

SIP 2023-24: Priority 5

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 5th 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 |

SIP 2023-24: Priority 5

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

Context: Learning environments, particularly in shared areas, need further development. The previous lack of a strong curriculum intent means that the environment does not reflect the identity of the school. The environment does not currently work effectively to promote high standards or reflect the community the school serves. There is also work to do on developing an environment that takes account of how children learn, reducing cognitive load and considerate of additional barriers such as visual stress. The EY environment is currently not enabling children to achieve as well as they could.

| Key Objectives | Key Milestones | | | |
|--|---|---|--|------------------|
| | By end of Summer 2023 | By end of Autumn | By end of Spring | By end of Summer |
| 5.1 To ensure that the LE takes account of how children learn in line with a new LE framework | <ul style="list-style-type: none"> A new LE framework is in place and steps have been taken to address key areas of school Staff know implications of cognitive load | <ul style="list-style-type: none"> Classroom environments are consistent and in line with LE framework Classroom environments take account of how children learn | <ul style="list-style-type: none"> Key principles of the LE framework are embedded Environments are effective in supporting children's learning | |
| 5.2 For the EY environment to be enabling and effective in supporting children's development | <ul style="list-style-type: none"> The EY unit is tidy, organised and there is a clear picture of what resources are available A floor plan is set out and understood by all Additional resources have been ordered Areas are beginning to reflect good practice and expectations of LE framework | <ul style="list-style-type: none"> The unit is clearly labelled and other strategies are in place to promote independence and maximise learning opportunities All areas are in line with LE framework expectations The unit is tidy and organised The environment reflects the curriculum/community | <ul style="list-style-type: none"> Learning environments are effective in promoting high-quality learning Children are independent and engaging in environments effectively Adults are able to interact, supporting and challenging learning effectively within a well-understood, embedded environment framework | |
| 5.3 To tidy and organise the environment, promoting high standards and attention to detail | <ul style="list-style-type: none"> All areas of school have sufficient resources, are tidy and organised and are beginning to promote high standards | <ul style="list-style-type: none"> Standards of displays across school is excellent with good practice shared All classrooms are tidy and organised in line with LE framework | <ul style="list-style-type: none"> All areas of school are well-organised, tidy and high standards are promoted with attention to small details The school environment works effectively to promote high expectations in all areas | |

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

SIP 2023-24: Priority 5

| | | | |
|---|--|---|--|
| | <ul style="list-style-type: none"> Displays are backed neatly and classrooms are tidy Surfaces are cleared with better use made of storage in classrooms Storage facilities are effective in supporting a tidy, organised environment | <ul style="list-style-type: none"> All areas of school, including office, hall, staffroom, storage facilities are tidy, organised and promote high standards | |
| 5.4 To reflect the school curriculum and community in the learning environment | <ul style="list-style-type: none"> A strategic plan is in place for displays around school that will promote key curriculum messages | <ul style="list-style-type: none"> Displays around school promote values, golden threads and curriculum priorities Choices around school reflect the LE framework intentions and both support and celebrate learning Children see themselves in the learning environment | <ul style="list-style-type: none"> A positive reading culture is promoted in all areas of the environment A variety of representations is evident as diversity continues to be a key driver of environment choices The school's identity is strong and effectively promoted in all environments |
| Review | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> |

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