

Polehampton CE Infant and Junior Schools

School Improvement Plan: Website summary



Introduction

At Polehampton CE Infant School and Polehampton CE Junior School (referred to as 'Polehampton' within this document), our vision is 'let your light shine' (Matthew 5:16). These words of Jesus are at the heart of our school's vision. They inspire and motivate our whole school community. Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world!

We are two over-subscribed schools, joined together by one senior leadership team and one Governing Body. Together, we serve the communities of Twyford and Ruscombe, as two-form entry Church of England Schools (former VC).

We joined The Keys Academy Trust (TKAT) in September 2020. We benefit from a collaborative working relationship of like-minded schools. Within TKAT, we also work closely with our partnership of five local schools (the North Hub).

Our School Improvement Plan has been created by staff, governors, pupils and parents analysing our schools' strengths and areas for improvement, as identified in our SEF. As staff and governors, we have reached beyond our schools to work with others to identify joint working opportunities and to research current educational thinking, such as Ofsted and the Education Endowment Foundation.

This website summary is a brief overview of our current School Improvement Plan (SIP), which is in its first year of three. Therefore, our SIP will run from 2022-2025.

Our curriculum drivers: The 3 Cs

Curiosity - A desire to learn

- An eagerness to explore, discover and figure things out.
- We have a responsibility to support and reinforce this innate curiosity to give children the confidence to develop their own theories about our incredible world.

Cultural Diversity – A celebration of the richness of our differences

- Respecting our Christian Distinctiveness and valuing how all cultures and faiths add something special to the vibrant and interesting world we live in.
- We have a responsibility to ensure children recognise the abundant diversity of cultures and provide opportunities for them to learn from all their unique qualities.

Community – A sense of belonging, inclusion and responsibility

- Knowing that as part of a community individuals' behaviours influence and have an impact on their environment and others.
- We have a responsibility to ensure children understand their roles, rights and responsibilities at home, in school, in the local community and in the wider world.

The key priorities (objectives)

Within the next 3 years, Polehampton's goal is to achieve the following:

1. To further enhance the curriculum and school vision to have an even greater impact on all learners.
2. To ensure provision for all pupil groups allows for the best possible high-quality learning, especially in English.
3. To continue to develop the therapeutic approach to behaviour and attitudes across the school by enhancing parental understanding of the approach as well as ensuring pupils have time to reflect on their own behaviour and learning.
4. To grow and develop a more collaborative approach across the schools, including best practice, staffing, structure and resources.

"Let your light shine" Matthew 5:16

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion



The key priorities as objectives for Year 1 of 3

Priority 1	To further enhance the curriculum and school vision to have an even greater impact on all learners.
P1 outcomes for Year 1 of 3	<p>1.1 All pupils will be able to articulate the curriculum drivers, including the impact this has on their learning.</p> <p>1.2 Planning explicitly references the 3Cs and specifically highlights this within lessons, including its relevance to the learning and the impact of this.</p> <p>1.3 3Cs are visible within English, Maths and Science.</p>
P1 timescale	To be achieved over three years.
Priority 2	To ensure provision for all pupil groups allows for the best possible high-quality learning, especially in English.
P2 outcomes for Year 1 of 3	<p>2.1 Develop consistency of practice in The Write Stuff in Key Stage 1 and Key Stage 2, resulting in a 10% increase in both ARE and GD compared with 2021-2022.</p> <p>2.2 Writing is judged as effective and high quality in observations.</p> <p>2.3 Year 2 and Year 6 data remains above national.</p> <p>2.4 Conduct a review of practice in KS1 on what is best to use for writing provision.</p> <p>2.8 Additional internal moderation, training and sharing opportunities lead to consistent judgements of ARE and GD at key milestones, including end of KS1 and beginning of KS2.</p> <p>2.9 Priority groups (the lowest 20% of pupils, EAL/PPG and SEND) will be a focus of specific interventions and research. This will result in identified making rapid and sustained progress – in line with their peers – compared to the 2021-2022 academic year.</p>
P2 timescale	To be achieved over three years.
Priority 3	To continue to develop the therapeutic approach to behaviour and attitudes across the school by enhancing parental understanding of the approach as well as ensuring pupils have time to reflect on their own behaviour and learning.
P3 outcomes for Year 1 of 3	<p>3.1 Improved parental engagement and less parental issues. Parents demonstrate an understanding of what can be done at home and at school, and engage with this.</p> <p>3.2 Children can talk about and reflect on their learning and behaviour more articulately- metacognition.</p> <p>3.3 Levels of part time timetables reduce for the following:</p> <ul style="list-style-type: none"> ○ PA: 5 children to 0 ○ PTT: 4 children to 0
P3 timescale	To be achieved over three years.
Priority 4	To grow and develop a more collaborative approach across the schools, including best practice, staffing, structure and resources.
P4 outcomes for Year 1 of 3	<p>4.1 SLT work across sites and support each other with both operational and strategic tasks. Use this when preparing Year 2's budget.</p>
P4 timescale	To be achieved over three years.

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