



# La Moye School Improvement Plan 2020-2021

(to be read in the context of the Strategic Plan 2019-2023)

John Baudains, Headteacher, Version 1, October 2020

# La Moye School - Mission and Principles

*Doing the best for every child so that they become successful learners, confident, resourceful individuals and responsible citizens.*

Develop effective learning skills and dispositions to ensure we **aspire**

Make good progress and **achieve** across the curriculum, ready for future challenges

Working **together** in a safe environment that promotes well-being, strong values, and a sense of community

Children's voice and needs at the centre of decision making

A positive, solution-seeking approach

Reflective, self-improving, research-driven practitioners

Excellent standards of teaching and learning

An engaging and rich curriculum, reflecting our unique Island

Effective, aspirational leadership at all levels

Strong partnership between home and school

Globally aware and ecologically responsible citizens

Networking locally and globally

Strategic Plan Roadmap	2019-2020	2020-2021	2021-2022
Curriculum: Main Focus	<ul style="list-style-type: none"> <li>Hampshire Writing</li> <li>Cornerstones – Wider Curriculum</li> <li>Curriculum mapping</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>IT</li> <li>PE</li> <li>Hampshire writing into Early Years</li> </ul>	<ul style="list-style-type: none"> <li>PE</li> <li>IT</li> <li>Science</li> </ul>
Curriculum: Embedding	<ul style="list-style-type: none"> <li>Maths No Problem</li> <li>Jigsaw PSHE</li> <li>Discovery RE</li> </ul>	<ul style="list-style-type: none"> <li>Hampshire Writing (spelling &amp; handwriting)</li> <li>Wider Curriculum</li> <li>Maths</li> <li>PSHE</li> <li>RE</li> </ul>	<ul style="list-style-type: none"> <li>Maths</li> <li>Reading</li> <li>Writing</li> <li>PSHE</li> <li>RE</li> </ul>
Teaching, Learning and Assessment: Main Focus	<ul style="list-style-type: none"> <li>Planning the curriculum</li> <li>Assessment using SIMs</li> <li>Learning Intentions and Success criteria</li> <li>Outstanding teacher programme</li> </ul>	<ul style="list-style-type: none"> <li>Short Term Planning</li> <li>Coaching – Creative Teacher/Getting Better Faster/POC -OLEVI; GROW; CLEAR</li> <li>Inclusive teaching (Rosenshine’s principles )</li> </ul>	<ul style="list-style-type: none"> <li>Professional reading and action research</li> <li>Subject Knowledge developments</li> </ul>
Teaching, Learning and Assessment: Embedding	<ul style="list-style-type: none"> <li>Feedback</li> <li>Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>Shirley Clarke/Visible Learning</li> <li>Six Step lesson Design</li> </ul>	<ul style="list-style-type: none"> <li>Coaching – Creative Teacher/Getting Better Faster</li> </ul>
Leadership and Management: SLT	<ul style="list-style-type: none"> <li>Curriculum vision</li> <li>Curriculum mapping</li> <li>Assessment and SIMS</li> <li>Policy review</li> </ul>	<ul style="list-style-type: none"> <li>Partnership development</li> </ul>	<ul style="list-style-type: none"> <li>Partnership integration systems</li> <li>Action Research</li> </ul>
Leadership and Management: Subject/Area Leaders	<ul style="list-style-type: none"> <li>Subject visions</li> <li>Monitoring</li> <li>Skill development</li> <li>Subject policies</li> </ul>	<ul style="list-style-type: none"> <li>Targeted monitoring system</li> <li>Phase leadership</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly fine-tuned actions/impact, monitoring and review.</li> <li>Compliance with all school monitoring systems.</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>SIMS data recording</li> <li>Risk assessments- site</li> </ul>	<ul style="list-style-type: none"> <li>Online safety curriculum</li> <li>My Concern Online safeguarding reporting</li> <li>Ensuring compliance through auditing all areas: Health and Safety/Data Protection</li> </ul>	<ul style="list-style-type: none"> <li>Online safety curriculum</li> <li>Ensuring effective checking systems to ensure continued compliance through auditing all areas: Health and Safety/Data Protection</li> </ul>
Partnership: Children’s Voice	RRSA- Bronze	<ul style="list-style-type: none"> <li>Review PSHE and SRA policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>RRSA- Silver</li> </ul>
Partnership: Other schools	RRSA- Bronze	<ul style="list-style-type: none"> <li>Review PSHE and SRA policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>RRSA- Silver</li> </ul>

## School Improvement Plan 2020-2021 Context Statement

As part of the pilot of the Jersey School's Review Framework, the school was reviewed in March 2018. This followed an internal review conducted by the (then recently appointed) Headteacher involving other local Headteachers and the Senior Advisor in November 2017. These are the main recommendations from these reviews:

### **2017 Internal Review Recommendations:**

- Ensure assessment data is robust
- Ensure consistent phonics and early reading teaching
- Develop SEN provision (inc. training for staff)
- Improve the consistency of teaching and learning approaches
- Develop understanding of teaching for mastery and depth of learning
- Develop consistent approaches to the teaching of maths
- Develop PSHE and improve learning dispositions/critical thinking
- Review roles and responsibilities of SLT/MLT
- Continue to develop safeguarding systems and structures

### **2018 Pilot Review Recommendations:**

- Improve the capacity of leadership to embed change systematically and effectively. Create a robust system for monitoring, evaluation and the use of data or other information to support school improvement.
- Improve the effectiveness of the curriculum to ensure that:
  - Time is allocated consistently between subjects
  - Key subject skills can be practised systematically and progressively
  - Jersey Curriculum requirements are met in full by the school
- Improve the quality of teaching by:
  - Raising the expectations that teachers have of pupils and articulating these expectations clearly
  - Improving the quality of feedback to pupils about how their work can be improved and providing them with opportunities to act consistently upon this feedback.

Since this time the school has worked through three School Improvement Plans focused on these areas. The focuses for the school's current work lie within the strategic plan 2019-2023. Please see the previous SIP context for historical developments prior to September 2019.

### **During 2019-20 academic year the following areas were developed:**

The major unforeseen and significant factor that impacted on the school's planned develops in 2020 was the global Covid-19 pandemic, and the resultant school closures between April and June 2020. This continues to impact on some areas of school development and limits some aspects of the school's functioning. However, whilst this proved a challenge and resulted in some areas of planned focus not being achieved, in other areas, such as IT development, considerable progress was made over and above the school's original SIP. Feedback from parents to the school was largely positive about the way this unprecedented situation was handled by all staff, and the community of the school was evident throughout as provision for children learning at home, and provision in school for children of essential and critical workers was provided, including working through all holiday periods.

In addition to this another unexpected and unplanned change came with the appointment of the Headteacher as Leading Headteacher of both this school and Bel Royal school, a pilot partnership project developed by the Education Department. This resulted in the rapid formation of a new partnership structure and considerable restructuring and refocussing in a short timeframe.

## Curriculum Developments

- The school trained staff and introduced the Hampshire Text Drivers approach. This included the school accessing additional support from Hampshire advisors and continued planning release time from the English Lead. All staff are now using the approach in KS1 and 2 and additional targeted support has been provided where monitoring has revealed inconsistencies. Evidence suggests a greater understanding amongst staff and pupils of quality writing, higher engagement with writing, improved vocabulary and higher level final outcomes. However, there has not yet been a significant positive impact on data, this will need to be monitored closely.
- The school identified a need to tackle urgently progress and standards in spelling and handwriting, resulting in new approaches to both being introduced. The new handwriting approach has seen a significant impact rapidly, especially in KS1 children. This approach was researched following a visit to a successful school in Hertfordshire. The new spelling approach (introduced in Jan 2020) has not seen such an impact as yet, but regular teaching of spelling is in place.
- Learning from a mid-year review of the recently established Cornerstones planning, and research and guidance into effective curriculum development, the newly appointed Curriculum Leader completed a rewrite of the overall Curriculum Map, Long and Medium term plans for KS1 and 2. This rewrite was based on the framework from the Cornerstones approach, but linked to a Jersey context, and designed to ensure better skills and knowledge progression in all subjects, and especially in those that are poorly represented by Cornerstones, such as Art and Design and Technology. New planning is now in place for first teaching in September 2021 that covers all aspects of the Science/DT/Art/History and Geography curriculums in depth. Leaders in Music and French completed a similar project to ensure full curriculum coverage in these subject areas.
- Monitoring over the year showed that children were showing much higher subject knowledge and there was a clearer focus on discrete subject skills. Knowledge organisers are now being developed to support this aspect in all topic areas. All classes are using subject books from September 2020.
- The school also bought in the support of an IT advisor to write an updated Computing curriculum map and units of work, to be taught through 2020-2021. Whilst this was not in place during the school closures, the school proactively introduced Google Classroom and Seesaw, which not only enhanced provision during this time, it also helped to upskill children and staff. This included the use of video, e-feedback etc.
- The school continued to embed its maths approach using the Maths No Problem approach. A staff survey indicated that concerns remain which will be addressed in 2020-2021. Input and training was provided on journaling, pupil collaboration, fluency (and Times Table Rock Stars and Numbots were introduced) along with timetabled fluency sessions.
- The school reviewed internally the Read, Write Inc. approach, provided updated training for staff and also altered the provision, replacing the writing element with Hampshire Text Drivers due to disappointing writing progress and poor quality outcomes.
- PSHE and RE developments were delayed by school closures and will be moved into 2020-2021.

## Teaching and Learning:

- Considerable staff training was completed on a feedback project, influenced by the work of Mary Myatt and Shirley Clarke, and built on the previous school focus on the work of John Hattie. This led to the development of a 'Six steps lesson design' that integrated this approach with 'Getting Better Faster' methodology to enable teachers to build feedback and assessment into lessons by design and in small chunks. This is being explored and developed and will be monitored in 2020-2021.
- Two staff members completed Olevi Outstanding teacher programme and the Headteacher completed coaching training, which will become the key approach to CPD in the future.
- Inclusive approaches continued to develop, including training and implementation of Catch Up Literacy and Numeracy, targeting successfully children that had fallen behind. Training and implementation of WellComm to target language and communication was also introduced.

## Leadership/Management

- Considerable time and investment was spent moving the school's tracking system to SIMS and to provide training for MLT and teachers in completing, triangulating info and using this to interrogate data and evaluate progress and attainment accurately.
- The school completed an overall vision for its curriculum and subject leaders completed subject specific curriculum visions to guide the development in these areas. This included the development and refreshing of subject policies.
- A revised Homework policy was developed and implemented in conjunction with staff and parents.
- A raft of other core policies, including RPI Policy, Health and Safety, Safeguarding, Home Learning Policy, Intimate care were updated.
- Considerable effort was needed to implement, share, refine and sign off Covid related plans and risk assessments, all of which was achieved successfully.
- Continued focus on the development of middle leaders continued with regular MLT meetings and 1:1s. Refinements to the action planning process and monitoring was supported by the Senior Advisor and CPD for staff was provided. Formats for area/subject reporting were developed and trialled.
- Further developments to record retention, record keeping, risk assessments of the site were completed
- The school achieved RRSA- Bronze level.
- Partnership with the Western Cluster was further developed and included moderation sessions across cluster to develop shared expectations.

## La Moye School Improvement Plan 2020-2021

Action Plan (responsible staff)	Strategic Plan Areas	Outcomes
1) PE Curriculum <ul style="list-style-type: none"> <li>o New planning in place,</li> <li>o Progressive curriculum,</li> <li>o CPD for staff, resources and infrastructure</li> </ul>	Curriculum Leadership and Management	<ul style="list-style-type: none"> <li>• PE is taught consistently, with clear progression through the school</li> <li>• Children are taught the full Jersey Curriculum for PE.</li> <li>• Improved differentiation and assessment in PE, focussed on skill development.</li> <li>• Improvements in engagement and outcomes in PE</li> </ul>
2) Computing Curriculum <ul style="list-style-type: none"> <li>o New planning in place,</li> <li>o Progressive curriculum,</li> <li>o CPD for staff, resources and infrastructure</li> </ul>	Curriculum Leadership and Management	<ul style="list-style-type: none"> <li>• Computing is taught consistently, with clear progression through the school.</li> <li>• Children are taught the full Jersey Curriculum for Computing.</li> <li>• Improvements in engagement and outcomes in Computing- in knowledge as well as IT skills.</li> </ul>
3) Reading approach <ul style="list-style-type: none"> <li>o Raise profile of reading for enjoyment</li> <li>o Library refurbishment</li> <li>o Teach discrete reading skills beyond Phonics</li> </ul>	Curriculum Leadership and Management	<ul style="list-style-type: none"> <li>• Better reading evidence, sustained reading data at end of year (85% Secure or higher)</li> <li>• Reading is taught consistently, with clear progression through the school</li> <li>• Improved differentiation and assessment in reading.</li> <li>• Improvement in engagement, understanding and articulation in reading</li> </ul>
4) Continuing to develop Middle/phase Leadership and monitoring (KQLW): (JB/NR) <ul style="list-style-type: none"> <li>a) Sharing phase/subject visions</li> <li>b) Establishing meeting focus &amp; monitoring</li> <li>c) Skill development (esp. coaching)</li> <li>d) Action planning</li> </ul>	Leadership and Management, Curriculum	<ul style="list-style-type: none"> <li>• Leaders articulate a clear vision for their subject/area which is in line with the school/curriculum vision and is communicated to all staff.</li> <li>• Leaders evidence monitoring in their subject in line with the Leader's Toolkit, and show improvements made as a result.</li> <li>• Leaders have access to ongoing training (POC), meetings etc in order to continue to develop skills.</li> <li>• Leaders produce reports and action plans that accurately summarise their work and the areas of strength/areas of development for that subject.</li> </ul>
5) Coaching for Improvement in Learning <ul style="list-style-type: none"> <li>o Using Creative Teacher Programme establish coaching culture within school.</li> <li>o Include focus on strengths and areas of development for staff (Questioning, lesson design (6 steps), impact of Short Term Planning e.g DR ICE</li> <li>o Rosenshine's principles</li> </ul>	Teaching, Learning and Assessment Leadership and Management	<ul style="list-style-type: none"> <li>• Staff are fully engaged in coaching approaches and can articulate positive impacts on their practice, from a coach and coachee perspective.</li> <li>• Evidence through monitoring (informal and formal) that teachers are ensuring DR ICE to ensure effective learning in lessons and a wider range of strategies to support all learners.</li> <li>• Children report being clear about what they are learning and how to be successful</li> </ul>
6) Continue to develop Maths across the school: <ul style="list-style-type: none"> <li>a) Fluency curriculum plan rolled out and implemented;</li> <li>b) Review MNP across the school and use coaching (in particular) to further develop practice.</li> </ul>	Curriculum Leadership and Management	<ul style="list-style-type: none"> <li>• Core number skills improve resulting in children accessing deeper maths more successfully, which improves maths outcomes (80% Secure).</li> <li>• Improved planning in maths results in clearer progression within and between lessons, evidenced from monitoring.</li> <li>• Coaching supports teachers in developing their practice to ensure greater consistency of approach, engagement and progress.</li> </ul>
7) Review and develop SMSC through: <ul style="list-style-type: none"> <li>a) Review and development of PSHE and RE curriculums</li> <li>b) Implementation of Rights Respecting Schools</li> </ul>	Partnership: Children's Voice	<ul style="list-style-type: none"> <li>• Ensure PSHE and RE curricular are aligned to school/Jersey Curriculum and ensure consistent knowledge and skill progression.</li> <li>• Rights Respecting Silver award portfolio worked on and profile of UNCRC is higher in classrooms and around the school.</li> </ul>

## La Moye School Improvement Planner 2021

Who/ When	SLT	MLT	Teachers	All Staff
Jan 2021	<ul style="list-style-type: none"> <li>Launch Reading approach and new library</li> <li>Feedback/marking policy development</li> <li>Review provision mapping</li> <li>Support Early Years team transition</li> <li>SEF/SIP updated</li> <li>PRAs</li> </ul>	<ul style="list-style-type: none"> <li>Phase leadership development-establish themes for the year and establish teams: EY, LY, MY, UY</li> <li>Pupil Conferencing in Hampshire approach/ Wider Curriculum</li> <li>Present data to SLT and action plans</li> <li>PRAs</li> <li>POC training</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to Feedback policy</li> <li>IT curriculum</li> <li>Reading approach</li> <li>PRAs</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion - MITA/SEN provision map review/JP profiling-understanding 'cultural capital'</li> <li>PRAs</li> </ul>
Feb 2021	<ul style="list-style-type: none"> <li>Leader's toolkit- update, 1:1s</li> <li>Launch PE curriculum</li> <li>Extend Hampshire writing to EY</li> <li>AET: Progression guidance</li> </ul>	<ul style="list-style-type: none"> <li>PE Curriculum</li> <li>Ensure Provision mapping consistent and includes all vulnerable groups</li> <li>Review RE &amp; PSHE (SN to lead)</li> <li>Book Look: Wider Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum development: IT</li> <li>Reading approach</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion - MITA/SEN provision map review/JP profiling-understanding 'cultural capital'</li> </ul>
Mar 2021	<ul style="list-style-type: none"> <li>KQLW: Maths</li> <li>Review partnership working</li> <li>Update KQLW in line with coaching</li> <li>Update assessment procedures- reading</li> </ul>	<ul style="list-style-type: none"> <li>Review Learning Environment</li> <li>Phase Leaders- moderation.</li> <li>Pupil Conferencing in Maths</li> </ul>	<ul style="list-style-type: none"> <li>Training in using PE curriculum materials</li> <li>Curriculum development: IT/PE</li> </ul>	
Apr 2021	<ul style="list-style-type: none"> <li>PRA mid-term</li> <li>Coaching and CTP training.</li> </ul>	<ul style="list-style-type: none"> <li>PRA mid-term</li> <li>Timetable scrutiny</li> <li>Coaching and CTP training.</li> </ul>	<ul style="list-style-type: none"> <li>PRA mid-term</li> <li>Coaching and CTP training.</li> <li>Maths</li> <li>Updated plans RE &amp; PSHE</li> </ul>	<ul style="list-style-type: none"> <li>PRA mid-term</li> <li>Coaching and CTP training.</li> </ul>
May 2021	<ul style="list-style-type: none"> <li>SEF/SIP updated</li> <li>Update parent handbook</li> <li>Coaching and CTP training.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and CTP training.</li> <li>Revise MTPs</li> <li>KQLW: Phase/Subject</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and CTP training.</li> <li>Curriculum development IT/PE (and RE &amp; PSHE updates)</li> <li>Report writing.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and CTP training.</li> </ul>
June 2021	<ul style="list-style-type: none"> <li>Coaching and CTP training.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and CTP training.</li> <li>Subject reports written</li> <li>Moderation in phases.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and CTP training.</li> <li>Assess wider curriculum</li> <li>Final Data entry</li> </ul>	
July 2020	<ul style="list-style-type: none"> <li>Update TLA handbook</li> <li>Update staff handbook</li> <li>Update key policies</li> </ul>			
Sept 2020	<ul style="list-style-type: none"> <li>SIP/SEF updated</li> <li>PRAs</li> </ul>	<ul style="list-style-type: none"> <li>PRAs</li> </ul>	<ul style="list-style-type: none"> <li>PRAs</li> </ul>	<ul style="list-style-type: none"> <li>PRAs</li> </ul>