

## SIP 2023-24: Priority 3

### Context

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.

### Improvement Priorities

1. To develop an empowering, knowledge-rich **curriculum** that is coherent and well-sequenced, enabling all children to learn more and remember more
2. To ensure **high quality teaching** and learning for all learners that is rooted in proven research, resulting in excellent outcomes
3. To develop the use of Carrington **values** to underpin unwavering high standards of **behaviour** across school and contribute to an excellent offer of **personal development**
4. To ensure that there is a well-organised system for **teaching phonics**, where sessions are taught with fidelity to the SSP and high-quality teaching is consistent, resulting in excellent outcomes for every child
5. To develop an organised, effective **learning environment** to be proud of, that reflects the school curriculum, promotes high-quality learning and reinforces high expectations

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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### 3. To develop the use of Carrington **values** to underpin unwavering high standards of **behaviour** across school and contribute to an excellent offer of **personal development**

**Context:** Current Carrington values are used in assemblies to praise and celebrate good behaviour, although they have been in place for a number of years and need refining. Low-level behaviour in classrooms and behaviour at break and lunchtimes could be improved with more rigour, direction and deliberate, targeted provision. There is a lack of consistency across school in behaviour management and very little recognition of positive choices in classrooms and shared areas. Standards of behaviour, particularly learning behaviour, need to be higher so that children's learning is maximised at all times

Key Objectives	Key Milestones			
	By end of Summer 2023	By end of Autumn	By end of Spring	By end of Summer
3.1 Set out refined <b>Carrington values</b> /rules to underpin school culture	<ul style="list-style-type: none"> <li>New values are agreed on by staff to underpin behaviour curriculum</li> <li>A behaviour curriculum is written, informed by research</li> </ul>	<ul style="list-style-type: none"> <li>Staff reinforce values around school and in assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Values are embedded and used in restorative conversations</li> <li>Values drive high expectations, promote excellent standards of behaviour and are reinforced effectively at all times by all adults</li> </ul>	
3.2 Implement a whole-school <b>behaviour curriculum</b> , underpinned by school values	<ul style="list-style-type: none"> <li>A behaviour curriculum is written and ratified by governors</li> <li>It is practical and clearly sets expectations, providing a shared language for staff to follow across school</li> </ul>	<ul style="list-style-type: none"> <li>Social norms, set out in behaviour curriculum are becoming consistent</li> <li>Learning behaviour is improving and higher expectations are evident across school</li> <li>Routines are embedded</li> </ul>	<ul style="list-style-type: none"> <li>Social norms are consistent across school</li> <li>Behaviour is managed consistently and effectively</li> <li>Learning environments reflect a consistent implementation of behaviour curriculum</li> <li>A level of automaticity is evident in social norms across school</li> <li>Behaviour standards are excellent across school</li> </ul>	
3.3 Improve the quality of <b>provision so that break/lunch times</b> are positive, productive and calm	<ul style="list-style-type: none"> <li>A plan for lunchtime provision is agreed and set in place</li> <li>TA involvement is beginning to improve the quality of provision during less structured times</li> <li>Leaders have researched options for extra provision at lunch times</li> </ul>	<ul style="list-style-type: none"> <li>Children lead play with younger pupils, with growing impact and effectiveness</li> <li>TA involvement supports positive and productive behaviour at lunchtimes</li> <li>A framework for MDS is in place to establish expectations on all adults</li> </ul>	<ul style="list-style-type: none"> <li>Play leaders, TAs and MDS are effective in leading provision at lunchtimes</li> <li>At lunch and break times, behaviour around school is calm, positive and in line with Carrington values</li> <li>Mid-day supervisors are engaging with training, meaning they have a</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice and staff feedback has informed next steps for outdoor provision</li> <li>Pupils have a highly positive, tangible contributions to the life of the school and/or the wider community</li> <li>All adults interacting with children at lunchtimes are</li> </ul>

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			more positive impact on lunchtime behaviour	having a strong impact on provision, thanks to a range of strategies being used in line with the school behaviour policy
3.4 To support and improve the learning behaviour of pupils with additional needs	<ul style="list-style-type: none"> <li>Pupils' additional needs are identified and clearly communicated to the new class teacher</li> </ul>	<ul style="list-style-type: none"> <li>Targeted CPD supports staff to manage challenging behaviour, including positive handling and PDA</li> </ul>	<ul style="list-style-type: none"> <li>Where necessary, individual behaviour plans are set up and provide in-depth understanding of pupils' needs and strategies to support</li> </ul>	<ul style="list-style-type: none"> <li>The learning behaviour of pupils with additional is improving, low-level disruption is at a minimum and all pupils are thriving in their classrooms</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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