIRECTION OF MOLESCROFT PRIMARY SCHOOL

School structure within an academy environment.

Finance – Structure

Leadership Structure.

SUPPORT FOR CURRENT YEAR 4

Maintaining effective and smart interventions incl.

Speech & Language and phonics filler programmes to meet all needs

MATHS

Maintaining our momentum including in Factual Fluency and Journaling. Ensure

4 Teacher Meetings per year.

CHAMPIONSHIP DIVISION

**SOCIAL EMOTIONAL MENTAL HEALTH Plan
& Opportunities**

ISA Action Plan

V20 & Pupil Premium in EVERY Staff Meeting

ARTS MARK

Working on the implementation of our 'statement of commitment' for the Artsmark

We will be submitting our final assessment of progress in September 2023

Developing a D&T & Art Stock Control which is predictive rather than responsive.

Supporting our New Music Specialist

COMPUTING

Continuing from Developments in 2021/22

HISTORY

Promoting Key Concepts &

Performance of SEND pupils.

FIRST DIVISION

EARLY YEARS

On going investment in FY /Y1 equipment

RE

Review after one year of implementation

PRIMARY LANGUAGES

Keeping Phonics alive in teacher led MFL

ISA Action Plan

POLICY REVIEWS

**Overarching & Professional, COSHH
& Risk assessments**

SCIENCE

Explicitly working scientifically

ECO SCHOOL RENEWAL

PE

**Review of Gymnastics provision
Review of Active 60 in school and at home
& Fundamental Skills**

GOVERNOR LINKS

Committee Structure

Curriculum & Quality Assurance: All governors are members

Chair: Ade Adamson

To consider the quality of teaching, learning, assessment and pupil outcomes.

Finance & Personnel: The Chair of Governors, Head Teacher and ½ the governing body (not including other staff governors)

Chair: Jo Bridgeman??

To scrutinise, monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical. To ensure financial planning supports the ethos, and values of the school and the priorities of the School Improvement plan.

Safeguarding, Health & Safety and Premises: The Chair of Governors, Head Teacher, staff governors plus the remaining governors not on the committee above.

Chair: Gary Hughes

To consider and ensure all areas of Safeguarding are effective and robust. Ensure that the learning environment ensures every possible opportunity for personal development. To promote the highest standards of behaviour and welfare.

Curriculum including automatic links to the School Improvement Plan Objectives:

Maximum 1 per governor

To fulfil these roles governors will need to maintain regular contact with the named teacher(s). There should be at least ½ termly contact by phone or email or in person. Governors should visit the school when the children are working at least once a year to see the subject(s) being taught. Governors should attend at least one of the school organised focus tours particularly if it links with his or her monitoring focus.

Subject Links

English (named teacher, Ben Rowsell, Jonathon Williams): Kathryn Ratcliffe

Maths (named teacher, Richard Atkinson): Adrian Adamson

S.T.E.(M) (named teachers, DT - Bryony Crofts & Kate McClarron, Science - Carolyn Cameron): Emma Bradley

Arts (named teachers (Sophie Power, Penny Walker, Helen Ripley Defender of the Arts): Tina-Louise Wilkes

History (named teachers, Ben May) Whiskey Walker

Geography (named teachers, Laura Hakner): Pam Lockyer

Religious Education (named teacher, Katie Spencer): includes attending B.A.H.L.O.W Pat Beckley

PSCHE, Pupil Council, Citizenship, Sex & Relationships, (named teachers, Sarah Charlton): Jo Bridgeman includes attending some Pupil Council meetings.

Computing (named teacher, Simon Morton): Gary Hughes

Primary Languages & Internationalism includes attending D.I.E.D.R.E (named teacher, Sam Henderson-Tucker): **Becky Chapman**.

PE (named teachers, Emily Wright & Phoebe Dixon Jonathon Williams): **Katy Konieczko-Hansom**

Eco School Educational Visits, Environment, Green Team (named teacher, Sarah Grainger) **Pam Lockyer** to attend **Green Team Meetings** as Parish Council Representative.

Pupil Groups Links including automatic links to the School Improvement Plan Objectives Maximum

1 per governor:

To fulfil these roles, governors will need to be able to make regular visits to school to meet with the named teacher; not necessarily always when the children are present.

*Governors should visit at least twice a year when the children are present in order to see the pupils at work. (not *)*

Pupil Premium Champion (named teacher, Matthew Britton) and Other Vulnerable and Minority Groups Champion * (named teacher, Matthew Britton):

*Ethnic Minorities, English as an Additional Language, Persistent Absence, Emotionally Vulnerable, Behaviour for learning, Looked After Children, Young Carers, Missing the Phonics threshold. **Kathryn Ratcliffe***

SEND & Low Achievers Champion (named teachers, Julie Hakner): **Katy Konieczko-Hansom**

Talented & High Achievers Champion (named teacher, Ben Rowsell): **Pam Lockyer**

Early Years (named teacher, Richard Atkinson): **Pat Beckley**

Safeguarding including Child Protection * (named teacher, Matthew Britton): **Chair of Governors: Adrian Adamson**

Assessment (named teachers SMT) **Jo Bridgeman**

Wellbeing (named teachers Andrea Tonks and Julie Hakner) **Chair of Governors: Adrian Adamson**

Training Link Governor: Pat Beckley

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023

FOCUS: Ensuring challenge and security of achievement for all in English and Maths

Regarding: Pupil Premium Children
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding: SEN and PRIOR LOWER ATTAINERS
GOVERNOR LINK: KATY KONIECZKO-HANSOM

Regarding: ENGLISH
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding: MATHS
GOVERNOR LINK: ADE ADAMSON

Regarding: EARLY YEARS
GOVERNOR LINK: PAT BECKLEY

KEY AREAS FOR DEVELOPMENT

A refresh of the teaching of GPS

Refresh of Guided Reading principles incl. review of reading books in Y3/Y4.

Revising Best Practice in Story Masters & use the use of Drama in Lessons.

MATHS Maintaining our momentum including in Factual Fluency and Journaling.

SUPPORT FOR Y4

Maintaining effective and smart interventions incl.

Speech & Language and phonics filler programmes to meet all needs

Monitoring

Responsibility

JH AT JW BR MAL RA

V20 & Pupil Premium in EVERY Staff Meeting**TARGET**

Attainment for all year groups is above National and Local for attainment and progress at Expected and Above Expected. Measures as measured by SATS and NFER scores. School is a recognised beacon for the teaching of Maths and English through the English and Maths Hubs.

ACTION

Tasks

Staff Responsible, Timescale/Milestones & Resources

Success Criteria /
Outcomes**TARGET SETTING****•Targets for 2022/23**

Absence 2022/23	2.0%
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	Number of pupils	% GLD
EYFS	61	85%

	Number of pupils	% Target
Year 1 Phonics 2023	60	96%
Year 2 Phonics 2023	60	100%

TARGET SETTING

•Targets for 2022/23

TARGET SETTING

•Targets for 2022/23

Key Stage 1 2023 No. of pupils = 60	% working at expected standard (EXS)	% Greater depth Standard (GDS)
	%	%
Reading	88%	20%
Writing	81%	20%
Mathematics	93%	31%
RWM	81%	20%

Key Stage 2 2023 No. of pupils = 60	% working at expected standard (EXS)	% Greater depth Standard (GDS)
	%	%
Reading	96%	45%
Writing	92%	35%
GPS	92%	35%
Mathematics	96%	36%
Science	93%	
RWM	92%	25%

<p>PUPIL PREMIUM V20 & YEAR 4 CHILDREN</p> <ul style="list-style-type: none"> • Maintain intensive support and catch up wherever and whenever we can. • Highlight in the Pupil Progress meetings of January 2023 the V20 and PP children and Y4 with maintained vigour to ensure that further specific, time limited interventions/tutoring are put in place where appropriate. • Pupil Premium and V20 and Y4 children discussed in every staff meeting. Move diary to the end of the staff meeting. • Consider the potential for extra staff intervention in Y4. Maybe extending some contracts. How does school-led tutoring/1-1/intervention support etc. fits into this. Who and When?? <p>MATHS</p> <ul style="list-style-type: none"> • Factual fluency remains the big barrier to learning in mathematics. Continue to explicitly teach the children the essential skills of addition/subtraction, multiplication/division facts across school. <ul style="list-style-type: none"> • Therefore, to maintain our momentum, including in Factual Fluency and Journaling four teacher meetings are required per year. • Journal sessions must now be a regular part of the mathematics day. • Continued involvement with the Maths Hub will see 2 groups of schools visit Molescroft Primary school each half term to see and discuss best practice in mathematics. Maths lead is also engaged with 180 schools through the mastering number project online. Maths lead must ensure appropriate CPD for Molescroft Staff for mastering number so that we spearhead this powerful teaching tool across the Yorkshire Ridings Maths Hub area. <p>READING</p> <ul style="list-style-type: none"> • Check KS2 reading texts for variety, particularly focusing on gender and diversity of author and narrative structure. • Liaise with Y3/4 teachers to bring in some new guided reading titles 	<p>JH & MB through Pupil Progress Meetings in JANUARY</p> <p>1 STAFF MEETING SPRING</p> <p>1 STAFF MEETING SUMMER</p> <p>2 STAFF MEETINGS AUTUMN</p> <p>JW BR JANUARY EXTRA LEARNING WALK</p> <p>STAFF MEETING SPRING JW BR</p>	<p>Identified groups are monitored effectively and as with all vulnerable groups, there is a clear picture of the overlapping needs of named vulnerable pupils in the school. This is visually easy to access and refer to.</p> <p>There is a clear and well understood web of support programmes, initiatives and routes used for these identified children and those still to be identified in the future.</p> <p>Pupil Premium & V20 children are monitored by all staff on a weekly basis to ensure that interventions and Quality First teaching are effective in removing barriers and inequalities to their successful learning and progress. Any issues are tackled in a robust and timely manner.</p> <p>Y4 pupils are tracked regularly, and end of year assessments demonstrate the effectiveness of the interventions and focus.</p> <p>Evaluation of attainment demonstrates that the development of factual fluency has a positive effect on attainment levels in Maths in FY as well as in other classes.</p> <p>Maths Learning Walks clearly demonstrate that Journaling is a regular and successful feature of Maths Lessons.</p> <p>Molescroft staff maintain the highest level of effective Maths teaching and are able to experiment with and refine the most recent developments in the development of Maths Mastery.</p> <p>Guided Reading texts across the school are fully updated and represent the diversity of modern Britain, relating to author and narrative structure.</p>
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<p>Monitoring Strategy Subject SEFs SMT Learning Walks COORDINATOR Deep Dives GOVERNOR FOOTPRINTS KR, PB, KKH</p>	<p>Evaluation Standards Report Half termly reviews by SEND – INTERVENTION TEAMS Pupil Progress Meetings</p>
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Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: THE ARTS
Journey of renewal of the Arts Mark
GOVERNOR LINK: TINA-LOUISE WILKES

KEY AREA FOR DEVELOPMENT ARTS MARK Working on the implementation of our 'statement of commitment' for the Artsmark We will be submitting our final assessment of progress in September 2023 Developing a D&T & Art Stock Control which is predictive rather than responsive. Supporting our New Music Specialist Teacher		Monitoring Responsibility HR/SS/MAL
TARGET To maintain the high quality arts provision at the school. To put our art in the context of the wider community and to become a part of the landscape of art outside of the classroom.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<ul style="list-style-type: none"> • Continue to ensure high staff confidence in teaching and assessing skills. • Continue to promote the value of the artistic process with the children and staff. • To continue to get artwork out into the community. • To continue to promote our inhouse Arts Council in which the children have a say in the arts curriculum. (This includes Performance Arts) • To monitor our EHCP children to ensure they continue to access and perform well in the arts. • To extend our offering of support across the Arts to other Education settings and professionals. • To develop a system for the ordering of consumables, including tools in Art and D&T – possibly an adult monitor has this responsibility. <ul style="list-style-type: none"> • Provide all the support necessary to ensure that our new Music teacher is able to deliver the full music curriculum and lead the orchestra. 	<p>HR SS ONGOING</p> <p>HR SS ONGOING</p> <p>HR SS MAL ONGOING HR SS ONGOING</p> <p>HR SS Deep Dive</p> <p>HR SS AT ONGOING</p> <p>MAL SPRING</p> <p>MAL JW AT JH</p>	<p>The school renews the Arts Mark Gold Award and possibly the Platinum.</p> <p>Music continues to thrive seamlessly at the school</p>
<p>Monitoring Strategy Evaluation of teaching and work produced. Coordinator Deep Dive GOVERNOR FOOTPRINTS: SC SMT / COORDINATOR Scrutiny</p>	<p>Evaluation SMT Reports Standards Report</p>	



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: SCIENCE Explicitly working scientifically
GOVERNOR LINK: EMMA BRADLEY

KEY AREA FOR DEVELOPMENT <ul style="list-style-type: none"> WORKING SCIENTIFICALLY WITH TECHNOLOGY and INSPIRING THE NEXT GENERATION OF SCIENTISTS 		Monitoring Responsibility CC
TARGET To ensure that Scientific Investigation is at the heart of the subject and that Data Logging is understood and effectively used by the staff. To ensure that staff instinctively ensure that pupils will work scientifically in most science lessons.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES <ul style="list-style-type: none"> 'Working Scientifically' objectives need to be explicit and reference the 6 strands. Introduce the new '6 strands' of working scientifically and revisit how this is recorded. Staff need to be given regular staff meeting time to moderate and assess across year groups to ensure we all know what 'secure' looks like. Staff to be given opportunities to share ways in which SEND children can show their scientific understanding and how this can be developed. - staff meeting. To meet with EYFS staff- share the new PLAN document and discuss how this feeds into KS1 Subject lead to remain up to date with current practice by attending regular science meeting and also ASE publications 	3 staff meetings, 1 per term to be allocated for the coordinator to prioritise according to the activities listed. SPRING Coordinator to meet the FY & Y1 team	It is clear that the pupils know how to work scientifically.

Monitoring Strategy Learning walk Coordinator Deep Dive GOVERNOR FOOTPRINTS: EB SMT / COORDINATOR Scrutiny	Evaluation SMT Reports Standards Report
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Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: COMPUTING: ALL ASPECTS
Investment in hardware & Green Screen

- Programming
 - E Safety
- Foundation Year
 - Coding

Use of Green Screen

- Provision for G&T

GOVERNOR LINK: GARY HUGHES

KEY AREA FOR DEVELOPMENT COMPUTING		Monitoring Responsibility SM
TARGET TO MAKE I.T WORK FOR TEACHERS AND PUPILS DELIVERING A HIGHLY EFFECTIVE COMPUTING CURRICULUM AND USING I.T TO FURTHER ENHANCE OUR EFFECTIVENESS IN ALL CURRICUUM AREAS.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p>ACTIVITIES</p> <p>Programming</p> <ul style="list-style-type: none"> - Computing Coordinator to support lessons in class for programming. - Computing coordinator to visit some other “outstanding” schools to get a feel for how it is done in other schools. - Ongoing staff meetings supporting programming. - In review look at planning for ilearn2 and can it support our teaching. - Complete evidence portfolio and Computing display. – started but needs completing. <p>E-safety – discussion around way forward.</p> <p>Greater numbers of devices mean more focus. Jigsaw plans focus on online safety in the summer term. Discussion on how plans integrate with the school year -agree who monitors (E SAFETY).</p> <p>FY review and alignment – Ensure FY teaching for new curriculum match. Flic objectives may need reallocating.</p> <p>Review of assessment/GT list – support teachers in assessment confidence and also allocating GT</p> <p>Coding club –</p> <p>discuss viability and time allocation for a lunchtime coding club - focus on GT/disadvantaged.</p> <p>Use of Green screen – allocation in curriculum review and continue to promote benefits to staff and pupils.</p> <p>Curriculum Review and restructure in light of recent experiences and Deep Dive.</p> <p>1 full day coordinator with Mr. Williams to ensure all syncs with the Golden Vault and broader curriculum plan.</p>	<p>3 STAFF MEETINGS to be distributed across the 3 terms. SM to decide on priorities from the list. SM SPRING</p> <p>SM by July 2023</p> <p>SM meeting with MB & SC</p> <p>As arranged by the end of July 2023</p> <p>SM & JW Spring</p>	<p>Computing skills are taught by staff fully trained in the newly refreshed units. Teachers are confident in the teaching of all aspects of Computing .</p> <p>Curriculum reviewed for September 2023 start, all units updated etc.</p>
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Monitoring Strategy Through regular staff meetings see schedule. Subject Deep Dive GOVERNOR FOOTPRINTS: GH REPORT TO GOVERNORS: Curriculum SEF	Evaluation Standards Report
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Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters

School Improvement Plan 2023

FOCUS: THE YEAR OF ARTICULATION

INTERRUPTING THE FORGETTING

“Sticky Teaching” Strategies / games for making automaticity and fluency.

The “Year of Articulation” to reinforce memory with effective spoken language particularly for PP, SEND and V20 children.

Regarding: The Year of Articulation

GOVERNOR LINK: ALL GOVERNORS

Specific focus on History.

GOVERNOR LINK: PAM LOCKYER

KEY AREA FOR DEVELOPMENT EMBEDDING FURTHER THE CROSS CURRICULAR CONCEPTUAL MAP		Monitoring Responsibility MAL AT JH MB
TARGET “Sticky Teaching” Strategies / games for making automaticity and fluency. The “Year of Articulation” to reinforce memory with effective spoken language particularly for PP, SEND and V20 children. Promoting Key Concepts & Performance of SEND pupils NOTABLY IN HISTORY		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p>ACTIVITIES</p> <p>MAKING TEACHING STICK Bringing together the best ideas of the past 20 years to make learning stick. E.g. Accelerated Learning, Isabella Wallace, Mind Mapping, conceptual and vocabulary mapping, oral journalism, adaptive teaching, evidence informed practice, ECF agenda and the body of research behind it. Focus of the lesson study in 2nd half of spring term. Lesson study in teams focus on oracy and sticky teaching.</p> <p>YEAR OF ARTICULATION Development of strategies to use in the classroom.</p> <ul style="list-style-type: none"> To research to find and if necessary, design our own programme which will specifically teach the children the skills to formulate the sentences and public speaking skills to be able to be able to articulate their views, thoughts, desires, aspirations and understanding. See also Talk Through Stories in Y1 (above). <p>ARTICULATION STRATEGY CLASSES FOR ALL V20, SEND and PP with the need. To create weekly sessions specifically targeted at this group of children using the programme designed above.</p> <p>HISTORY</p> <ul style="list-style-type: none"> To evaluate the use of historical vocabulary across the school, particularly concepts such as ‘empire’ and ‘civilisation’ etc. which are in the curriculum intent section and are relevant to multiple different units. <ul style="list-style-type: none"> Look at historical vocabulary more generally as well. <p>To investigate reasons for why SEN children do not achieve security at the same rate as non-SEN children and recommend ideas for narrowing this gap.</p>	<p>APRIL TRAINING DAY SMT</p> <p>Lesson Study programme for all teachers and TAs.</p> <p>APRIL TRAINING DAY SMT Plan in January for March launch MB with SMT</p> <p>MB with SMT</p> <p>SPRING BM 1 INSET</p>	<p>Learning is as sticky as fly paper!</p> <p>All children have the skills to articulate their learning in all lessons.</p> <p>V20, SEND and PP with the need have the skills and vocabulary to express themselves, their learning and their needs.</p> <p>The teaching of History remains highly focussed on the skills, concepts and agreed vocabulary of the subject. SEN children are equally able to access this learning.</p>
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<p>Monitoring Strategy SUBJECT SEFS/ DEEP DIVES COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: All governors linked to their subjects.</p>	<p>Evaluation Standards Report Subject SEFS</p>
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FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: SCHOOL REORGANISATION
GOVERNOR LINK, CHAIR: ADE ADAMSON

KEY AREA FOR DEVELOPMENT THE FUTURE DIRECTION OF MOLESCROFT PRIMARY SCHOOL School structure within an academy environment. Finance – Structure Leadership Structure.		Monitoring Responsibility MAL AA RJ JH AT
TARGET To produce an action plan to guide the school into the next 10 years		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<ul style="list-style-type: none"> • Head Teacher to open the discussion with Governors, SMT and Staff regarding the direction of travel for schools in the East Riding in view of the White Paper. • All parties to be aware of the choices – either joining a MAT or being part of creating a MAT. Understanding that a plan is required, but conversion is not urgent unless we have a definite desire to join individually or collectively with another local MAT. • Within this scenario, to understand the opportunities regarding the future management structure of MPS and Woodmansey. Now is the time to make decisions on what is best for the future of the school. • This could be something tackled in advance of the MAT scenario and could involve other schools trialling a “relationship” with us in advance. • The management structure of our collaboration needs to be considered in light of the financial pressures on schools (although the recent £4.6 billion over 2 years should relieve this somewhat). 	<p>Main item on Curriculum Committee for the year ahead. – each term.</p> <p>To be a permanent agenda item on the SMT agenda.</p> <p>This to be the topic of the next joint Governing Bodies meeting – Spring.</p> <p>Options need to be modelled on Oravia for the impact on the next 5 year’s budgets.</p>	<p>There is an understanding of the road map for the school. The LA would like to have a broad idea from schools by the end of the academic year.</p>
<p>Monitoring Strategy Minutes of Governing Body</p>	<p>Evaluation Head Teacher Reports to Governors</p>	



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: MAINTAIN FUNDING SUPPORT BUILT IN TO BUDGET FOR FY & Y1 EQUIPMENT
GOVERNOR LINK: PAT BECKLEY

KEY AREA FOR DEVELOPMENT MAINTAINING OUTSTANDING IN THE FOUNDATION YEAR and Y1		Monitoring Responsibility RA
TARGET Ensuring that the provision in the FY is resourced automatically and is secured and protected in the long term.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> As always, provision areas become overused and the toys, particularly the outdoor construction toys. These always suffer from repeated use and the weather. Plastic toys degrade in the sun, wooden equipment begins to rot. The budgetary commitment to replace broken and worn-out equipment to be maintained. 	ALLOCATION OF FUNDING IN ALL BUDGETS £2000 pa	The learning environments are always maintained at the highest standard, supported by all the resources they require to achieve this.
Monitoring Strategy RF & JH Governor Finance Committee	Evaluation Governing Body Budget Approvals	



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: PHONIC FOCUS IN LANGUAGES
GOVERNOR LINK: BECKY CHAPMAN

KEY AREA FOR DEVELOPMENT PRIMARY LANGUAGES Keeping Phonics alive in teacher led MFL		Monitoring Responsibility S H-T
TARGET TO FURTHER EMBED INTO THE TEACHING OF MFL THE REGULAR USE OF PHONICS IN ALL MFL LESSONS. TO TAKE LANGUAGES INTO THE CORRIDORS AND DINING HALL		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<ul style="list-style-type: none"> • FURTHER DEVELOP “OUT OF LESSON LEARNING” Improve ability to speak in the target language confidently and with accurate pronunciation particularly to meet the age-related expectations for Year 5 and Year 6. Increase the children’s feeling of self-efficacy - Keep ‘Phonics’ alive in all language lessons. Ensure that ‘Out of Lesson Learning’ continues to take place in PE, in the dining hall and in public areas. • Start to replace with French/Spanish phrases in public areas with “starter phrases”. 	<p>1 staff meeting AUTUMN EARLY</p>	<p>The teaching of Primary Languages is maintained effectively by all staff following the outstanding modelling of the subject by the Subject Specialist.</p> <p>The Molescroft Model is seen by the LA as a successful way to teach Primary Languages.</p> <p>Through Riding Forward, teachers come to view the exemplary provision of MFL teaching at MPS</p> <p>Children will be able to practice and think for themselves in a context which they could encounter on a visit to France or Spain.</p> <p>Teachers routinely use vocabulary and phrases from the target language in the teaching of PE, music, art and daily instructional language. Pupils respond physically and verbally to the prompts.</p> <p>There is a linguistic immersive atmosphere in the school.</p>
<p>Monitoring Strategy GOVERNOR FOOTPRINTS: RC COORDINATOR LEARNING WALK – DEEP DIVE SUBJECT SEF</p>	<p>Evaluation Standards Report</p>	

HEALTH, SPORT, FITNESS and WELL-BEING

<p>equipment and games to be available during playtime and lunchtimes. Sports leaders to help lead activities where possible. Continue to promote PE in school and outside of school and ensure the sports board is utilized. Reposition the sports board in an area that is accessible to the whole school – See Clubs wall.</p> <ul style="list-style-type: none"> • Introduction of GetSet4PE Fundamental Skills in KS1 <p><i>"When pupils move through a well-sequenced curriculum their self-efficacy increases because of increased knowledge and competence." Research Review Series: PE, Ofsted, 2022</i></p> <p>Fundamental movements skills underpin all activities in PE. These units in KS1 allow children to develop these skills in isolation and in combination. These FMS to be reinforced in all PE units to help children increase their competence.</p>	<p>PD THROUGH KS1 MEETINGS ONGOING</p>	<p>High skill levels feed into KS2.</p>
<p>Monitoring Strategy EW /PD/JW: SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Katy Konieczko-Hansom</p>	<p>Evaluation Governor Footprint Standards Report</p>	



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: PUPIL and STAFF WELLBEING
GOVERNOR LINK: ADE ADAMSON

SEMH Audit Review: June 2022: Molescroft Primary School and 2023 ACTION PLAN

ITEMS IN RED ADDED AFTER THE STANDARDS NIGHT

1 STAFF MEETING PER TERM

SEMH Area	RAG Rating	Key Strengths	Development Possibilities TARGETS FOR 2023	Overall Summary – Evaluation points
<p><u>Leadership & Management:</u></p> <p>How is the school providing visible senior leadership for emotional health and mental wellbeing?</p>		<ul style="list-style-type: none"> • SMHL liaises with all stakeholders within the SLT. • We have an effective pastoral system for children through the ELSA support roles. • Education Staff Wellbeing Charter is in place. 	<ul style="list-style-type: none"> • The SMHL is not on the SLT however this does not pose an issue. • Are all staff aware of the SMHL lead and roles? • Is there a formal clear system for recording targeted pastoral support? • Check the charter following the training to see if anything further needs adding. 	<p>Consider the need for a Mental Health and Wellbeing policy and check the Staff wellbeing charter includes everything it requires.</p>

			<ul style="list-style-type: none"> Do we need a Mental Health and Wellbeing Policy? 	
<p><u>Identifying need and monitoring the impact of interventions:</u></p> <p>How does school ensure timely and effective identification of students who would benefit from targeted support?</p>		<ul style="list-style-type: none"> Effective identification systems are in place to ensure children receive support in a timely manner. Staff are aware of the plan-do-review cycle when monitoring interventions supported by the SENDCo. SENDCo regularly meets with those delivering interventions to ensure targeted support is relevant. Staff CPD for specific needs is available and offered through HERE for schools website and also other agencies working with children. 	<ul style="list-style-type: none"> Ensure we are up to date and aware of all outside agencies available to support specific needs in school. Check the local offer and directory of services. Investigate monitoring tools which can be used in school to support our identification of emotional needs. Ensure staff are aware of the Boxall Profile tool we have and know how to use it. Also the social competency framework used by behaviour support. 	<p>Keep up to date with changes of outside agencies. This will always be an on-going target.</p> <p>Find out more about the 5P's strategy and the SDQ Questionnaire (strengths and difficulties) and whether they would be useful tools to support in identifying need.</p> <p>(SDQ saved in Strand 3 folder)</p>
<p><u>Targeted support and appropriate referrals:</u></p> <p>How does school ensure appropriate referral to support services?</p>		<ul style="list-style-type: none"> Graduated response model is adhered to in all interventions in school and monitored by the SENDCo. Good range of interventions are available in school. JIGSAW is recognised as a good mental health 	<ul style="list-style-type: none"> Ensure staff are aware of interventions we use in school and the purpose of them. SDQ is recognised as a good resource for assessing children so discuss and investigate this with the SENDCo. Do we have an SEMH provision map? Ensure the subscription to JIGSAW is maintained and the PSHE co-ordinator 	<p>Check the SEMH provision map.</p> <p>Ensure we are up-to-date on the referral processes currently in place in the East Riding and whether the link programme is available.</p>

		intervention programme and is followed by all staff.	regularly checks the updated information on the website to keep all staff up-to-date.	
<p><u>Staff Development:</u></p> <p>How are staff supported in relation to their own wellbeing and to be able to support student wellbeing?</p>		<ul style="list-style-type: none"> We are signed up to the Education Staff Wellbeing Charter and it is in place. There is good communication between staff in school. Social events are organised within school with no exclusions. 	<ul style="list-style-type: none"> Do we have a formal way to monitor staff wellbeing other than in BAHLOW meetings? Access to staff CPD on SEMH to support themselves as well as the children they work with. Plans to reinstate the staff room as a quiet social space for the staff following the COVID pandemic. 	<p>Staff wellbeing surveys seem to be recommended in different ways and examples have been gathered.</p> <p>‘Wellbeing measurement for school’s survey’ from the Anna Freud centre is an option. It is free to use once we have requested permission. We would need to consider the purpose of this.</p> <p>It would be useful to share the links to the Education Support Website and Schools in Mind. These are free and offer brilliant wellbeing advice for adults working in schools.</p> <p>www.annafreud.org/schoolsinmind</p> <p>https://www.educationsupport.org.uk/resources/for-individuals/</p>
<p><u>Creating an ethos and an environment:</u></p> <p>How does the school’s culture promote, respect and value diversity?</p>		<ul style="list-style-type: none"> School ethos is identified in the motto: Everybody Cares, everybody learns, everybody matters. Inclusion is evident throughout the classrooms and extra-curricular activities. We have a positive and stimulating environment across all school areas. 	<ul style="list-style-type: none"> Nurturing opportunities to be developed at lunchtimes using the intervention pod as one base. We did have these opportunities in the past. Would be benefit from regular assemblies focussing on emotional needs like anxiety... relevant to the age group so children are aware of 	<p>Withdrawal/Nurture provision will be needed for from September</p> <p>Further discussion regarding the use of the pod as a nurturing space.</p> <p>Also consider the intervention suite as a space to be developed for this.</p> <p>Review the best person to take up the management of ELSA provision, it's pastoral support, available to all children not always SEN pupils.</p>

		<ul style="list-style-type: none"> We have a British Values Statement to support inclusion. The RE and PSHE curriculum further support the nurturing and inclusive ethos. 	potential needs in the school community.	
<p><u>Enabling Student Voice:</u> How does the school ensure all pupils have the opportunity to express their views and influence decisions?</p>		<ul style="list-style-type: none"> We have a vibrant pupil council meeting once a month, including class council discussing the agenda points. Staff are open to pupil voice and value their opinions. Learning walks by curriculum co-ordinators and SLT include interviews with pupils as part of their observations. 	<ul style="list-style-type: none"> Do the pupil councillors feedback to the class after their meetings? Do we ensure 'quiet children' get their voices heard and how do we do this? Do we give feedback to the children after the learning walks? Wellbeing Ambassadors would be an opportunity for peer support and also to gain the view of general emotions across school. 	<p>As a school we are very good at including pupils in decisions and hearing their voice, but we need to check that they are also hearing the actions following this input. How do we feedback?</p> <p>Consider the roles of wellbeing ambassadors in the classroom and how this would work.</p>
<p><u>Working with parents, families and carers:</u> How does the school work in partnership with parents and carers to promote emotional health and wellbeing?</p>		<ul style="list-style-type: none"> Clear systems in place to communicate with parents as they have direct links with the class teacher via email. Most parents actively use this link. Parent/Carers are involved in the implementation of the RSHE policy as it is sent for parental consultation. Open door policy set by the SLT for parents to access tours of the school, and to participate in 	<ul style="list-style-type: none"> Do we consider the 'quiet' parents who we don't hear from or do we just presume all is well? During COVID we monitored the quiet groups and is this something we should still consider? If we have a SEMH policy should we offer it for parental consultation? Are we aware of places to signpost parents for support if they require it? 	<p>Familiarise ourselves with sources of information for parents and carers – websites which could be useful to them.</p> <p>A starting point for this is in the Anna Freud document 'supporting mental health and wellbeing in schools: Engaging with Parent Carers' and also a list of websites is saved in the Strand 7 folder.</p>

		<p>social/celebration/special events throughout the year.</p> <ul style="list-style-type: none"> • Active FRIENDS association who plan events for parents into their fundraising schedule. 		
<p><u>Curriculum, teaching and learning:</u></p> <p>What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?</p>		<ul style="list-style-type: none"> • Accelerated learning approach to curriculum planning is integrated into the subjects. • PSHE/RSHE curriculum is up to date and reviewed regularly. • Weekly time is specified for classes to have a circle time with the class teacher to ensure the needs of the class are discussed. • Pupil voice is considered through interviews during learning walks. • Health week is an annual event to promote mental health and wellbeing. 	<ul style="list-style-type: none"> • Links with the school nurse and NHS initiatives are being reinstated following the COVID pandemic. • Consider are all staff confident and knowledgeable about SEMH including prevention and intervention. If not how can we support this development? 	<p>We must check up on staff awareness of SEMH.</p> <p>Maintain links with local health practitioners and initiatives as a long term, on-going goal.</p>

<p>Monitoring Strategy Chair of Governors supported by AT and JH GOVERNOR FOOTPRINTS: AA</p>	<p>Evaluation REPORTS TO GOVERNORS</p>
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**SAFEGUARDING:
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT**



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2022
FOCUS: REVIEW COSHH and RISK ASSESSMENTS
And all PROFESSIONAL AND OVERARCHING POLICIES

- **GOVERNOR LINK: GARY HUGHES**

KEY AREA FOR DEVELOPMENT THREE YEAR REVIEW OF RELEVANT POLICIES OUTLINED ON 3 YEAR ACTION PLAN		Monitoring Responsibility RJ & GH (Governor)
TARGET TO MAINTAIN COMPLIANCE and SECURITY in all aspects of HEALTH & SAFETY		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p>HEALTH AND SAFETY Complete full review of all COSHH documentation and display thereof. Complete full review of all RISK ASSESSMENTS and display thereof.</p> <p>OTHER POLICY REVIEWS Complaints policy</p> <p>Complete 3 year review of OVERARCHING POLICIES Admissions Policy Afternoon Tea Club Policy Attendance Policy Back Up and AntiVirus Policy * Breakfast Club Policy British Value Statement Fair Trade Policy Green Procurement Policy Worship Policy</p> <p>Complete 3 year review of PROFESSIONAL POLICIES Appraisal Pack Appraisal Best Value Statement Pay Policy</p>	<p>SPRING RJ MAL DP</p> <p>SPRING RJ MAL DP</p> <p>SPRING MAL</p> <p>ALL MAL EXCEPT * MB</p> <p>ALL MAL</p>	<p>The school maintains full compliance with all Health & Safety, Safeguarding and Child Protection requirements.</p> <p>Everyone maintains their full knowledge and understanding of all Health & Safety Practices. It is second nature, and everyone maintains their role in taking all aspects of safety extremely seriously.</p> <p>The school is run professionally and complies with human resources requirements.</p> <p>The website remains up to date.</p>
<p>Monitoring Strategy Health & Safety & Premises Committee GOVERNOR FOOTPRINTS: Gary Hughes</p>	<p>Evaluation Governor Minutes Committee Minutes Stakeholder Surveys / Standards Report</p>	

**CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY,
& SUSTAINABILITY**



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: ECO SCHOOLS ANNUAL GREEN FLAG RENEWAL
GOVERNOR LINK: PAM LOCKYER

KEY AREA FOR DEVELOPMENT MAINTAIN THE ECO SCHOOL Green Flag Award Standard		Monitoring Responsibility SG
PRIORITY TARGETS To sustain and extend the new Wildflower Meadow with cooperation with the Parish Council. To sustain and protect the new Martin Wood and the 30 new saplings as part of the Northern Forest Engage in a Global Sustainability Project. See ISA initiative To work with the Parish Council on the engagement of the school with community environment projects. To maintain standards and develop new initiatives through the Green Team to ensure the Eco School Green Flag Status is constant. To plant new hedgerows in conjunction with Humber Forest Project.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p>MAINTAINING THE ECO SCHOOL GREEN FLAG Global Perspective – Fair Trade: LEADER / Laura McKenzie and Angie Ferris with SARAH G</p> <ul style="list-style-type: none"> • Weekly stall - accounts /stock/set up and cash up also make country of origin clear. • Annual presentation to class groups • Fair Trade fortnight – organise activities • Fair Trade Assembly – prepare and deliver • Hot chocolate Fridays – buy stock and organise • Member of Beverley Fair Trade Group <p>Litter: LEADERS / DAVE PLATTEN & MICHAEL LONCASTER</p> <ul style="list-style-type: none"> • General condition of school ground i.e. fencing/gates in wildlife area • General litter awareness activities in RWC afternoons. <p>Waste: LEADER / THE GREEN TEAM under Sarah’s direction • Complete review on how we manage the waste we create.</p> <ul style="list-style-type: none"> • Specifically ensure that resources used at school and FOMS events can be properly sorted and recycled, reused or composted. • Avoid the use of resources for events that cannot be recycled, reused or composted. 	<p>LMc AF ONGOING</p> <p>SG SPRING</p> <p>MAL SPRING LH</p> <p>H&S CHECK EACH TERM MAL HB WILD TEAM ONGOING</p> <p>SG GREEN TEAM</p> <p>SG GREEN TEAM</p> <p>MAL / FOMS</p>	<p>The International Eco School Green Award is renewed.</p> <p>The Eco – Sustainability agenda is maintained symbiotically with the life of the school.</p> <p>The ‘Really Wild Curriculum’ is maintained and prioritises in this order:</p> <ul style="list-style-type: none"> • Appreciation of the Environment • Maintaining the Environment • Growing Produce • Protection of Habitats • Recycling • Taking Inspiration from the Environment • Using Natural Resources <p>SG checks this with her team regularly.</p> <p>EVERY EVENT organised by the school and FOMS uses wherever possible, recyclable, reusable or compostable materials.</p>
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<ul style="list-style-type: none"> Waste assembly followed by weighing food waste generated in the dining hall over a five-day period – feedback findings to Green Team/Management Regular audit plus weighing of classroom waste paper bins – reuse where possible (wet playtime or notepads) Children to collate information and present as a graph to feed back to school and to go on Eco Board. Compost bins – MORE TO BE PROVIDED <i>Compost dug into school garden – Big Weed</i> <p>Energy: LEADER / THE GREEN TEAM under Sarah’s direction and Dave’s provision of data</p> <ul style="list-style-type: none"> Collate information of energy used and generated Appoint a Solar Panel monitor Analyse information with children and format into graphs – display graphs <p>Transport: LEADERS / MICHAEL LONCASTER & PSHCE Coordinator</p> <ul style="list-style-type: none"> Travel Plan Bikeability Scoot the Route Pedestrian Skills <p>Healthy Living: LEADER /PSHCE Coordinator: Sarah C</p> <ul style="list-style-type: none"> HEALTH WEEK AND AGENDAS THROUGH THE YEAR <p>Water: LEADERS / THE REALLY WILD TEAM</p> <ul style="list-style-type: none"> Collate information of water used from water butts Analyse information with children and format into graphs – display graphs <p>School Grounds: LEADERS / THE REALLY WILD TEAM</p> <ul style="list-style-type: none"> Maintain conservation area and vegetable garden School planters – front of school window boxes Planting up Easter Garden – distribute /organise and plant up 200 plants! Empty and monitor compost bins Friends Garden - general maintenance (esp. weeding!) WEEDING! vegetable. Big Weed with Volunteers twice a year. Biodiversity: LEADERS / THE REALLY WILD TEAM Outdoor activities – pond life/habitats/bug hotel Further develop the Wild Flower Meadow in conjunction with the Parish Council 	<p>SG & GREEN TEAM</p> <p>SG & GREEN TEAM</p> <p>WILD TEAM</p> <p>SG DP ONGOING SG ONGOING SG ONGOING</p> <p>MAL SM MB HB HB SC SEPTEMBER</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING WILD TEAM ONGOING WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING WILD TEAM ONGOING</p>	<p>We reduce further the vegetable waste sent to landfill.</p> <p>The new Wild Flower Meadow continues to thrive incorporating a plan for its long-term maintenance and development.</p>
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<ul style="list-style-type: none"> Maintain the MARTIN WOOD with 500 bluebells and 14 trees Protect the copse of 30 trees part of the Northern Forest Redesign the shade which was previously provided by the Wigloos, but which had become uncontrollable. <p>POD Activities: LEADERS / THE REALLY WILD TEAM Organise activities from the nine topics, photos taken - these then have to be uploaded and blogged. Children encouraged to blog on the site</p> <p>PPA Afternoons: LEADERS / THE REALLY WILD TEAM Organise FS – Y6 420 children on a rota basis! Plan indoor and outdoor lessons in case of poor weather Use the Tony Knight Centre as a base. Purchase and source resources (Garden Centres/Supermarkets and freebies!)</p> <p>RSPB – Big Bird Watch – organise audit any birds that come into the grounds – submit results on-line to RSPB: LEADERS /THE REALLY WILD TEAM</p> <p>Vegetable Plot – LEADERS / THE REALLY WILD TEAM (note FY, Y1 & Y2 have their own plots) Purchase plants/seeds/compost and source resources Purchase a proper greenhouse.</p> <p>Yorkshire in Bloom: LEADERS / MICHAEL LONCASTER & WILD TEAM Be available to support staff with planters as required: £15 per season. Proposed theme for the 2023 Entry “100 YEARS OF DISNEY” On Line application Get area ready for inspection! Meet and greet judges Prepare slide show and brief children on what is expected during the day</p> <p>Holidays May to September: LEADER / DAVE PLATTEN Water plants window boxes/planters/vegetable garden</p> <p>Green Mole Page: COLLATOR OF IDEAS / SARAH GRAINGER PUBLISHER / MICHAEL LONCASTER Submit ideas and photos to Sarah G / Michael</p> <p>ECO Board: LEADER / SARAH GRAINGER To be regularly updated and ‘refreshed’</p> <p>NOTE THE REALLY WILD TEAM is Debra Goff, Stacey Cook, and Laura McKenzie</p>	<p>MAL DP ONGOING</p> <p>MAL DP ONGOING ML Arrange for annual prune JANUARY</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM ONGOING</p> <p>£££</p> <p>WILD TEAM ONGOING</p> <p>WILD TEAM SPRING</p> <p>£££ £££ SG MAL</p> <p>ML & WILD TEAM ONGOING</p> <p>MAL SG SUMMER £££</p> <p>SG SG MAL ONGOING</p> <p>SG ONGOING</p> <p>MAL</p>	<p>An alternative is agreed to the Wigloo</p> <p>We maintain our Gold standard with RHS Yorkshire in Bloom.</p>
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Monitoring Strategy D.E.I.D.R.E Green Team Minutes SG NEW SEF GOVERNOR FOOTPRINTS: Jo Bridgeman	Evaluation D.I.E.D.R.E MINUTES
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Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: NEW ISA Action Plan
GOVERNOR LINK: BECKY CHAPMAN

KEY AREA FOR DEVELOPMENT		Monitoring
To maintain our Outstanding International Provision with the Successful renewal of the ISA Action Plan		Responsibility JW LH ML
TARGET		
Internationalism remains at the heart of the life of our school, recognising that we are in a Global Society and Economy.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>ONGOING ACTIVITIES included in Action Plan</p> <ul style="list-style-type: none"> • My Life in a Box • My Town and My Country in a Box • Around the World on a Plate • Fair Trading Post <ul style="list-style-type: none"> ○ Make it clear where the products are from. • United in Sport: <ul style="list-style-type: none"> ○ Celebrating World Football ○ Celebrating Word Hockey ○ Commonmole Games ○ Handball; Germany links Lemgo • Harvest for the World • Promoting language use at lunchtime: with menus in French and Spanish • Hosting Swiss Teachers • Hosting German Work Placement Students • Maintaining links with Lemgo and Bremerhaven 	<p>INTERNATIONAL TEAM: JONATHON WILLIAMS, LAURA HAKNER & MICHAEL LONCASTER</p> <p>Autumn March All year All year</p> <p>Summer Autumn (spring) Summer</p> <p>Autumn Spring</p> <p>June November Spring/Summer</p>	<p>The International School Award is accepted and renewed by the British Council in 2023.</p>

<ul style="list-style-type: none"> ○ Students visiting from Poland and Germany to share their Life in a Box with our pupils. ○ Teacher visit to Lemgo – to complete My life in a box project with children in Südschule Lemgo and a Global sustainability project. June 2023 and/or promoting equality, diversity and/or the role of women in our societies. • Commonwealth Day special focus on Papua New Guinea • Coronation of King Charles III – the King’s Realms <p>INTERNATIONAL FESTIVAL</p> <ul style="list-style-type: none"> • To host a three-week International Festival in February 2023 based on Canada • Festival to cover the flora, fauna, physical and human geography of Canada with a full cultural experience to include Art and Dance. • To host a redesigned evening festival for the whole community. 	<p>March</p> <p>June</p> <p>March</p> <p>April / May</p> <p>January/February</p>	
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<p>Monitoring Strategy</p> <p>Subject Deep Dives and Learning walks</p> <p>DIEDRE EVALUATION</p> <p>GOVERNOR FOOTPRINTS: Pam Lockyer</p>	<p>Evaluation</p> <p>Heads Report to Governors</p> <p>ISA Report: British Council</p>
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Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2023
FOCUS: NEW R.E. Syllabus
GOVERNOR LINK: PAT BECKLEY

KEY AREA FOR DEVELOPMENT		Monitoring Responsibility KS
Review and evaluate the implementation of the new SACRE Religious Education Syllabus		
TARGET		
All staff are comfortable with teaching the new RE curriculum and have had the opportunity to review best practice.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> • New curriculum incorporating Annual Faith/Christianity and Minor faith/Worldview – discussion around way forward after a year of embedding across the school to ensure teachers feel it works well within their year group. • Flic objectives to be recreated to ensure they are closely matched to the new learning outcomes for each unit – based on MTP • After one year embedding to look at how to support LA/HA differentiation within the subject and any elements of curriculum that need changing. 	1 STAFF MEETING SUMMER	The effectiveness of the first year implementing the new RE curriculum has highlighted areas required for tweaking, reinforcing, changing or training.
Monitoring Strategy KS: SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Pat Beckley	Evaluation Governor Footprint Standards Report	

SCHOOL INSET PROGRAMME 2023

V20, Y4 & Pupil Premium – 10 minutes in every staff meeting

SPRING: 11 TUESDAYS

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz (see 31st January)
Introduce Lesson Study & Maths & Adaptive Teaching : Through team Meetings (PPA) to be arranged by Andrea
Downs Syndrome & Primary Languages 24th January
International Festival & EVOLVE reminder 17th January
Consultation Evening w/c 27th March
DIEDRE BAHLOW 9th 10th Jan
Appraisal Reviews w/c 21st March (disaggregated TD 25th July)
Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz 31st January
Drama in Reading/Writing 14th March
Reading & GPS 21st February
Science 7th February
Computing 28th February
SEMH 7th March
Maths 21st March
Key stage meetings in Team Time

SUMMER: 13 TUESDAYS

Training Day Sticky Teaching & Articulation ½ TD. 17th April and 4th July
DIEDRE BAHLOW 6th & 8th June
Residential Week 23rd May
Appraisal Reviews (July) Show week w/c 10th July
Key Stage Meetings / Hand over meetings 18th July
Maths 18th April
Reading 25th April
RE 13th June
Science 2nd May
Computing 20th June
SEMH 9th May & 27th June
Primary Languages 16th May

AUTUMN: 14 TUESDAYS

Business – Year ahead & Safeguarding
Training Day Sticky Teaching & Articulation
& SEMH

DIEDRE BAHLOW	w/c 16 th Oct
Consultation Evening	w/c 23 rd Oct
Appraisal Reviews (Oct)	10 th Oct
New Faith	19th Sept
Towards the SIP and SEFS.	10 th Oct
Maths.	12th Sept
Maths	3rd Oct
Science	26th Sept
Computing	14 th Nov
SEMH	5 th Dec
Key Stage Meetings	19 th Dec
Primary Languages	7 th Nov
	21 st Nov
	28 th Nov
	12 th Dec

BUDGET IMPLICATIONS

FY Y1 Equipment	£2000
Guided Reading Books	£2000
International Festival	£3000 P/C +- £2000
Meadow	£200

FRIENDS ASSOCIATION BIDS 2022

PE Sheds	£10 000
FY Outdoor area	£. 4000
Proper Greenhouse	£ 1000
Intervention- Withdrawal- nurture spaces	£ 2000

CAPITAL DEVELOPMENTS

Toilet Refurbishment (loan)	£75 000 Abandoned for now
Carpets in Y2 and Y3	£3000
Blinds	£3000

FUTURE

KS1 Adventure Playground	£25 000
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COMPLETED ACTIONS OF 2022

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS

PUPIL PREMIUM V20 & CATCH-UP CHILDREN

- Maintained intensive support and catch up wherever and whenever we could.
- Highlighted in the Pupil Progress meetings of January 2022 the V20 and PP children with even greater vigour to ensure that further specific, time limited interventions/tutoring were put in place where appropriate.
- Tutoring and support to specifically focused on the needs of the current Y3 and Y4.- Phonics a key area.
- English coordinators completed a writing learning walk with KS Assistant Heads to report on whether a further focus is required on writing across the school.
- The enhanced staffing provided was maintained until July 2022 for all year groups enabling the teachers who know the children the best to take control of and often deliver the tutoring support.
- Pupil Premium and V20 children discussed in every staff meeting.
Professional development sessions planned and with collaboration through local and national platforms helped share best practice and created a rigorous and effective learning trajectory for early mathematics.
- Speech and language therapy was identified through nursery transfer as being a big issue for the cohort coming into school in the new academic year. Of this 2021/2022 group 10 children had already begun a speech and language programme with support with experienced adults in school and/or being referred to SALT. In addition, 1 EHCP was already in place for a child who needs close support to help manage social situations and behaviour in addition to their own speech and language needs. Another child was granted and EHCP in the new calendar year, again requiring specialised Speech and Language therapy programmes and social/behavioural support from experienced staff. As external support is hard to come by the school trained its own Speech and Language Therapists to support children at Molescroft and Woodmansey CE Primary Schools.

FOUNDATION YEAR

- For the 2021/2022 academic year EYFS curricular and assessment processes have been re-written to reflect changes. This was advised by conversations with early adopter schools. This was embedded across the year to July 2022.
- Embedded the recent development of phonics teaching and learning through the use of the Floppy's Phonics resources to help further shape a rigorous and effective learning trajectory for early reading and writing.

Through the local Maths Hub EYFS and the KS1 teams followed a new programme of study designed to enhance and develop the teaching of basic number fact and fluency.

FOCUS: MATHS

Maintaining our momentum including in Factual Fluency and Journaling.

- Factual fluency is the big barrier to learning in mathematics. A new approach was implemented to explicitly teach the children the essential skills of addition/subtraction, multiplication/division facts across school.
- Training, coaching and resources were secured to achieve good outcomes.
- Timing of the programmes was agreed within the school but not as an addition to the Maths Times which is already enhanced.
- Careful consideration was taken of where activities centred on factual fluency could be best developed.
- Journal sessions became a more regular part of the mathematics day. Journal activities became more of a classroom priority. It is in these reflective sessions that children explore and deepen their understanding of the mathematical concepts the most.
- Established how teachers can further be involved with the Maths Hub and further develop the teaching of mathematics at Molescroft Primary School. To date 5 staff have attended professional development sessions run by both Maths No Problem or the Yorkshire Ridings Maths Hub. Subject knowledge and knowledge of teaching for mastery approaches cannot be delivered effectively during staff meeting time alone. Maths Hub training is free at the point of delivery and seems an effective route to further secure good pedagogical and subject specific knowledge and understanding.
- Regular, dedicated staff meeting time was maintained across the year to devote to mathematics, one staff meeting per ½ term.

FOCUS: ENGLISH

Reviewed KS2 texts for guided reading.

Reviewed the planning progression map for English.

Reinforced changes in phonics across the WHOLE school.

LIBRARY

Investment in refurbishment of the Library to further enhance the *love* of reading completed.

READING

- Checked KS2 reading texts for variety, particularly focusing on gender and diversity of author and narrative structure.
- Refurbished the library creating a welcoming, cosy environment with armchairs and a feeling of space contentment and wellbeing.
- Set up a refurbishment Committee to liaise with the FOMS. Timing of refurbishment completed by Easter 2022.
- Established a programme whereby the Therapy Dog can be located in the Library as part of the Library Sessions.
- Reviewed the Reading books available within KS2 for V20 pupils and those still insecure with their application of phonics.
- Continued the drip feeding of Phonics training for all staff and regularly checked on the quality and consistency of the teaching of phonics across the school.
- Double checked reading books match the phonics that has been taught.

- Ensured those children who have not met the expectation in Year 2 were prioritised with a specific, robust intervention.
- Check differentiation and suggest strategies in KS1.

PLANNING FOR COVERAGE

- Reviewed the English Contact to guarantee the appropriate balance of resource, inspiration and response.
- Reviewed the use of success criteria ensuring it is relevant and appropriate.

GPS APPLICATION

- Following lockdowns there is pupil confusion over definitions and terminology. If asked, a child could give an example of an adjective but when seeing an adjective in a written sentence pupils are sometimes unable to identify from the words on the page which word is the adjective. This is true of other aspects of grammar for example naming a verb, noun, adverbial opener, subordinate clause. It is the application of the skills and this is because although the skills have been learned and taught in lockdown, there has not been the same opportunities to test and apply, then revisit and test and apply to check that progress is made and plug the gaps. We addressed this issue head on, but issues remain.

HANDWRITING

Ensured modelled handwriting is consistent in KS1 & KS2

FOCUS: ART

Journey of renewal of the Arts Mark

- Continued to ensure high staff confidence in teaching and assessing skills.
- Continued to promote the value of the artistic process with the children and staff.
- Got artwork out into the community.
- Started an Arts Council in which the children have a say in the arts curriculum. (This includes Performance Arts)
- Monitored our EHCP children to ensure they continued to access and perform well in the arts.
- Extended our offering of support across the Arts to other Education settings and professionals.

FOCUS: SCIENCE

Data Logging in STEM and Inspirational Scientific Role Models.

ACTIVITIES

- Staff Meeting to introduce the use of the new Data Logging Equipment. Data logging equipment – Data Harvest Equipment has been purchased.
- Gave older children more opportunities to be independent in their questioning and recording and ensuring knowledge is taught through Working Scientifically where possible and is explicit.

- Ensured there are links which enable all children to learn about different scientists and their role in society, both historical and modern day. Brought into school scientists in relevant fields to work with the children.

FOCUS: COMPUTING: ALL ASPECTS

ACTIVITIES

1. Programming
 - Set overview scheme for each year group (include unplugged activities and a set process for teachers to follow)
 - Created simple learning session/packs for each Computational keyword.
 - Vocabulary pushed more with poster packs for each classroom to be displayed.
 - Created of a Coding day to raise profile of subject and coding and evidence trail.
 - 2 Codepillars for FY and reviewed changes in new curriculum with RA.
 - Discussed programming elements being taught by teachers in KS1
 - Computing Coordinator to Support lessons in class for programming.
 - Completed further Staff training on computational thinking and also support training for TA's on iPads.
2. Reviewed allocation of digital hours to discussed with SMT/ML .
3. iPad allocation plan
 - Ensured that Y3 have access to iPads from Y5 or 6 for computing elements during PPA. Secured 60 more iPads, into Y6 their 60 went to Y4 and then Year 4's to Year 3. This meant all KS2 had their own iPad largely workable on more recent apps.
4. Discussed Computer Science elements/links in STEM week At least one session activity/computer science based. Display created for computing display examples of the work. Key Computational vocabulary.

FOCUS: THE YEAR OF VOCABULARY

Embedding further cross curricular vocabulary and conceptual understanding.

Review of all subject policies to include cross curricular vocabulary and conceptual understanding and links from the new EYFS curriculum to Y1.

And a review of the definition of Differentiation at Molescroft.

ACTIVITIES

REVIEWED ALL SUBJECT POLICIES

- Including use of vocabulary and conceptual development and links from EYFS to Y1.
- Reviewed of all units in Y1 to reflect new FY curriculum

DEFINITION OF DIFFERENTIATION

- Effective questioning
- Differentiated tasks – where appropriate BUT not a limiting factor – rather differentiated success criteria open to all.
- Avoidance of time wasting on what is already known
- Bringing up those who are not completely secure to the new benchmark.
- Booster, pre-learning
- Effective use of Response Time and flash marking to move learning forward and thereby extend learning, understanding and mastery to all.

ALL SUBJECTS

- Assess the use of key language and vocabulary. Is language from previous units being reintroduced in new contexts? Is the vocabulary appropriate/effective?

SUBJECT COORDINATOR LED DEEP DIVES SUPPORTING WOODMANSEY

- Coordinators completed the full process at Woodmansey each spending a day at the school (paid by Woodmansey) to support the implementation of the curriculum there.

Future history day topics now discussed at DIEDRE to discuss both the topic/event we explore and the way in which we do this.

FOCUS: RIDING FORWARD REORGANISATION

Worked with WOLDS and TIDAL within the VANTAGE Teaching School Hub to continue to develop a programme of cooperation for the future sustainability of Riding Forward in a world of Teaching School Hubs.

Particularly to compliment and cooperate in areas of:

- ITT
- CPD
- LEADERSHIP DEVELOPMENT
- SCHOOL TO SCHOOL SUPPORT
- RESEARCH INITIATIVES
- MATHS AND ENGLISH HUBS

Maintained the financial security of Riding Forward through

- Bespoke support packages for schools.
- Complete overhaul of the Riding Forward Budget Plan.
 - Move expenses to the main school budget and all staff costs, income and earnings, so it is easier to manage.

- Riding Forward Account to be used to manage the in and out of funding streams e.g. ERSIP, ITT, DfE and NLE programmes.
 - Reduced overheads.
 - Staff now core members of funded ITT programme, ECT programme, English Hub and Maths Hub and Vantage TS Hub.
- FOCUS: MAINTAIN FUNDING SUPPORT BUILT IN TO BUDGET FOR FY EQUIPMENT

As always, provision areas become overused and the toys, particularly the outdoor construction toys. These always suffer from repeated use and the weather. Plastic toys degrade in the sun, wooden equipment begins to rot. The budgetary commitment to replace broken and worn-out equipment was maintained.

FOCUS: LANGUAGES across the Curriculum

- Continued to place emphasis on the phonics in French and Spanish, to teach the actions, referred to them, ensured children know what they mean and why they are learning them.
- Ensured APPs are downloaded for French/Spanish in all KS2 classrooms on iPads.
- In Primary Languages at Molescroft, there is now a strong sequential scheme of work in place in the form of iLanguages. This is now a spiral curriculum which will help to embed language into the minds of our cohorts of children over time. What is needed however is the continuity of 'out of lesson learning'. Languages need to be embraced at other times. Molescroft does a super job with this, for example daily writing of the date in the target language, labelling of the classroom and displays, use of phrases in the classroom and corridors. It is essential that all of this continues to take place and that we now start to use language in other areas of the curriculum such as PE, Music and Art for example.
- Assessed what a Y6 child can do by the end of the year in readiness for the transition to KS3. (using the new transition document).

FOCUS: PE

Areas for development

- Due to Covid-19, around 50% of the children in Y3 were not able to swim 25m by the end of the 6-week block. Ensured these pupils got the chance to catch up.
- With the Sports Mark starting back up we ensured that we kept track of events and ensured we not only maintained GOLD standard but went to the Platinum Level
- Continued to ensure the personal challenge was being implemented across year groups.

FOCUS: PUPIL and STAFF WELLBEING

- Signed up to the updated Education Staff Wellbeing Charter, which sets out commitments from the Government, Ofsted, and schools and colleges, to promote and protect the mental health of the education workforce. Through the charter, we joined the department in pledging to work to drive down unnecessary workload, improve access to wellbeing resources, and championed flexible working, among a range of actions to support staff wellbeing.

FOCUS: REVIEW HEALTH & SAFETY POLICIES

- Completed three-year review of all HEALTH & SAFETY POLICIES

[Accident Incident Investigation Guidance ERYC](#)

[Online Accidents and Incidents Reporting ERYC](#)

[Asthma Information](#)

[Anaphylaxis Information](#)

[Asbestos Guidelines ERYC](#)

[Asbestos Policy](#)

[Confined Spaces Safety Guidance Document ERYC](#)

[Constuction, Design and Management Safety Guidance](#)

[Corporate Health and Safety Policy](#)

[Corporate Health and Safety Policy Report](#)

[Control of Substances Hazardous to Health](#)

[Dealing With Stress](#)

[Diabetes Information](#)

[Display Screen Equipment](#)

[Drugs and Alcohol Policy](#)

[Educational Visits Policy](#)

[Electricity At Work Guidance ERYC](#)

[Employee Personal Protection Safety Guidance Document](#)

[Epilepsy Information](#)

[Events on Council Land \(and Buildings\)](#)

[Fire Safety Guidance ERYC](#)

[Food Policy](#)

[Guidance for School Safe Working](#)

[Head Lice Advice](#)

[Health and Safety Manual](#)

[Health and Safety Policy](#)

[Hold open device guidance ERYC](#)

[Homeworking Safety Guidance](#)

[Infection Control Safety Guidance](#)

[Policy on the Control of Legionella Bacteria](#)

[Moving and handling of Objects Safety Guidance](#)

[Moving and Handling of People Safety Guidance](#)

[Musculoskeletal Safety](#)

[New and Expectant Mothers Safety Guidance](#)

Noise at Work

Personal Emergency Evacuation Plans

PPE Safety Guidance ERYC

Safer Working Practices

Toileting and Intimate Care Policy

Use of Reasonable Force

Use Of Tools In D&T Policy

Vibration at Work Safety Guidance

Wellbeing at Work Policy ERYC

Work Equipment Lifting Safety Guidance

FOCUS: ECO SCHOOLS GREEN FLAG RENEWAL

MAINTAINED THE ECO SCHOOL GREEN FLAG

INTERNATIONAL DIMENSION maintained:

- My Life in a Box
- Around the World on a Plate
- Fair Trading Post
- United in Sport:
 - Celebrating World Cricket
 - Celebrating World Hockey
 - Commonmole Games
- Handball; Germany links Lemgo
- Harvest for the World
- Maintaining links with Lemgo and Bremerhaven
 - Students from Poland and Germany shared their Life in a Box with our pupils on line.

INTERNATIONAL FESTIVAL

- Hosted a three-week International Festival in February 2022 based on Greece and Cyprus
- Festival covered the Flora, fauna, physical and Human Geography of Greece and Cyprus with a full cultural experience to include Art and Dance.
- Hosted a redesigned evening festival for the whole community.

FOCUS: NEW R.E. Syllabus

- Now the new SACRE curriculum has been decided we interpreted it and implemented it within our programme for studying world faiths across the school.

- Produced new Medium Term Plans to reflect the new curriculum ready to launch in September 2022.
- New Faith Programme to include minority and non faiths:
 - Buddhism
 - Judaism
 - Hinduism
 - Minority Faiths and No Faith
 - Christianity
 - Islam
 - Sikhism
- Teachers reflected on their teaching of RE to explore the idea of making the subject more practical, using the skills in objectives to ensure there is no ceiling on the children's learning and exploration of the faith studied that year.
- Questions like 'what would a lesson look like if...' 'what would a child demonstrate if...' 'what skills would be displayed if...'

The RE display of books in the library is now set up again and the children can be seen already using them as well as other resources on the display table.

The children across both stages need to be encouraged further to use this interactive area of learning.