
Inspiring Learners For Life

Hatfield Peverel Infant School School Improvement Plan 2021/2022

Targets for 2021/22

Target 1 L&M	<ul style="list-style-type: none">• Develop and implement rigorous monitoring and evaluation in all areas to improve outcomes and partnerships
Target 2 QE	<ul style="list-style-type: none">• Implement a communication rich, diverse, and challenging curriculum that diminishes the attainment gap for identified and vulnerable groups
Target 3 PD	<ul style="list-style-type: none">• Embed welfare, PSHE/RSE provision to enhance the well-being of all pupils and staff
Target 4 BA	<ul style="list-style-type: none">• Embed resilience and a growth mindset and further develop responsibility for learning and behaviour attitudes and practice.

School context

Number of pupils on roll		173	Number/percentage of pupils eligible for pupil premium	10% but does not include current R	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	2
Attendance end of 20/21		96.2%	Overall absence	3.8%	Persistent absence	
Percentage of pupils with English as an additional language (EAL)		1% 2 pupils	Number of Boys/girls	95/78	Members of staff	31
Most recent Ofsted grade	2	Key Ofsted actions from last report	Ensure good progress in writing by further enhancing existing improvements in writing Systems to record progress and achievement are refined and manageable. Ensure EYFS build upon initiatives that have been introduced to sustain improvements			
Key staffing areas of issue Autumn 2021		Support for SEN need is high in and another child coming in with an EHCP band 4 New member of staff for child in Reception				

Target 1 Leadership and management	Develop and implement rigorous monitoring and evaluation in all areas to improve outcomes and partnerships.	
Objectives	Actions	Evaluation
Ensure that rigorous health and safety/safeguarding procedures are in pace with the changing landscape	<ul style="list-style-type: none"> • Handover of H and S procedures, systems, updating and annual check to CJ. MG • Training for CJ. CJ to check and organise • Update level 3 safeguarding in all aspects for MG/ZF • MG to attend new training for disadvantaged champion • Ensure all staff have basic CP and safeguarding training and give staff a quiz Autumn 2. MG • Governors CP before FGB • MG or ZF to attend termly safeguarding briefings and read weekly briefings by Andrew Hall • Ensure staff are up to date with changes and procedures in place for behaviour management steps. Team leaders 	
Take part in PP and SEND review	<ul style="list-style-type: none"> • Discuss with Junior school BB or ADT and MG to contact Carole Farrer or Vicki Webber. MG • KMC to liaise with Carly Clarke for SEN. KMC • Take part in a deep dive for Maths for our experience and improvement.VW November 2021 MG/EC A governor 	
Plan for and implement peer observations	<ul style="list-style-type: none"> • Autumn focus: Phonics. Year 1 and 2 Teachers to organise watching Reception teachers. Job shares to organize watching each other and within year groups. Teachers • Spring focus: choice by teacher of lesson but to include agreed focus to feedback on SLT • Summer focus: Science or computing • Subject leads to observe range of teaching in each term during release time. DH to put together a release timetable ZF 	
Ensure all stakeholders have a voice	<ul style="list-style-type: none"> • School council project/focus on community and outdoor area. School council to meet every month and information shared with parents. ES 	

	<ul style="list-style-type: none"> • Governor questionnaire to parents • Pupil voice questionnaires to be completed in the autumn term in all subjects and actions generated. Subject leaders • Staff voice in WB committee and Stress risk analysis Aut2 with actions generated. Teams • Plan to address areas highlighted in WWW/EBI about our school done in summer 21 circulate to staff and generate action plan. MG • Parent forum to continue during the school day once each half term. Dates to be agreed for the year. MG/Governor • Reinstate weekly briefings to ensure communication. all staff 	
Develop a strong partnership between the two schools	<ul style="list-style-type: none"> • SBM to develop relationship with new SBM in junior school Encourage shared working opportunities and financial opportunities. CJ • Governors to reinstate joint meetings. Which governor? • Regular meetings between HT and DH from schools. MG • Subject leaders to meet in autumn term one staff meeting time. SLT • SENDco to meet once a term- see above for possible review KMc • Continue with joint ISA ventures. LMc 	
Assess and improve impact of governor monitoring	<ul style="list-style-type: none"> • Have as an agenda item at first FGB JG/MG • Look at various formats and agree visits for the year. SLT 	
Continue to embed new office systems and processes – leading to improved levels of service and greater efficiency	<ul style="list-style-type: none"> • Weekly meeting to include SM • Handover through telephone JH/SM agreed roles • SBM to train office staff in school fund and Parent pay, FMS • Changes to BACS with appropriate training CJ and office staff 	
Embed and monitor the appraisal, monitoring and moderation (AMM) cycle	<ul style="list-style-type: none"> • Ensure spring review is carried out for all staff. MG • Reviewee to take a greater responsibility for review in the spring. All staff using template? Teachers • HT cycle to be more rigorous and responsibility for writing up the meetings to be outsourced for greater efficiency and objectivity? To be discussed with governors. • Teachers to meet with other teachers for moderations with WC and also with infant schools and EY network group WC 	

Develop role of all subject leaders	<ul style="list-style-type: none"> • Evaluation of progress during the pandemic • Action plans to include SIP targets • Ensure all SL are using terminology around 3 i's • All SL have a monitoring schedule and focus 	
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Target 2 Quality of education/Outcomes for children		Drive improvement through the implementation of a communication rich, diverse and challenging curriculum that diminishes the attainment gaps for identified vulnerable groups	
Objectives	Action points	Evaluation	
Identify and use research for training for all staff	<ul style="list-style-type: none"> • Identify this as an action on PDD/PMR for individuals • Ensure research is cited and relevant on plans for PP and SEND MG/KMC 		
Develop a relevant plan for training	<ul style="list-style-type: none"> • Audit of staff training Wishlist and needs and prioritise SLT • Look at and plan into budget. CJ • Plan from governor's audit completed last term-book training Data/link governor • Plan all NPD and twilights for the year to include these and governor input. SLT • See training above for Safeguarding 		
Track/monitor vulnerable groups and identify individual barriers to learning	<ul style="list-style-type: none"> • KMC/MG/class teacher complete barriers to learning (WC template) for each child considered vulnerable and use to plan. • Continue to focus on in PPG meetings. • Introduce into SLT/office/staff meetings • Use CP for assessment and intervention opportunities • Put groups into TT. Teachers • Regular meetings with PP governor 		

<p>Ensure good quality resources are available to develop outdoor and continuous provision learning</p> <p>Improve provision and challenge in outdoor education</p>	<ul style="list-style-type: none"> • All subject leaders provide audit list of resources and ask for staff wish list for CP and linked provision Subject leaders • All subject leaders to include resourcing/planning for the outdoor area in yearly plan. teachers to write an action plan for outdoor area and responsibilities delegated 	
<p>Increase vocabulary acquisition and specific 'powerful' knowledge through themed weeks</p>	<ul style="list-style-type: none"> • Plan dates and theme for themed weeks in for the whole year and which staff will co-ordinate them • Distribute funding from the ISA and curriculum budget • Plan how knowledge will be adapted across all year groups 	
<p>Ensure SMSC, equality and diversity are planned in all aspects of school life</p>	<ul style="list-style-type: none"> • Staff meeting time to discuss how this will look in foundation subjects and be implemented in Aut 1 • Plan into assemblies LS • Ensure all teachers are using this in weekly or termly PSHE planning • Plan into performances or class assemblies. Teachers 	
<p>Continue to focus on early reading skills and phonics</p>	<ul style="list-style-type: none"> • New evaluated phonics scheme to be introduced from Sept 2021 • Continue to renew high quality reading resources • Reading display in the school and a reading tree for children. • Weekly reading mornings with parents before school. SLT • Possible reading awards weekly? 	
<p>Develop shared practice in all subjects</p>	<ul style="list-style-type: none"> • Share best practice through observations, solution circles and moderation with other schools. All staff • Agree a collaborative plan for maths mastery across the school. ES • Continue to implement Write stuff for quality writing, independence, challenge and powerful vocabulary acquisition ZF/teachers • Share and develop ideas for assessment and recording in CP and linked provision. Teachers 	

Target 3 Personal development	To further develop and implement PSHE/RSE and staff welfare provision to enhance the well-being of all pupils and staff	
Objectives	Action points	Evaluation
Implement and embed SRE policy and curriculum	<ul style="list-style-type: none"> • ZF specific action plan and policy including cascading information to governors and staff. ZF 	
Well being as a responsibility of all staff to promote a whole school culture	<ul style="list-style-type: none"> • MG to discuss with all staff and KMC • Allow time for meetings in the school day • Ensure workload is shared across all staff • Brainstorm ideas • Evaluate successes from last year • Team risk assessments • Reinstate events board <p>All staff to cover these actions</p>	
Ensure pupil voice, related actions and evaluation	<ul style="list-style-type: none"> • See above and below 	
Achieve enhanced healthy school status	<ul style="list-style-type: none"> • Continue with new lunchtime charter MDAs/MG • Introduce Certificates for lunchtime behaviour ? • Introduce golden table? • Agreed lunchtime action plan with MDAs CJ/MG • Training for MDAs on smart thinking and conflict resolution: Smart thinking system • Track incidents over time MDA team 	

Target 4 Behaviour and attitudes	To improve the outcomes for all pupils and staff through the development of resilience, responsibility and growth mindset.	
Objectives	Action points	Evaluation
Implement lunchtime plan	<ul style="list-style-type: none"> • Hold half-termly MDA meetings for either training or communication. CJ • Collate ideas and information from summer 2 meeting and write action plan with team. MG • Include children in development of play and conflict resolution MG/Assembly and circle time/school council • Train MDA for playing with the children MG/CHP • Try out golden table MDA • All staff to see minutes 	
Revisit training in growth mindset for all staff, children and governors	<ul style="list-style-type: none"> • Include all staff in an INSET day/twilight for this Hold an out of our comfort zone training day? SLT <p>Look into growth mindset training perhaps with cluster group</p>	
Use pupil voice to adapt planning for independent learning	<ul style="list-style-type: none"> • Teachers to put into practice ideas from the children for their independent learning and scaffold their effort. Subject leaders • School council to increase presence and impact with plan and focus. See above. ES 	

ERIC	<ul style="list-style-type: none"> • Re launch for parents. MG • Have a fortnightly focus and make that the challenge for star of the week at the beginning of the year MG/All staff • Re instate the entire points system and award stars and badges JH/MG • Reinstate bags to go home. Teachers 	
Continue to develop CHP learning	<ul style="list-style-type: none"> • Ensure objectives are taken from the CHP onto the assembly plan. Teachers • Cross reference in long term and medium term plans. Teachers • Training opportunities with Ilse for development of healthy attitudes ZF • Hold a healthy body healthy mind week. KF • All learn and chant out CHP rap All staff • Involve parents in a sponsored activity/challenges over half term. Teachers 	
Revisit and evaluate impact of all current systems used for behaviour and attitude	<ul style="list-style-type: none"> • ERIC update and relaunch • Have a fortnight focus for ERIC • Add an ERIC target to parent consultation sheet. • SMART thinking • Zones of regulation • P4C 	

Subject leadership 21/22

Subject	Leader	Governor
English	Z.Fairbairn	Ellie Wilkinson
Maths	E.Chapman	Mark Rogers Helen English
Science	K.Francis	Helen English

Art	N.Faux	Mark Elliott
PE	J.Stollery	Lesley Henderson
PSHE	ZF	Joanne Fraser. Ellie Wilkinson
Design technology	N.Faux	Mark Elliott
Computing	J.Ashley	Chris Smith
History /Geography	K.McGaughey	John Guy
RE	L.Sapiano	John Guy
Outdoor Learning	ALL STAFF	
Music	K.Troughton/M.Gurr	John Guy

Responsibility for School council – E. Chapman

All leaders will ensure they are planning/monitoring for Exploration/independence, Challenge and Creativity.

All leaders will monitor teaching of their subject.

Governor's extra responsibilities: Safeguarding John Guy, SEN Joanne Fraser, PP Chris Dymond