

## SIP 2023-24: Priority 2

Context
<p>The school had an ungraded inspection in March 2023 and was judged to be 'good declining'; a full inspection in the following academic year is expected to ensure the school is still good. A new headteacher was appointed in April 2023. This school improvement plan was put into effect from 5<sup>th</sup> June 2023; it reflects current priorities of the school identified by school leaders and addresses the key development points identified by Ofsted.</p>
Improvement Priorities
<p>1. To develop an empowering, knowledge-rich <b>curriculum</b> that is coherent and well-sequenced, enabling all children to learn more and remember more</p>
<p>2. To ensure <b>high-quality teaching</b> and learning for all learners that is rooted in proven research, resulting in excellent outcomes</p>
<p>3. To develop the use of Carrington <b>values</b> to underpin unwavering high standards of <b>behaviour</b> across school and contribute to an excellent offer of <b>personal development</b></p>
<p>4. To ensure that there is a well-organised system for <b>teaching phonics</b>, where sessions are taught with fidelity to the SSP and high-quality teaching is consistent, resulting in excellent outcomes for every child</p>
<p>5. To develop an organised, effective <b>learning environment</b> to be proud of, that reflects the school curriculum, promotes high-quality learning and reinforces high expectations</p>

Not actioned / actioned without positive outcome
Actioned but not yet consistent / This is the case in some/most areas
Completed with a positive outcome

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### 2. To ensure **high quality teaching** and learning for all learners that is rooted in proven research, resulting in excellent outcomes

**Context:** The school is currently without a T&L framework that sets out key principles of teaching and learning at Carrington and, as a result, T&L strategies are inconsistent across school. More professional development for staff around cognitive science would support school-wide improvements in teaching and learning. The impact of assessment strategies needs development to ensure that children's learning and development is effectively supported. Subject-specific pedagogy is evident in some areas of the curriculum but needs development in wider curriculum.

Key Objectives	Key Milestones			
	By end of Summer 2023	By end of Autumn	By end of Spring	By end of Summer
2.1 Ensure staff are trained on key strategies of effective T&L that are set out in a <b>T&amp;L framework</b>	<ul style="list-style-type: none"> <li>Areas for improvement in T&amp;L have been identified</li> <li>Effective, research-backed strategies have been deliberately chosen and inform a T&amp;L framework</li> <li>Staff have a clear understanding of cognitive load theory</li> </ul>	<ul style="list-style-type: none"> <li>A whole-school T&amp;L framework has been shared with staff</li> <li>Approach to T&amp;L becoming more consistent and effective across school</li> </ul>	<ul style="list-style-type: none"> <li>There is a marked improvement in general T&amp;L across school, having a positive impact on student outcomes</li> <li>Cognitive load theory applied in lesson design and learning environment more consistently</li> </ul>	<ul style="list-style-type: none"> <li>The quality of teaching across school is good or better</li> <li>A 'Carrington way' of teaching has been established</li> </ul>
2.2 Embed <b>checking understanding</b> strategies that form the basis of <b>assessment framework</b>	<ul style="list-style-type: none"> <li>Staff are trained on strategies and have had opportunities to practice</li> <li>Most effective strategies identified to inform assessment framework</li> </ul>	<ul style="list-style-type: none"> <li>Checking understanding is an integral part of teaching and consistent practice is evident across school</li> <li>Adults becoming more responsive teachers; planning is beginning to be adapted effectively</li> </ul>	<ul style="list-style-type: none"> <li>Planning is informed effectively by assessment strategies in line with assessment framework</li> <li>Checking understanding strategies focus on the core Knowledge</li> <li>Planning is adapted effectively when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Teachers work effectively to ensure they know what children know</li> <li>Children's misconceptions are identified and addressed proactively</li> <li>All adults at Carrington are 'Responsive Teachers' and adaptive teaching is effective and consistent</li> </ul>
2.3 Implement ' <b>My Turn, Our Turn, Your Turn</b> ' as a whole school lesson structure so that <b>modelling</b> is effective and consistent	<ul style="list-style-type: none"> <li>MTOTYT has been understood by school leaders and set out as an integral part of the T&amp;L framework</li> </ul>	<ul style="list-style-type: none"> <li>MTOTYT is beginning to be used consistently and effectively</li> <li>Use of strategy has been reviewed and CPD put in</li> </ul>	<ul style="list-style-type: none"> <li>MTOTYT means that children's independent practice is well-modelled</li> <li>Children have increasing confidence in working through independent tasks</li> </ul>	<ul style="list-style-type: none"> <li>Our Turn has been refined and is used for teachers to assess understanding in the moment</li> <li>Modelling is responsive to the needs of the children</li> </ul>

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		place to refine and improve		<ul style="list-style-type: none"> <li>Children achieving strong outcomes in independent tasks</li> </ul>
2.4 Use key <b>behaviour strategies</b> included in T&L framework are used consistently across school	<ul style="list-style-type: none"> <li>Key behaviour strategies are set out in a new behaviour curriculum that also inform the T&amp;L framework</li> </ul>	<ul style="list-style-type: none"> <li>See Priority 3, Obj 1.2 for expected milestones around learning behaviour</li> </ul>		
2.5 To ensure that taught sessions and interactions are consistently effective in <b>EY provision</b>	<ul style="list-style-type: none"> <li>A T&amp;L framework for EY is established for direct sessions and interactions *Whole school T&amp;L framework is relevant and can be adapted for the EY setting</li> </ul>	<ul style="list-style-type: none"> <li>Weekly team meetings are effective in reviewing effectiveness of areas and adult interactions</li> <li>Staff training supports development of all in teaching and learning in EY</li> </ul>	<ul style="list-style-type: none"> <li>Adult interactions are becoming more effective in maximising learning in all areas of EY</li> </ul>	<ul style="list-style-type: none"> <li>Adult interactions are consistently effective in maximising learning in all areas of EY</li> <li>Children are achieving strong outcomes across the curriculum</li> </ul>
2.6 To develop effective <b>retrieval practice</b> across all curriculum subjects	<ul style="list-style-type: none"> <li>Core knowledge which is to be priorities in retrieval practice has been identified</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval practice is taking place in some subjects such as maths to enable pupils to remember core knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Staff know and use the key ingredients of effective retrieval practice across all curriculum subjects, and are beginning to do so consistently</li> <li>Retrieval practice is an integral part of the assessment framework</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval practice is consistently and effectively used, enabling pupils to remember core knowledge and make stronger progress</li> </ul>
2.7 To implement new approaches to <b>whole-class reading and writing</b> to improve attainment	<ul style="list-style-type: none"> <li>A new approach to whole-class reading has been developed and launched</li> <li>New approaches to teaching writing have been explored</li> </ul>	<ul style="list-style-type: none"> <li>Whole-class reading is becoming consistent, with the effective use of designed gestures and reading practice improving pupils' vocabulary and fluency</li> <li>KS2 staff have all been trained on new writing approach</li> </ul>	<ul style="list-style-type: none"> <li>Whole-class reading is enabling pupils to complete comprehension questions and summative tests more successfully</li> <li>Pupils writing is vastly improved enabling more pupils to be working at ARE</li> <li>In Early Years, more adults are reading to children in engaging and exciting ways</li> </ul>	<ul style="list-style-type: none"> <li>Frameworks for whole-class reading and writing are embedded and have led to significantly improved data in both subjects across school</li> <li>In Early Years, all adults are reading to children in engaging and exciting ways</li> </ul>

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2.8 To improve the quality of <b>adult interactions</b> during continuous provision in <b>EY</b>	<ul style="list-style-type: none"> <li>The learning environment is becoming more effective in promoting good learning opportunities</li> <li>External support and guidance has been sought to develop pedagogy in EY</li> </ul>	<ul style="list-style-type: none"> <li>Clear planning and organisation mean that the learning environment and adult interactions are becoming more effective and impactful on progress</li> </ul>	<ul style="list-style-type: none"> <li>All staff have a clear understanding of how to maximise learning in every area of the unit through effective interactions</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress and attainment is strong thanks to purposeful learning areas and effective interactions by increasingly skilled EY staff</li> </ul>
Review	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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