

## SIP 2023-24: Priority 4

### 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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**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

**Context:** During the school's inspection in March 2023, the teaching of phonics was said to be inconsistent and that not all staff had received the required training. As a result, children were not learning to read as quickly as they should. The school currently uses a the Little Wandle programme but further CPD is needed to ensure lessons are taught with fidelity to the scheme. The school has proactively responded, identifying a new leader of phonics who is better placed to drive improvement and becoming a partner school with the English Hub to develop provision further.

Key Objectives	Key Milestones			
	By end of Summer 2023	By end of Autumn	By end of Spring	By end of Summer
4.1 To ensure that <b>'in-house' expertise</b> is developed in phonics to enable continuous school improvement	<ul style="list-style-type: none"> <li>A new leader of phonics is in place and has expertise to drive improvement</li> <li>New leader has clear picture of strengths &amp; development areas</li> <li>Staff have growing confidence to deliver SSP</li> <li>All gaps and development points in staff training have been addressed</li> </ul>	<ul style="list-style-type: none"> <li>Phonics leader is driving improvement through practice sessions and modelling</li> <li>Staff have confidence and understanding in delivering SSP</li> </ul>	<ul style="list-style-type: none"> <li>All staff who teach phonics are experts thanks to effective professional development and a community of adults who are always learning</li> </ul>	
4.2 To ensure that phonics <b>resources</b> are sufficient and well-organised	<ul style="list-style-type: none"> <li>Phonics resources needed have been identified and purchased</li> <li>A central storage space for phonics resources has been set up and organised</li> </ul>	<ul style="list-style-type: none"> <li>Resources continue to be organised and a system for maintaining this is in place</li> <li>All adults have the resources they need to deliver SSP with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>All adults are able to use sufficient resources to effectively and consistently deliver the SSP with fidelity to the scheme</li> </ul>	
4.3 To improve teaching so that it is consistent and <b>lessons are taught with fidelity</b> to the SSP in place	<ul style="list-style-type: none"> <li>Practice sessions have begun to have an impact on T&amp;L of phonics</li> <li>Seating plans, use of GCPs and flipchart boards have added consistency and effectiveness to teaching</li> </ul>	<ul style="list-style-type: none"> <li>T&amp;L is improving in all areas of phonics teaching through committed CPD time led by the phonics lead and external advisors</li> <li>Teaching is now consistent and routines and</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of phonics is effective, high-quality and consistent</li> <li>Teacher of phonics utilises the key ingredients of the Carrington T&amp;L framework</li> </ul>	

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		expectations of children in phonics sessions, down to the granular detail, is embedded		
4.4 To ensure <b>daily reads and keep-up sessions</b> are embedded to prevent children from falling behind	<ul style="list-style-type: none"> <li>Monitoring of daily reads and keep-up gives leaders a clear picture of strengths and development areas</li> <li>Timetabling and staffing capacity is in place for following academic year to enable reads to take place</li> </ul>	<ul style="list-style-type: none"> <li>Daily reads and keep-up sessions take place without exception as per timetable</li> <li>Children at risk of falling behind are able to keep-up / catch-up thanks to daily reads</li> </ul>	<ul style="list-style-type: none"> <li>Daily reads are taking place and adults are delivering these sessions effectively, thanks to CPD from phonics leader and external support</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
4.5 To use <b>environments</b> effectively to support the learning of phonics	<ul style="list-style-type: none"> <li>LE framework sets out the expectation of phonics displays across school</li> <li>Clear rationale for consistent positioning and content of displays is in place</li> <li>Phonics displays take account of cognitive load</li> </ul>	<ul style="list-style-type: none"> <li>Phonics content is effectively and consistently displayed in all classrooms where necessary</li> <li>All adults are clear on the rationale for each decision around phonics in the environment</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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