



School Self Evaluation and Development Plan 2023-25 V4

	OUTSTANDING	GOOD	RI	INADEQUATE
Overall effectiveness		✓		

Safeguarding is very effective. High priority is given to training staff and supporting them to identify safeguarding issues. Child Protection and Safeguarding Refresher Training for all Staff in September 2023 delivered by the Bristol Safeguarding Team. Annual retaining in September 2024. The school has a robust recruitment procedure and all checks are carried out to ensure that the Staff employed are suitable. Single Central Record and DBS timetable maintained and renewals schedule in place (Governors 6 month check of SCR completed Feb 2023). The Headteacher has completed Safer Recruitment Training (2023). The school continues to develop the quality of education offered. Annual PMR meetings for Teachers by Oct 31st 2022. The school has developed subject overviews, including progressions of knowledge and skills, for all subject areas to ensure learning is well-sequenced, coherent and ensures learning is built upon prior learning and experiences. In turn, this ensures that teachers present the curriculum content clearly. Behaviour of pupils is very good and key learning behaviours are promoted across the school.

Update (05.2024)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken...
10/23 Teachers PMR completed	Pupils make accelerated progress from their starting points and by the end of KS1 are inline or better with National achievement expectations. Teachers are clear of expectations for learning priorities and targets for the academic year. We know that through our review of the Curriculum and regular book scrutiny and pupil book looks it is matched to our pupils' needs and they are engaged in their learning. Pupils can articulate age appropriately about their learning and also which of our learning behaviours helps them if they find a piece of work challenging so they can be successful.
10/23 Office/Ancillary and Teaching Assistant PMR meetings completed	Progress for identified vulnerable pupils is accelerated due to interventions, adaptive teaching and learning being reviewed regularly by Class teachers, Subject leaders and Senior Leaders.
23/24 –Inclusion Lead/SENCO has attended regular Designated Safeguard Leader's Training and Updates	The INCO is able to manage all safeguarding concerns this was clear when the HT had been off site. Safeguarding practice are robust and training is up to date and the DSL and deputy DSL ensure concerns are followed up quickly and recorded for all relevant stakeholders to share. Governors have regular safeguarding updates so safeguarding is at the forefront of all strategic decision making.
2023/24 RWInc training has been completed by all Staff.	Rapid progress in Early reading and Phonological awareness has been accelerated and there is a real love of reading across the school. Early mock phonic results (2024)

	suggest an increase in pass rate. New or temporary Staff will be offered in-house training until next available RWI sessions.
09/23 - Prevent Training deepening understanding course for DSL and HT	Safeguarding practice are robust and training is up to date and the DSL, HT and deputy DSL ensure concerns are followed up quickly and recorded for all relevant stakeholders to share. Governors have regular safeguarding updates so safeguarding is at the forefront of all strategic decision making.

	OUTSTANDING	GOOD	RI	INADEQUATE
1. Leadership and management		✓		

Secure and knowledgeable Senior Leadership team, with key focus on improving curriculum teaching and learning. A group of teachers have been NPQML trained and continue being supported in developing leadership skills and all have a role in improving key areas of teaching and learning (EYFS, Literacy Maths). All Subject leaders create action plans for their areas, these are monitored by SLT to ensure they all share the same ambition for the pupils; These action plans are used to ensure there is the correct coverage; high-quality teaching and monitoring of their subject taking place. The recent reduction in PAN size due to a falling roll has enabled us to restructure the middle leadership and had the opportunity to create an Assistant Head position with a full teaching commitment. Our Staff are committed to ensuring the well-being of Staff is given the focus it needs. There are staff well-being and communication reps, and workload such as meetings, assessment, planning is given careful consideration to ensure little negative impact. Anonymous Staff surveys are completed bi-monthly and findings are shared with Staff and Governors. Governors have a strong role and are led by an experienced chair. They take lead roles in the agendas for their meetings and meet regularly with school leadership to ensure accountability. The school has an *'it could happen here'* approach to safeguarding. The designated team ensures that Staff are fully inducted in safeguarding procedures and protocol and regularly hold staff meetings reviewing serious case reviews, reminding staff of key processes and to ensure all staff have a full understanding of their role in safeguarding our children. The Headteacher is part of Bristol's Race Equalities Steering Group working across Bristol's educational landscape for change.

In April 2023 the school was inspected. Leadership and management was a strength of the school

Update (05.2024)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is....
Our Literacy Lead is an LA Assessment Moderator (Jul 2023).	We know that the leadership and management at SIS continues to strengthen because pupil outcomes have remained stable compared to other Bristol schools and National outcomes. Feedback from the LA Assessment Moderation group has led to further modification for Subject Areas.
Subject and Year Leaders have developed Learning Journey documents for Parents and Topic Snapshots to promote home learning and give an overview of learning at SIS.	Leadership across the curriculum has a strong sense of accountability for all pupils and this is demonstrated in monitoring reports and feedback from subject leaders on school, year and termly curriculum planning, pupil conferences and progress tracking.

	We also have evidence from internal Subject Leaders Interviews - Subject Leaders were able to speak about provision, curriculum progression and impact of their work to date and issues they found in year groups.
Reading – We have RWI decodable reading books for school and home use.	All children have access to phonically decodable books at the correct stage of their development which they can read at school and then read at home.
Early reading experiences have been enhanced with renewed RWInc training and focus on reading for pleasure across the school.	Rapid progress in Early reading and Phonological awareness has been accelerated and there is a real love of reading across the school we know this because of the engagement in reading activities and use of the book corners and internal data analysis is evidence of the progress all groups are making.
INCO has secured additional top-up funding to support SEND pupils and further funding for EAL pupils.	Additional funding has been used to provide resources that are available for individual pupils and their Parents/Carers helping pupils to access an adaptive curriculum. We recognise the funding model for Bristol is changing at the end of the academic year 2023/2024. We have engaged with consultations expressing the unique position of infant schools.
INCO and HT attended Prevent Update training and await new Bristol City Risk Assessment Document.	Prevent training is up to date and we recognise that Bristol is an area of concern for Counter terrorism agencies. We will update our current Risk Assessment to the new guidance and template when available.
All SLT completed DSL training.	All SLT are Advanced Safeguard Leads ensuring expertise is comprehensive across the team.

	OUTSTANDING	GOOD	RI	INADEQUATE
2. Quality of education		✓		

The school's curriculum has always been aspirational, ambitious and broad in its expectations. A variety of experiences has been implemented to ensure children are offered key learning opportunities in a broad and meaningful way, which supports the children in preparation for their next educational stage and are given the cultural capital to lead fulfilled lives. Reading is the bedrock of the curriculum and the school has a 'non-negotiable' approach to reading opportunity. The teaching of Early Reading through synthetic phonics (RWInc) has a strong fidelity throughout the school and reading levels are matched accurately to the correct phonologically decodable books used in school and taken home. Teachers also ensure there is a love of reading for pleasure. SLT have helped Staff with their evaluative adaptive approach to the curriculum to ensure that it is carefully sequenced to meet the needs of our children and reflects our community and all Staff have same high ambitions and expectations of all pupils. Learning is blocked in some

subject areas and low stakes quizzes and challenges are deployed to ease cognitive load and long-term memory retention has been developed to ensure that children retain key knowledge and skills. Our Assistant Head will be developing Retrieval Practice across the school and Subject Specialist Home Study have been developed to use in 2024 and beyond. Learning is shared with Parents/Carers on a weekly basis on Google Classrooms, a remote Learning Platform offering home learning activities. Teaching provides opportunities to give verbal feedback, clear up misconceptions and pupils to discuss learning. Assessment opportunities are being used flexibly and creatively to give children the chance to use their new knowledge and skills in real, meaningful contexts, for example the 'Wild Animals Exhibition' meeting with the George Muller Orphanage Foundation Charity and interviewing a Guest Sporting Hero, whilst also allowing for future adaptations and developments of the curriculum. Equally assessment points give teachers and leaders opportunities to check understanding and identify gaps in learning or misconceptions and for leaders to identify opportunities for further support for teachers.

Update (05.2024)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is....
Learning environmental walks by SLT, Bristol Education Partners this year have recognised the strong focus on working walls and the impact on learning in the classroom through book scrutiny and pupil conferencing.	Pupils are able to tell adults how they use the learning walls and class environment to support their learning. They can proudly share their learning and identify favourite pieces of learning and tricky learning in their books with adults
Core Visit 2 focus on Early Reading dovetailed with English Hubs Audit findings and school has adapted Literacy action plans responding rapidly. (Jan 2023)	Adjustment made to teaching strategies to RWInc new approach and all pupils taking home books that are phonologically decodable at their current stage of awareness as well as class book to enjoy with Parents/Carers.
Final member of Staff to be trained in RWInc July 2024	Adjustment in teaching strategies to RWInc new approach and all pupils taking home books that are phonologically decodable at their current stage of awareness, as well as class book to enjoy with Parents/Carers.
Home Study Units X 2 for each subject have been developed by Subject Leaders as well as sets of questions for a home learning challenge for pupils. Start September 2024.	High quality learning is accessible for all pupils which enables all children to learn beyond their school curriculum. Pupils continually build on their known knowledge and generate links with previous learning.
School University Challenge to be introduced 2025.	Build oracy and mental recall across all Subject areas in the Summerhill Curriculum.
English Hubs – We paused or involvement in the English Hubs due to transitional leadership arrangements. HT, DHT and Assistant Head to review.	If selected we will be able to share our good practice with other local schools which have the same catchment and socio-economical, diversity and cultural needs as our school.
Maths New Maths Lead has reviewed current practice in school identified strengths and weaknesses and is introducing a more consistent and coherent approach which builds retrieval into daily practice. Reception practice when taught is a strength of the school.	Pupils have developed firmer foundations in their number sense. Lesson observations have noted an improvement in pupils' ability to use sentence stems and high quality talk about their mathematical understanding.

<p>The maths lead introduced weekly, maths homework, focussing on pupils developing fluency when using the 4 operations.</p>	<p>EYFS are 'journaling' to record pupils' math learning. This has given reception teachers clear assessments of children's current understanding and knowledge in maths and allowed them to adapt future plans and lessons to close gaps and address misconceptions.</p> <p>Children are confident with their mental maths recall when using the 4 operations (+- X÷)</p> <p>Teachers check understanding systematically across the whole maths curriculum. Teachers provide instant feedback which addresses misconceptions.</p>
	<p>Pupil will apply PE skills to games lead by BRFC also Teachers will develop their ability to use and apply skills to real life exercise scenarios.</p>

	OUTSTANDING	GOOD	RI	INADEQUATE
3. Behaviour and attitudes		✓		

Children's behaviour and their attitudes to learning in the school is very good and is the most common comment made by visitors to our school (Consultants, BCC and guest speakers) or when the children are on school trips. They are respectful of staff and each other and have a very good understanding of differences and how some children need additional support. School has developed 6 learning behaviours to support independent learning in the classrooms. Bullying though very rare, if it occurs, is dealt with effectively and the vast majority of parents report that their child has never been bullied. Attendance is given high priority and is the focus of all classes as well as at leadership level. Poor attendance is tackled and Bristol City Council EWO works closely with the School leadership to support families. No child has ever been permanently excluded and fixed term exclusions are extremely rare.

Support is given to a small number of children and families who need specialist provision. The school supports pupils with significant speech and communication issues within the classrooms. This is managed by the Inclusion Lead, Teachers and Assistants. The Inclusion Lead and Teachers benchmarking progress regularly. A Nurture base approach has been set up to support vulnerable children to better equip them with the skills and attitudes needed to become more effective learners.

Update (05.2024)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is/ will be.....
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BEP and Consultant visits positively highlighted children’s learning behaviours in class and attitudes to learning	We know that children have positive behaviour and good attitudes to learning through the evidence seen in lesson observations, learning walks and pupil conferencing, they can identify trusted adults in the school to speak to if they feel unsafe.
School House Reward System	We know pupils are motivated to demonstrate our 6 positive learning behaviours as children regularly achieve house points for their learning behaviours and following the 5 Golden Rules at all points of the school day.
Stars of the Week Assemblies	Children regularly see evidence of what good learning behaviours look like in the weekly achievement assemblies. The celebrated children take pride in their achievements.
School Attendance continues to be a priority for the school	Governors receive termly reports on the attendance of pupils and key actions, we know that for the vast majority of pupils attendance improves year on year. Where it does not there are exception circumstances or we have involved the LA or external agencies to work with the family.
School Council project 2023/24	The school council project about playtimes and lunchtimes found that their classmates wanted to create a list of playground games
Inclusion Leaders (INCO) Reports on behaviour	The INCO reports on behaviour incidents to Governors regularly as part of her Inclusion Reports. If there are incidents of racism, sexism homophobic or disablist are reported on CPOMS and to Bristol City Council as a matter of course.

	OUTSTANDING	GOOD	RI	INADEQUATE
4. Personal development		✓		

School has a whole school approach to PSHE which is given a high priority with weekly assemblies, lessons and rewards, which are shared with parents. Children are also given homework which encourages them to practice their friendship skills at home. The school has strong values that focus on friendships, kindness and respect which permeate all aspects of school life. British Values are woven into these values and are not seen as ‘stand alone.’ Children are supported to be healthy in mind and body with weekly mindfulness/relaxation exercises. The school has taught ‘RSE’ through the Jigsaw scheme for several years and it meets guidelines. Pupils ‘Talents’ in and outside of school are nurtured and celebrated. The school has an active School Council and Year 2 pupils are given the opportunity to be the House Captain for one of our 6 Houses. The school has developed a number of initiatives to support community responsibility to care in times of global crisis and for the environment. This includes local projects such as, collection of

used batteries, stamps, recycling clothes/uniform and growing foods to share with our families. We also support the local Foodbank; homeless charity and each year choose children's charities to donate to.

After school club activities are run by Staff and external providers. Disadvantaged and Vulnerable pupils are prioritised for club membership, Coding, Gardening, Archery, Fencing, Library, Singing, Dance and Gym Club are some of the offers available all are well attended.

Update (05.2024)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken, the evidence seen is...
Music specialist support with Bristol Beacon (Music Hub) Year 2 introduction of recorder lessons (Year 1 Pupils) and Djembe lessons (Year 2) Term 1-6. In 2024/25 introduction of untuned music experiences for Reception. Also, in Year 3 of the project the children will have lessons from Term 1.	<i>Children will learn a tuned instrument throughout their time at our school. There will be an increase in their cultural capital and appreciation of music. (evidence collected 2023/24 by Subject Leader)</i>
Bristol Rovers FC working with Year 1 & 2 pupils on application of Real PE skills with Teachers additionally offering Teacher CPD.	Children say they enjoy applying key skills to a range of games and activities and feel good about adopting a healthy lifestyle (evidence collected in 2023/24 by Subject Leader)
School Council Projects	Children have sampled pupil voice in their classes and reported back to the School Council. They have created Friendship Benches, and helped classes redesign book corners for World Book Day which they then judged.
House Captains and Stars (Y2)	House Captain are ambassadors for the school helping the younger children and demonstrate the key learning behaviours and Golden Rules at SIS. They can be easily identified by their school ties.
Disaster Appeals and Charity Work	We know that children understand poverty and misfortune, how it affects people and how they can make a difference. We have supported charities and responded to disasters including those that affect our multicultural families. We have raised nearly £1000 this year.
PSHE	Through our age appropriate PSHE scheme (JIGSAW) we equip pupils with the knowledge to keep themselves healthy and safe, how their bodies change and understand what healthy relationships are like.
E-Safety	We know children learn about E-safety each term and have a growing awareness of how to keep themselves safe online. (Subject Leader collected evidence in 2023/24)
After School Clubs	Clubs have been full and oversubscribed and have run repeated sessions to cater for the demand.
Homework /Google Classrooms	We have seen an increase in engagement of homework completed with Parents/Carers through the use of Google Classrooms and individual Chrome books for Literacy, Maths and other curriculum areas.

	OUTSTANDING	GOOD	RI	INADEQUATE
5. Effectiveness of the EYFS		✓		

The curriculum in EYFS is planned to ensure that the children’s interests are followed as well as ensuring that the key building blocks of phonics and number are taught through meaningful and rich experiences. The use of core books as a basis for a cross curricular approach ensures that the learning excites and engages the children. Parents are involved in meetings with staff to ensure that the curriculum is designed around the interest of the children. There is a strong focus on PHSE with Reception children included in the whole school approach. Children are encouraged to develop a love of reading and are also supported to read phonetically decodable books that are linked to their growing phonic skills. Vocabulary and language development are given high priority, with children encouraged to discuss, share opinions and listen to others views. By the end of reception, the majority of children have developed the key skills they require to access the next stage of their learning. Analysis of skills progression is completed regularly and scrutinised rigorously to adapt the curriculum throughout the year and for future cohorts.

Update (05.2024)	Impact: As leaders we know the overall effectiveness and efficiency is good because of the actions we have taken...
EYFS lead and Maths Lead have led Mastering Number programme , each term, which is a programme followed by all pupils in every year group.	Pupils have developed firmer foundations in their number sense. Lesson observations have noted an improvement in pupils’ ability to use sentence stems and high-quality talk about their mathematical understanding. EYFS are ‘journaling’ to record pupils’ math learning. This has given reception teachers clear assessments of children’s current understanding and knowledge in maths and allowed them to adapt future plans and lessons to close gaps and address misconceptions.
Bristol Standard Award by Bristol City Council (BCC)	EYFS practice is judged against a range of measures and evidence submitted to BCC. We have again received the award for good practice in EY development. (EYFS Leader has the completed report and feedback)
Development and monitoring of teaching and learning in the canopy area	The canopy area is staffed and offers us a time to be with the children in child-led provision. We have introduced Adult Focus/ Scaffolded sessions to encourage those children who always choose outside to engage in learning from other areas of curriculum.
Update of EYFS Policy and Risk Assessment	Leaders and Staff in EYFS are updating practice and policy in line with new developments in curriculum, use of space and changes to EYFS guidance.

Develop opportunities for parental involvement including phonics workshops/observations/ Google classroom	Parents/Carers have a clearer understanding of how synthetic phonics impact on early reading.

Impact 05/2024

The effectiveness of EYFS is at least good we know this as we were awarded the Bristol Standard for our good practice for the 15th consecutive year, evidence of practice is scrutinised by Bristol EY Team (Jan 2024).

One of the EYFS teachers is new to Reception. The EYFS was able to support them complete the Reception Baseline and has started to develop practice further with the new thinking and an urgency which matches the ambition of SLT.

Summerhill Infant School KEY DATA – STATUTORY DATA											
Headteacher: Ira De N'Yeurt		Quality of teaching Autumn 2024			KS1 achieving EXP 2023			Green Shade = significantly better than National % Blue Shade = better than National % Yellow Shade = lower than National %			
No. on Roll 171		% outstanding			School	National					
No. of teachers	6	% good or better	100	Reading	78	68					
No. of support staff	3	% RI	0	Writing	70	60					
No. of SEN support (1-1)	1	% inadequate	0	Maths	74	70					
Contextual Information Quintile Q4 bottom 20% Q1 top 20% (ASP)				KS1 achieving EXP (PP)							
	School current	National 2023	Quintile		School	National					
% girls	51%		-	Reading	73	54					
Stability	Close to Ave		-	Writing	64	44					
SEN support	16%		High	Maths	64	56					
EHC	0.6%		Low	KS1 achieving GD							
Pupil Premium	30%		above		School	National					
Deprivation	IDACI 4		high	Reading	20	19					
Minority Ethnicity	66%	37%	high	Writing	20	8					
EAL	38%		above	Maths	24	16	FS achieving ELG 2023		Targets Statutory Results 2024 %		
Attendance	93.7%		high	KS1 achieving GD (PP)			School	National	FS (GLD)	75	
Absence (PA)	22%		high		School	National	Reading	77	76	PHONICS	80
Key aims				Reading	9	9	Writing	72	71	KS1 READING	75
To ensure that Staff, children and parents are kept 'as safe as possible' within school and in the community. To ensure the teaching and learning is consistent and embedded across the school Ensure high quality teaching in all phases using our new Curriculum				Writing	18	4	Number	72	79	WRITING	75
				Maths	9	8	GLD	69	67	MATHS	80
				FS achieving ELG (FSM) 2023			Targets based on previous year progress and attainment with the exception of EYFS				
					School	National	Reading		61		

<p>Ensure that teachers have a clear understanding of the sequence in teaching synthetic phonics to ensure achievement of phonological skills is accelerated in Year 1 and is mastered by the end of Y2</p> <p>To ensure that children identified for additional support make more than expected progress through effective interventions</p> <p>To develop a consistent approach to the assessment and identification of children with speech language and communication needs and implement a structured intervention programme to support their needs (NELLi, Time to Talk, First 100 word etc)</p> <p>Ensure all staff are promoting reading and outcomes for pupils reflect this.</p> <p>Use imbedded monitoring systems that is effective in identifying key areas of concerns in pupil groups and subject knowledge areas</p> <p>To implement curriculum flexibility/adaptation in teaching to support gaps and to best meet the needs of the children</p> <p>Leadership Restructuring - to create a KS Leader when financially viable. This will consolidate the KS approach to phonics, SPAG, reading and writing across the school.</p> <p>NCTEM – Maths intervention whole school 15 mins per day.</p> <p>To implement Home Learning Plan and activities in each year group that will be put in place for children: to enrich and extend learning; help mitigate for long absences or in the case of local lockdown (COVID 19)</p>		Writing		55	Parent Survey (Ofsted) March 2023 36 Responses (1R=3%)				
		umber		65					
		GLD		52					
						Question	YES	Don't Know	NO
						Child Happy	94%	3%	3%
						Child feels Safe	97%		3%
						Would Recommend SIS	94%	3%	3%
						Appropriate Homework*	94%	3%	3%
						Makes good progress	100%		
						My child is well taught	97%	3%	
			They are well looked after	91%	3%	6%			
			Pupil well behaved*	85%	12%	3%			
			Valuable info about progress	94%	3%	3%			
			Dealt with bullying*	52%	42%	6%			
			Concerns dealt*	77%	17%	6%			
			Well led/managed	91%	9%				
			* Not bullied 52 % Don't Know 42% * Don't Know about dealing with concerns 17% *Homework - don't know 3% *Don't Know about pupil behaviour 12%						
Current SEF Judgements				Phonics Y1 2022	School	Nat			
Overall Effectiveness	2	GOOD							
Leadership and Management	2	GOOD							
Quality of Education	2	GOOD							
Behaviour and Attitudes	2	GOOD							
Personal Development	2	GOOD							
Effectiveness of the EYFS	2	GOOD							
OFSTED INSPECTION April 2023	CONTINUES TO BE GOOD		2023	71%	79%				
<ul style="list-style-type: none"> Teachers have uniformly high expectations of what pupils can achieve in their writing so that a greater proportion of middle-attaining pupils across all classes meet and exceed the standards expected for their age Leaders' checks on phonics teaching and pupils' application of phonics in their writing are robust and enable low-attaining pupils to make rapid progress and catch up quickly Leaders' communication and communication across staff teams are consistently good so that staff have a clear understanding of whole-school expectations and whole-school initiatives 									

Areas for improvement from last Ofsted report (Date of last inspection: 19.04.2023)

	Areas for improvement	Brief notes about progress since last inspection
1	Using & Applying Knowledge and skills for Key Groups all Subjects	New Retrieval Action Plan and SEND Action Plan written. Retrieval INSET Day,
2	Retrieval all areas (particularly Maths)	Appointment of New Maths Lead. Retrieval Action Plan written. Retrieval INSET Day, Appointment of AHT.

School improvement priorities

	School improvement priorities (maximum 5)	Brief notes about why this is a core priority
<u>1</u>	New Curriculum Development	<p>Embed new curriculum in 2023-24</p> <p>Tweak topics and knowledge organisers to reflect feedback from Year Leads from 22-23</p> <p>Produce booklets for Staff and Parents/Carers that showcase the learning</p> <p>Embed use of our learning working walls to help reduce cognitive load.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Ensure key vocabulary and definitions are available for pupils in all subjects and is related to the present learning • Ensure monitoring opportunities are taken to sample pupil voice and book scrutiny. • Ensure aspiration for all learners including SEND pupils is articulated clearly. • Use of sentence stems and ends when articulating progress and impact in their subject areas. • Regular daily retrieval sessions for core and foundation subjects • Booklets and information for the website to be displayed. • Regular Parental meetings and webinars posted about key learning areas. • Gallery to showcase learning in subject areas across the school.
<u>2</u>	<u>Phonics</u>	<p>Embed new Phonics strategies</p> <p>Collect RWI data each term and react rapidly to gap analysis and data from previous year. Monitoring of bottom 20%</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Develop Parent meetings and webinars for website on the teaching of synthetic phonic at SIS. • Check letter formation is correct more closely in early stages for those pupils that are struggling with handwriting. • Following RWInc training revamp interventions used for pupils that are stuck in their learning. (Bottom 20%)

3	SEND/EAL/PP Provision	<p>Monitoring of Class based interventions</p> <p>Training for Class based interventions</p> <p>Liaison with MHWB Practitioner external and embed role in SIS. (Free resource for Schools)</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Continue to build SEND provision and understanding of Ordinary Available Provision (OAP) for teaching staff. • Develop EAL Parental meetings using funding. • Parental Hub meetings to be developed using some of our available spaces. • Revamp SEND provision for 2023/24 using OFSTED feedback.
4	Parent/Carer Engagement	<p>Teachers building <i>positive regular engagement and check ins</i> with key Parent/Carers leading to:</p> <p>Increased MHWB experiences of Pupils</p> <p>Greater understanding of Summerhill Infant School Curriculum</p> <p>Increased engagement in Home School Activities</p> <p>Literacy home support is increasingly more effective leading to diminishing differences</p> <p>Support for in-school activities, volunteering and external visits</p> <p>Increased usage of Google Classrooms by Pupils/Parents</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Plan more workshops for Parents/Carers to attend on MHWB issues. • School meetings and webinars for Parents/Carers on all subject areas. • Build up reading volunteers in school especially after the pandemic last academic year about 5 volunteers regularly attended. • E-booklets for Parents/Carers about Summerhill Curriculum • Purchase of school set of chrome books (Premise Dev Plan)
1,4		<p>Launch of Subject Specialism Units 2-year project for Subject Leaders to develop Home Learning Opportunities for Pupils to learn and practice their retrieval skills with using home IT resources.</p>

Emerging Themes for 2024/25

Improvement Priority & Links	Brief description
1 1 & QoE; L&M	Retrieval Activities – Subject Leaders / Curriculum Lead design retrieval activities (low threat/high challenge) to use regularly

2	1;2 & QoE; L&M	Assistant Head/Curriculum Lead role: Manage operational curriculum design for each year group. RWI assessment Lead
3	4 & B&A;PD	MHST worker and SENCO create workshops for new academic year on key factors (Attendance, Transition, Sleep)
4	1;5 QoE,	Expand use of Chromebooks in and out of school linked to Google Classrooms.
5	1;2 QoE	Join the English Hub as a Partner School linked to priority 2 (Restart focus)
6	3;1;2 QoE;L&M	Continue to develop the role of Assistant Headteacher as Curriculum Lead
7	1 &QoE; L&M	Maths curriculum review Year 2 embedding better practice following Maths Leader (DHT) review 2023/24
8	1 & QoE;L&M	Science Curriculum – Introduce new curriculum and expectations to Staff.
9	1:2;4 QoE; L&M; B&A; PD	Home Study Subject Specialism Award Launch
10	1 QoE, L&M; B&A; PD	Teaching Expertise – Staff movement will help career development