



## CUNNINGHAM HILL INFANT SCHOOL: SCHOOL IMPROVEMENT PLAN 2016/2017

Dear Parents

Below is detailed our School Improvement Plan for 2016-2017. This is to give an idea to parents of how we plan to develop as a school, over the next academic year, to maintain and improve the level of provision for your child. With the current climate of National change in Education (the introduction of a new curriculum and assessment procedures) coupled with new initiatives developed in school, our main priority is to embed new changes and build on our current success.

Charlotte Cooper, Headteacher

Priority areas	Pitch & Challenge (ensuring learning is at the correct level for all pupils)	Creative Learning (creating opportunities that are engaging and supportive of learning creative )	Subject Leadership (embed strategic middle managers ensuring teaching and learning and assessment lead to effective impact and improved attainment/achievement for all learners.)
<b>Outcomes for pupils</b>	Ensure all pupils are making the expected or better level of progress in reading, writing, and maths and across all other subjects through regular meetings with teachers to discuss pupil progress.	Provide a broad and balanced curriculum focused on transferring skills across all subjects for all learners. Development of creative learning in afternoon sessions. Ensure all groups of pupils are able to access cross curricular learning.	Develop effective monitoring of attainment and progress. Development of deeper monitoring centred on pupil progress. Development of a portfolio of learning with examples of cross curricular links and age related expectations.
<b>Quality of teaching, learning and assessment</b>	Develop and ensure pupils working at greater depth. Embed 'challenges' as a method for children to set their own learning across all subject areas. Continue high quality feedback ensuring all pupils make rapid gains through purposeful dialogue and next steps marking. Develop and ensure reflection time to support taking learning on. Introduce and deliver Maths Mastery across Y1 and EYFS. Develop the principles of Maths Mastery across Y2.	To create a curriculum, rich in wider opportunities, embedded with a growth mindset approach. To introduce whole school topic themes. To develop learning outside the classroom particularly in afternoon learning. Development of teachers understanding of mastery learning in Maths and Science and linking to STEM opportunities.	Development of coaching to share good practice of quality first teaching. Development of ownership of subject analysis, development and strategic planning. Liaison with governors for subject leader development.
<b>Personal development, behaviour and welfare</b>	Develop the language of a growth mindset within the classroom. Create learning champions to support growth mindset across the school. Develop children's ability to select their own resources independently to support learning. Embed attitudes to learning through 'challenge' curriculum and linked activities	Consistently high expectations to ensure positive playtimes, including the engagement of all children in play through use of the zoned playground. Ensure high quality provision and resources are available to children.	Embedding the effectiveness of our school council to ensure pupil voice in key areas of school life. Embed values tree across the school. Circle Time to be in all classes. Development of the eco ambassador role. Link SMSC opportunities to British Values.
<b>Leadership and management</b>	Embedding of effective monitoring systems across all areas of the school to ensure good or better progress by all pupils. Introduce Parent forums for school development	Development of whole school learning topics and outside learning. Lead on development of key learning areas around the school both internally and externally. Delivery of whole school topics, developing role play area outside and embedding outside learning.	Middle leaders to actively impact on learning, attainment and progress for all learners. Embed systems for monitoring through the subjects and creating actions. Embed accurate assessment of foundation subjects including accurate judgements of age related expectations for foundation subjects.
<b>English</b>	Embed use of regular assessment across all literacy through phonics, reading and writing. Continue to monitor class work focusing on cross curricular writing. Update the guided reading books. Introduce cursive writing across the school.	Develop Read Write Inc phonics and Literacy and Language being taught across the school. Continue to develop working walls, pitch and challenge in planning and teaching, embed use of sound charts on tables. Develop guided reading to ensure consistency across the school. Monitor presentation across the curriculum.	Successfully embed new initiatives across the school and monitor for effectiveness and development. Ensure all aspects of RWI scheme are followed eg props / celebrations.

<b>Maths</b>	Fully embed the use of concrete resources – in particular, visual/pictorial resources using the full range of resources in appropriate situations. Continue with workshops (or similar) to inform parents of curriculum and ways to support their children. All teaching to fully meet the aims of the curriculum – focus on fluency, reasoning and problem-solving.	To develop the provision and resources available to support maths teaching and learning, including maths mastery. Selection of concrete resources easily accessible by children. Maths trails, indoors/outdoors, outdoors Maths a more regular feature. Vocabulary prominently and permanently on display in classrooms.	Development of effective monitoring systems across all areas of the school to ensure successful implementation of the new curriculum and assessment procedures
<b>Science</b>	Ensure all pupils are making the expected levels of progress in science in line with the new assessment procedures. Develop method of data analysis in line with Herts assessment team advice Develop system for crossover of data from EYFS to KS1. Ensure new skills document is implemented and embedded in planning. Develop a portfolio of pupils learning matched to age related expectations.	Embed use of offsite visits to support new curriculum emphasis on living things. Embed use of outdoor learning and extend wildlife area. Embed use of questioning, differentiation and interactive enquiry in teaching and learning. Develop resources available to support new curriculum and outdoor learning	
<b>Computing</b>	Embed computing skills into cross curricular areas enabling children to become confident in a range of skills. Devise new methods of recording pupil learning. Ensure assessment of computing skills are robust.	Development of the provision to ensure children are able to access the resources they need to meet the needs of the curriculum. Use cross curricular links to ensure that computing is embedded in all areas of the curriculum.	
<b>Sports</b>	Extend involvement of all groups of pupils in a range of activities and access to a variety of clubs ensuring a broad and balanced curriculum for all. Develop monitoring of provision for all areas of PE.	Ensure appropriate resources are available for development of PE skills both during lessons and at lunchtime.	
<b>Creative Curriculum</b>	Develop the assessment and the tracking of skills progression by subject leaders through a creative curriculum where opportunities to link subjects are delivered.	Subject managers to ensure cross-curricular and creative links are developed. Continue to extend the use of outside visitors and trips to enhance the learning taking place. Development of outside learning. Encourage the sharing and celebration of good practice.	
<b>Inclusion</b>	To ensure barriers to learning are identified and supported effectively thereby closing the gap between vulnerable groups and their peers. Robust monitoring for specific groups of pupils. Support teachers and learners to develop pupil independence by providing opportunities for decision making.	Further develop quality first teaching and learning environments to ensure the needs of all groups are supported. Development of wave 2 and 3 interventions. Embedding of an inclusive environment.	Strengthen and develop the Inclusion Support Team (Pupil premium, Special Educational Needs and Disabilities, English as an additional language)
<b>Early Years Foundation Stage (EYFS)</b>	To maintain our ‘Good Level of Development’ at the end of EYFS Raise attainment in the Early Learning Goals: People and communities, The world, Technology, Exploring and using media and materials, Being imaginative. Activity zones are regularly enhanced with stimulating and inviting provocations, so that they are achievable and provide challenge.	To improve and develop the quality of all learning areas inside and outside including the development of outside play. Expand upon existing labelling. Add pictorial clues with key words to storage areas so that emergent reading is part of tidy up time.	Strengthen and develop EYFS team. Regularly monitor enhanced provision planning to ensure all staff make relevant contributions.
<b>Beyond the Curriculum</b>	To develop a monitoring approach to our PSHE curriculum including the development of learning behaviours	To embed core values throughout the school and develop the understanding of how these values are demonstrated in everyday life	To embed effective monitoring of a broad and balanced approach to learning beyond the curriculum