



# Woodlands Park School Improvement Plan (SIP) 2022-23

## Context / Current Position

- The school was graded outstanding by OFSTED in 2015 and has been part of Westcountry Schools Trust (WeST) since September 2016.
- The school started a review of its curriculum during the summer term in 2019. As a result, the school has developed a consistent curriculum intent.
- Core principles and a clear progression in reading, writing and maths have been developed and are evaluated by leaders across the school.
- Learning in the foundation subjects is sequenced by subject leaders and developed by class teachers. Each half term, 2-4 subject areas are taught through an over-arching topic with the remaining subjects taught as discrete learning opportunities.
- During the last 3 years, the school has admitted over 100 children through in-year transfers. A high proportion of these children are vulnerable children (pupil premium, SEND, safeguarding, low attaining).
- During the 2020/21 academic year, the school moved from 11 classes to 14 as the PAN increased from 45 to 60. Staffing ratios increased in 2021/22 as pupil numbers increased further.
- Read, Write Inc was implemented in September 2021 for our foundation children and in November for children in KS1 and low attaining readers in Year 3 and 4.
- Year 1 phonics outcome was well below the trust average in 2022. All children in Year 1 repeated the phonics screen in July and 92% of the cohort met the standard with an average score of 37. In addition, 95% of children in foundation achieved the ELG in reading.
- Attainment in Year 2 was in line with the national average in 2022. This is a result of rapid progress of a lower attaining cohort in Year 2 through quality first teaching and effective use of catch up funding.
- Attainment in Year 6 was above the national average in all areas in 2022. Progress measures are predicted to be positive due to the lower prior attainment of the cohort.

## Target Position

- To ensure that all SEND pupils are able to make at least expected progress in all subjects through effective quality first teaching, interventions and tuition with all aspects supported by effective 'My Learning Plans' and Provision Mapping in Edukey.
- To further develop the school's curriculum with the support of WeST CPD, WeST networks and INSET in school. This will include planning from defined disciplinary concepts in history and geography as well as developments in science and MFL.
- To embed and develop Reading for Pleasure principles across the school. To fully embed Read Write Inc and for phonics attainment in all year groups to be above the trust average. To further develop guided reading principles and progression in KS2.
- To increase attainment against the year group times table in Year 2, 3 and 4 so that our MTC outcome is above the national average. To make effective use of catch up funding to narrow the gaps for children in Year 3.

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## Section 1: Maximising Progress for SEND pupils through '5 a day' principles

Recommendation	Principles	Current Position	Key Objectives (What?)	Implementation Activities (How?)	Target Position	Updates / Evaluation
<p><b>Creating positive and supportive environments for all pupils without exception.</b></p>	<p>Removing barriers. Appropriateness of education. Promoting positive relationships. Positive and proactive approaches to behaviour.</p>	<p>Children have positive relationships with adults in school (core value). Environments adapted proactively and reactively to support SEND pupils. Inclusive culture across the school led by the SENDCo and supported by MAST and Babcock. SENDCo has had limited opportunities to spend time in the classroom over the last 2 years due to COVID. Significant number of vulnerable pupils are bused into school; interaction with parents is lower. School site is small and makes it challenging for all children to have positive playtimes.</p>	<p>To develop relationships with parents through open mornings.</p>	<p>Parent meetings in September – year group priorities and overview.  Open morning in October – reading and visiting the classrooms.  Learning plan reviews.</p>	<p><b><u>Short Term – Sep</u></b> Parents understand core learning in new year group and increased connection to the school.  <b><u>Medium Term – Aut 1</u></b> Parents have increased understanding of the importance of reading and how to support at home.  <b><u>Long Term – Spring 1 – (100 days)</u></b>. Relationships with parents impacting on pupil progress for vulnerable pupils  Parents have an increased understanding of the barriers their child has to learning and the strategies in place..</p>	
<p><b>Building an on-going, holistic understanding of pupils and their needs.</b></p>	<p>Understanding individual pupil's learning needs. Regular assessment. Parent view impacts on provision. Teachers are empowered and trusted to lead SEND provision.</p>	<p>Directed time is used temply to update and review provision maps. Provision maps on Edukey. Provision maps are written by year group with the support of leaders. A 'My Learning Plan' is in place for one trial pupil using Edukey with a view to extend this for all EHCP and pupils with high levels on SEND in 22/23.</p>	<p>My Learning Plans in place for all EHCP children and children with high SEND need. Targets in My Learning Plans are SMART and are the responsibility of all adults working with a child.</p>	<p>Staff meeting – 12/9 Monitoring – W/C 19/9 TA Meeting – W/C 19/9 Monitoring in SLT meeting – 27/9</p>	<p><b><u>Short Term – Sep</u></b> Targets in My Learning Plans are evident for key learners every day and known by all adults working with the child  <b><u>Medium Term – Spr 1</u></b> (100 days) – Targets reviewed and updated independently by class teacher</p>	
<p><b>Ensure all pupils have access to high quality teaching.</b></p>	<p>Good or better teaching in every class, every day.</p>	<p>Clear principles for teaching and learning are used by teachers when planning and by leaders when monitoring.</p>	<p>To ensure effective pitch and match for</p>	<p>To implement literacy and language for all learners in Year 3 for the first half of the autumn term.</p>	<p><b><u>Short Term – Aut 2</u></b> Assessment at end of Autumn term – all children with SS93 or higher to achieve a Year 2 SS of 100 on</p>	

	<p>Children are grouped flexibly during the day and during the sequence of learning. Cognitive approaches from teaching and learning policy is evident in all lessons (retrieval practice, effective sequencing, cognitive load, working memory)</p> <p>Metacognitive approaches from teaching and learning policy are evident in all lessons.</p> <p>Other teaching and learning principles, such as explicit instructions, effective scaffolding.</p>	<p>Curriculum implementation supported through published schemes to ensure that learning is effectively sequenced and pitched (e.g. RWInc, Maths No Problem, Jigsaw)</p> <p>Remaining areas of the curriculum are written and evaluated by class teachers and all leaders through a consistent format.</p> <p>Cognitive and metacognitive strategies embedded in teaching and learning principles and school culture.</p>	<p>all learners in year 3.</p>	<p>During the autumn term, maths will be taught in 3 broadly homogenous groups with 5 adults.</p>	<p>Yr2 SATs paper (all children with SS less than 100 will take assessment). Parental engagement, especially for vulnerable children, has increased and contributed to pupil progress.</p> <p><b>Medium Term – Sum 2</b> Assessment at the end of year 3 - 70% at ARE</p> <p><b>Long Term – 2026</b> – With continued investment across KS2, for the cohort to be 80% ARE by the end of Year 6.</p>	
<p><b>Complement quality first teaching with carefully selected small group and 1:1 interventions.</b></p>	<p>High quality and structured targeted interventions in place.</p> <p>Intervention linked to effective assessments and data analysis.</p>	<p>Directed time is used 6 times a year to update and review provision maps. Provision maps on Edukey. Provision maps are written by year group with the support of leaders. A 'My Learning Plan' is in place for one trial pupil using Edukey with a view to extend this for all EHCP and pupils with high levels on SEND in 22/23.</p>	<p>Evaluation of provision map by leaders is systemic.</p> <p>Provision maps written by leaders where appropriate.</p>	<p>Staff meeting – 19/9 Monitoring – 26/9 and feedback to teachers.</p> <p>Guided reading and Early Reading provision maps written by MT and EP in September.</p>	<p><b>Short Term – Sep</b> - targeted intervention plan in place with clarity of outcomes.</p> <p><b>Medium Term - Spring 2 (100 day)</b> - Provision mapping in reading led by subject leaders with plans implemented by year group teams.</p> <p><b>Long Term – Sum 2</b> – Provision mapping has increased connection with school leaders and progress within planned provision is impacting on summative judgements.</p>	
<p><b>Children work effectively with teaching assistants.</b></p>	<p>Leaders have a clear understanding of the role of TAs to ensure that they have a positive impact on pupils with SEND.</p> <p>TAs are supplementing, not replacing teaching.</p>	<p>TAs deployed to teaching teams and work flexibly to meet the needs of children with SEND.</p> <p>Flexibility of grouping between lessons in a sequence is less consistent.</p> <p>TAs are trained to lead specific interventions to support academic or emotional development.</p>	<p>To increase whole school training opportunities for TAs</p>	<p>Weekly RWInc training for TAs.led by EP.</p> <p>Fortnightly training on all aspects of teaching and learning for all TAs.</p> <p>Bespoke training through MAST opportunities addressing individual needs for TAs linked to the needs of the cohort and individual training needs.</p>	<p><b>Short Term – Sep</b> – RWInc CPD and weekly meeting increases fidelity to RWInc and phonics pedagogy.</p> <p><b>Medium Term – Aut 1</b> – Targets in 'My Learning Plans' are known by all TAs and evident in every session.</p> <p><b>Long Term – Spr 2 (100 days)</b> - Curriculum principles and applied when leading /</p>	

		Targets clear for interventions but delivery of intervention doesn't always link to teaching and learning policy (e.g. sequencing, retrieval practice etc...).			supporting quality first teaching. Nurture capacity more widely distributed through effective CPD with approaches taken from Boxall.	
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## Section 2: Curriculum Development

Current Position	Key Objectives ( <i>What?</i> )	Implementation Activities ( <i>How?</i> )	Target Position	Updates / Evaluation
<p><b>History</b> – Curriculum map in place which connects to half termly curriculum Big Pictures and Knowledge Organisers for all year groups.</p> <p>Developments in 2022-23 will ensure that teaching and learning pedagogy in history is more consistent and aligns with the trust's curriculum model from CPD session on 27/6/22.</p>	<p>For all teachers to understand the disciplinary concepts of the history curriculum.</p> <p>To develop MTP so that all learning opportunities in history are connected to a key question and disciplinary concept and are structured to promote long term memory.</p>	<p>LS to develop planning guide and template. LS to adapt WeST history CPD session and train all teachers on 2/9.</p> <p>Teachers develop MTP for first history unit 2/9. Submit planning to lead practitioner for feedback and adapt where appropriate.</p>	<p><b>Short Term – 2/9</b> – All staff have a developed understanding of effective planning in history. Medium term planning in place for every year group and every half term. Planning is centred around a key question and a disciplinary concept. Substantive knowledge is clearly identified though a curriculum overview which aligns with topic Big Pictures.</p> <p><b>Medium term – Aut 1</b> – Initial medium term plans reviewed by school leaders and submitted to lead practitioner for feedback.</p> <p><b>Long Term - Sum 2</b> – Medium Term Plans in place for all units in all year groups. Planning up-levelled by leaders and lead practioners.</p>	
<p><b>Geography</b> – Curriculum map in place which connects to half termly curriculum Big Pictures and Knowledge Organisers for all year groups.</p> <p>Developments in 2022-23 will ensure that teaching and learning pedagogy in history is more consistent and aligns with the trust's curriculum model from CPD session on 27/6/22.</p>	<p>For all teachers to understand the disciplinary concepts of the geography curriculum.</p> <p>To develop MTP so that all learning opportunities in geography are connected to a key question and disciplinary concept and are structured to promote long term memory.</p>	<p>MS to develop planning guide and template. MS to adapt WeST geography CPD session and train all teachers on 2/9.</p> <p>Teachers develop MTP for first history unit 2/9. Submit planning to lead practitioner and Geographical Association for feedback and adapt where appropriate.</p>	<p><b>Short Term – 2/9</b> – All staff have a developed understanding of effective planning in geography. Medium term planning in place for every year group and every half term. Planning is centred around a key question and a disciplinary concept. Substantive knowledge is clearly identified though a curriculum overview which aligns with topic Big Pictures.</p> <p><b>Medium term – Aut 1</b> – Initial medium term plans reviewed by school leaders and submitted to lead practitioner for feedback</p> <p><b>Long Term - Sum 2</b> – Medium Term Plans in place for all units in all year groups. Planning up-levelled by leaders and lead practioners.</p>	
<p><b>Science</b> – A curriculum overview is in place with core objectives on curriculum Big Pictures.</p>	<p>To develop science curriculum in line with WeST principles.</p>	<p>Attend WeST training in the autumn term and develop action plan for the school. Train staff against principles in the spring term. Teachers updating planning overview from spring 2022 to spring 2023.</p>	<p><b>Short Term – Aut 2</b> – Effective teaching continues against current curriculum principles / Big Pictures</p> <p><b>Medium term – Spring 1 (100 day)</b> – All staff have a developed understanding of effective planning in science (in school CPD based on Trust training).</p> <p><b>Long Term - Sum 2</b> – Medium Term Plans in place for summer units of work in all year groups. Planning up-levelled by leaders and lead practioners.</p>	

<p><b>MFL</b> – A curriculum overview is in place with core objectives on curriculum Big Pictures.</p>	<p>To develop MFL curriculum in line with WeST principles.</p>	<p>Attend WeST training in the autumn term and develop action plan for the school. Train staff against principles in the spring term. Teachers updating planning overview from spring 2022 to spring 2023.</p>	<p><b>Short Term – Aut 2</b> – Effective teaching continues against current curriculum principles / Big Pictures</p> <p><b>Medium Term – Spring 1 (100 day)</b> – All staff have a developed understanding of effective planning in MFL (in school CPD based on Trust training).</p> <p><b>Long Term - Sum 2</b> – Medium Term Plans in place for summer units of work in all year groups. Planning up-levelled by leaders and lead practioners.</p>	
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## Section 3: Reading

Current Position	Key Objectives ( <i>What?</i> )	Implementation Activities ( <i>How?</i> )	Target Position	Updates / Evaluation
<p><b>Early Reading</b> – RWInc introduced September 2021 for children in foundation and November for children in KS1. RWInc is taught with fidelity and confidence and the team take part in a weekly training session. Due to timetabling, weekly training is staggered. A team of tutors work 1:1 with children outside their RWInc session. Implementation is supporting through a network in WeST and RWInc progress meetings and development days.</p>	<p>Increase parental engagement and knowledge of RWInc resources and pedagogy. Increase access to parents to age appropriate resources.</p> <p>To recap core principles of a RWInc session and weekly activities. For all staff to complete a self-evaluation against these core principles so that coaching can be targeted.</p> <p>Effective interventions – Fred talk and pinny time in reception, daily speed sounds in Year 1, tuition for all target children.</p> <p>Develop understand of gaps for all children; especially the bottom 20%.</p>	<p>Parent meetings – all year groups – September. Follow up meeting – November. Reading record for all children on RWInc.</p> <p>2/9 – INSET. Coaching – Friday mornings in September</p> <p>Analysis of gaps using RWInc Phonics assessment in November, February and April</p>	<p><b>Short Term – Aut 1</b> - Inconsistencies against key principles reduced through whole school INSET and self-audit on 2/9. Self-audit linked to learning walks in September and 1:1 feedback to develop fidelity and quality first teaching. Parent meetings across foundation and KS1 raise the profile of reading and share key resources. Daily speed sounds sessions well pitched in Year 1.</p> <p><b>Medium Term – Aut 2</b> – Increased RWInc leadership capacity impacts on the quality, frequency and specificity of tutoring across foundation and KS1. All children making at least expected progress. Analysis of phonics screening data informs teaching / interventions.</p> <p><b>Long Term – Sum 2</b> - Phonics screening outcomes significantly above the national average. All children making at least expected progress.</p>	
<p><b>KS2 Guided Reading</b> – In 21-22 the school has focussed on RfP and implementing RWInc. Principles have been developed to impact on the children’s will to read. The school needs to ensure that reading teaching across the school is progressive with consistent expectations.</p>	<p>For all teachers to consistently use Complete Comprehension to plan whole class reading sessions as part of their teaching sequence.</p> <p>For MT to work with teachers to plan effective interventions for readers in the bottom 20%.</p> <p>1:1 reading in school is supplemented with consistent support at home.</p>	<p>Guided reading principles recapped with KS2 colleagues on the 2/9. Follow up session 3/10.</p> <p>Training sessions for TAs – Autumn 1</p> <p>Mike to write provision maps for guided reading in KS2 with the support of class teachers.</p> <p>Reading records in place for all readers in FS and KS1 and for all readers working below ARE in KS2.</p>	<p><b>Short Term – Aut 1</b> – Guided reading sessions are planned effectively and with fidelity in KS2. Reading records in place for all readers in the bottom 20% in KS2 and provision mapping is written by Mike with the support of class teachers. Profile or reading developed through parent workshop.</p> <p><b>Medium Term – Spr 1 (100 day)</b> – Targeted interventions impacting on pupil progress. Teaching of guided reading is consistent in terms of pedagogy and timetabling.</p> <p><b>Long Term – Sum 2</b> – Increased reading attainment from September baseline in all year groups in KS2. Evidence of significant narrowing of the gap where an ARE judgement wasn’t achieved.</p>	
<p><b>Reading for Pleasure</b> – In 21/22, the school were part of a research project with the Ilsham Literacy Hub, the Open University and Theresa Cremin to develop Reading for Pleasure Pedagogy. This has led to increase subject knowledge of children’s literature amongst the teaching team and developed book talk principles in every classroom.</p>	<p>To develop links with parents to increase opportunities for RfP at home.</p> <p>To ensure that formal book talk is in place in all classrooms.</p> <p>To develop the physical profile of reading in all classroom.</p>	<p>Parent workshop – autumn term. NSET – 2/9 to clarify expectations in terms of timetabling and pedagogy for RfP</p> <p>To ensure that all classrooms have front facing displays, core texts for the year group and a display of class readers</p>	<p><b>Short Term – 16/9</b> – A strong reading culture has been developing in every class based on RfP principles. Front facing displays in every classroom</p> <p><b>Medium Term – Spr 1 (100 day)</b> – Weekly formal book talk in every classroom and evidence of developed reading habits for readers in bottom 20% through reading record and AR analysis.</p> <p><b>Long Term – Sum 2</b> – Increased reading attainment from September baseline in all year groups in KS2. Evidence of significant narrowing of the gap where an ARE judgement wasn’t achieved.</p>	

## Section 4: Maths

Current Position	Key Objectives <i>(What?)</i>	Implementation Activities <i>(How?)</i>	Target Position	Updates / Evaluation
<p><b>Year 3</b> – Our year 3 cohort were below national on entry to foundation and their journey across KS1 was interrupted by COVID. As a result, 64% of the cohort achieved ARE at the end of Year 2. The vast majority of the children have significant gaps and 20% of the cohort are working well below ARE.</p>	<p>To ensure that pitch and match is effective for all children in Year 3.</p>	<p>For children to be streamed for maths daily in the autumn term. Streamed fluency session at 10:00. Maths sessions streamed after break. Karen to support daily teaching and planning adaptations with LP and MS. Parent workshop in September to share key resources and priorities for the cohort. Maths homework prioritises maths key concepts and links to rewards in class.</p>	<p><b>Short Term – Aut 2</b> - Assessment at end of Autumn term – all children with SS93 or higher to achieve a Year 2 SS of 100 on Yr2 SATs paper (all children with SS less than 100 will take assessment). Parental engagement, especially for vulnerable children, has increased and contributed to pupil progress.</p> <p><b>Medium Term – Sum 2</b> - Assessment at the end of year 3 - 70% at ARE</p> <p><b>Long Term – 2026</b> - With continued investment across KS2, for the cohort to be 80% ARE by the end of Year 6.</p>	
<p><b>Multiplication Table Check</b> – In our previous year 4 cohort, 14.6% scored 25, 50% scored 20+. Average score was 19.4.</p> <p>There is a strong provision for teaching fluency across the school, but there has been more of an ad hoc approach to preparing children for the MTC.</p>	<p>To ensure that times tables and readiness for the MTC are planned strategically across year 2, 3 &amp;4.</p> <p>Clear markers throughout the year to assess national curriculum objectives for times tables for the specific year groups.</p>	<p>Year 2, 3 &amp; 4 teach the tables for their specific year groups using consistent strategies.</p> <p>Parents meeting – highlight the importance of times tables, effective resources and the specific tables for the year group.</p> <p>Profile of times tables to be high in homework activities (particularly in year 4).</p> <p>Effective on-going and summative assessment provides teachers and leaders of attainment and progress.</p>	<p><b>Short Term – 16/9</b> – Teachers have recapped prior knowledge. Overview for the year written and shared with SLT.</p> <p><b>Medium Term – Aut 2 / Spr 2 (100 day)</b> - Assessment at end of autumn 1 &amp; 2 to be clearly linked to the plan to have a clear measure of the progress children are making. Level of parental engagement high through homework.</p> <p><b>Long Term – Summer 2</b> - The annual overview of teaching times tables across the year groups will be in place. MTC data will be above national average.</p>	