# La Moye School

# Improvement Plan

# 2021-2022

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

John Baudains/Nasima Rashid, Version 1, September 2021

# 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 | 2020-2021 | 2021-2022 |
|---|---|---|
| Strategic Goal 1: Rich Engaging Curriculum:<br>Main Focus areas | • Reading<br>• Computing<br>• Hampshire writing into Early Years | • **PE (Autumn 21)**<br>• **Reading (Autumn 21)**<br>• Computing (Spring 22) |
| Strategic Goal 1: Rich Engaging Curriculum:<br>Embedding developments | • Hampshire Writing  (spelling & handwriting)<br>• Wider Curriculum<br>• Maths<br>• PSHE<br>• RE | • **Maths (Spring 22)**<br>• **PSHE (Summer 22)**<br>• RE (Autumn 21)<br>• Writing (ongoing)<br>• Art (Summer 21)<br>• DT (Summer 21) |
| Strategic Goal 2: High quality, inclusive teaching, learning and assessment: Main Focus | • Coaching – Creative Teacher/Getting Better Faster/POC -OLEVI; GROW; CLEAR | • Using coaching, professional reading and action research to develop teaching and learning for all pupils, e.g Blooms, Rosenshine's principles (Summer 22)<br>• **Jersey Language Policy (Spring 22)** |
| Strategic Goal 2: High quality, inclusive teaching, learning and assessment: Embedding developments | • Shirley Clarke/Visible Learning<br>• Six Step lesson Design | • Continuing to develop feedback: Shirley Clarke/Visible Learning/Six Step lesson Design (Spring 22) |
| Strategic Goal 3: Effective, aspirational leadership and Management: SLT | • Partnership development | • **Short Term Planning (Autumn 21)**<br>• **Professional reading and Action Research- behaviour, CPD, teaching (Spring 21)** |
| Strategic Goal 3: Effective, aspirational leadership and Management:<br>Subject/Area Leaders | • Targeted monitoring system<br>• Phase leadership | • **Leadership Skill development esp new and middle leaders (Autumn 21)**<br>• Compliance with all school monitoring systems inc Phase and Subject leaders with evidence of impact. (Spring 22)<br>• Subject policies- updated for all areas (Spring/Summer 22) |
| Strategic Goal 4: Safeguarding | • Online safety curriculum<br>• My Concern Online safeguarding reporting<br>• Ensuring compliance through auditing all areas: Health and Safety/Data Protection | • **Complete safeguarding action plan in light in of our findings and external review. (Autumn 21)** |
| Strategic Goal 5: Partnership: Children's Voice | • Review PSHE and SRE policies and procedures | • **RRSA- Silver/RRSC development (Summer 22)**<br>• Eco |

<u>(Bold= Action Plan and defined outcomes- see below)</u>

# School Improvement Plan 2021-2022 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 2020.

## During 2020-21 academic year the following areas were developed:

The ongoing impact of the Covid Pandemic was a factor throughout 2020-2021, however, until July 2021, the school largely escaped unscathed in terms of impact on classes and closures. Clearly some aspects of school functioning, such as extra-curricular provision, remained impacted throughout this year. Throughout this period, the school has continued to focus on the SIP areas of development.

In addition to this another unexpected and unplanned change came with the appointment of the Headteacher as Leading Headteacher (LHT) 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. Within each individual school of the new partnership arrangement, the existing Deputy Headteacher was promoted to the role of 'Head of School'. Due to the nature of the work that has needed to be undertaken at the 'partner' school, Bel Royal, the Leading Headteacher spent the majority of the time in the other school during the Autumn term and Spring 2020-21 maintaining an overview of the strategic developments; the Head of School became operational lead at la Moye so effectively leading the school during all times when the Leading headteacher was not present. This arrangement will cease at Easter 2022, when the LHT will resume the role of Headteacher at La Moye as a new sole Headteacher will be appointed to Bel Royal School.

Curriculum Developments

o  Through a planned programme of implementation, Hampshire writing is now more embedded as the approach for writing.  Evidence suggests a greater understanding amongst staff and pupils of quality writing, higher engagement with writing, improved vocabulary and higher level final outcomes. The approach has been adapted for use in EYFS to support children with emerging writing skills too. This has also been validated by our senior advisor during a Key Question Learning Walk in Autumn 2021.  There has been a significant positive impact on KS1 data and KS2 data (67% and 62% respectively which although comparatively modest rise, indicates an improving trend in writing from Summer 2020 data).

o  The school identified an urgent need to tackle progress and standards in spelling and handwriting, resulting in news approaches to both being introduced.  The new handwriting approach has seen a significant impact rapidly, especially in KS1 children as well as pinpoint emerging additional needs.

o  Curriculum planning was refined and developed further after the adoption of 'Cornerstones' curriculum in light of recommendations from a whole Island review. Following this, the Curriculum Leader updated the whole school Curriculum Map for long and medium term plans for KS1 and 2.  This overhaul was based on the framework from the Cornerstones approach with explicit links to the Jersey National Curriculum with an emphasis to a Jersey context. The design ensures more accurate reference to skills and knowledge progression in all subjects, but especially in those that are poorly represented by Cornerstones, such as art, design and technology and geography.  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.

o  Monitoring so far indicates children are showing greater subject knowledge as a result of the clearer focus on discrete subject skills.  Knowledge organisers have been developed to support all topic areas with a plan to roll this out to maths and English. The Autumn term sees further review of the current quality of knowledge organisers to ensure they are accessible to all learners. All classes have been using specific subject exercise books since September 2020 to support children's understanding of key knowledge and concepts which built over time improves their sense of important vocabulary and the timeline of key events.

o  The development of the IT curriculum with the support of the Island's approved IT advisor, although hastened by the onslaught of the Covid pandemic, has resulted in higher quality provision in this core skill. The pandemic necessitated the training of staff and children in technology that supported the online provision during school closure. This was tailored to the needs to younger and older children as the platforms supported stages of development.  As a result, the use of Google Classroom and Seesaw enhanced provision during this time and helped to upskill children and staff.  The use of video, e-feedback and interactive virtual classroom sessions enabled a high quality provision during this time as well as support community cohesion as parents expressed huge appreciation for what was being offered.

o  Developments in Maths No Problem following a staff survey included further focus on journaling, pupil collaboration, timetabled fluency (with TimesTable RockStars and Numbots sessions has resulted in good progress this year. In KS1 and LKS2 maths is almost in line with school expectations- 84% secure (32% greater depth) KS1; 83% (20% greater depth) in LKS2. Overall attainment in maths is 78%, this is up 15% since the Summer 2020, showings excellent progress.  Although the end of KS data for Y6 was lower (64% secure), this was up from 45% at the end of Y5, this shows excellent progress over time for a year group who have experienced a long tail of underachievement due to historical factors and the profile of need.

o  The historical disappointing writing progress and poor quality outcomes in KS1 led to a revised model of the Read, Write Inc. approach following an internal audit, and the opportunity to provide updated training for staff on the delivery of phonics as well as replacing the writing element with Hampshire Text Drivers (fully implemented in Sept 2020) which has resulted in improved outcomes (rising from 60% secure at the end of Y2 in 2020, to 72% secure in 2021) and these are set to improve further with the support of exemplifications and training.

o   Since launching our PSHE and RE curricular in 2019, further developments with overhauling and aligning these subjects to the Jersey Curriculum are underway post school closure. This has also included updating the SRE policy within PSHE and reference to the 'Rights Respecting School' articles. RE will be relaunched to staff to ensure explicit links to the curriculum, core values and key religious themes are taught.

Teaching and Learning:

o   Following on from the feedback project, influenced by the work of Mary Myatt, Shirley Clarke, and John Hattie, the development of a 'Six steps lesson design' and use of the 'Getting Better Faster' methodology ensured teachers built in feedback and assessment into lessons by design, frequency and size (chunking).  This is being explored and developed further by a coaching programme designed by OLEVI which has enabled teachers to use a reflective approach on enhancing opportunities for various areas of lesson design, including feedback.

o   Development of a whole school 'coaching culture' will be the next focus for the development of pedagogy and leadership at La Moye. A variety of staff from the most senior through to middle leaders, class teachers and support staff have taken part in some form of recognised coaching programme, primarily developed by Olevi. Advanced coaching training is due to take place later this year which will support the planning of a sustainable programme of CPD moving forward.

o   Inclusive approaches continue to be developed and embedded further, including training and implementation of other reading intervention programmes including 'Reading Response' and BR@P to complement our existing programmes such as Catch-Up Literacy and Numeracy, so that we have a wide enough suite of programmes depending on the need. With the development of our assessment continuum of established whole class assessments to more finely graded tools such as COPS/Lass we are targeting children that had fallen behind more swiftly and successfully. The use of WellComm continues to be used to identify issues with language and communication with plans to extend to other evidence-based interventions including 'Talkboost' to bolster the support provided by speech and language therapy services. This is also bolstered using JP funding which is now being more creatively targeted through Jersey Premium conversations which take place after pupil progress meetings.

Leadership/Management

o   The structure of the middle leadership of the school has been enhanced with the formation of phases across the school. A deliberate distinction within the middle tier to create phase leaders and curriculum leaders has taken place in recognition of the roles they do. The phases provide equity across the school so that teams of teachers will now be encouraged to develop a vision for their phases and identify issues and actions pertinent to their phases led by a leader. Phase leaders are directly supported by the Assistant Headteacher who continues to oversee the direction of their work with regular meetings. Curriculum leaders are led by the curriculum leader who is also part of SLT and will be responsible for their areas across the whole school – a schedule that has been devised with a cycle of action planning processes and monitoring and evaluation for them to undertake to ensure the best outcomes are achieved. Both periodically update the headship team.

o   Further time and investment has been given to develop the school's tracking system so that Phase Leaders and teachers have greater confidence in completing/triangulating information and using this to interrogate data and evaluate progress and attainment accurately. This year, there will be more use of KPIs and MARK analysis to pinpoint areas for support as well as more finely graded assessment tools as detailed above for the more complex of learner profiles.

o   Policies, including RPI Policy, Health and Safety, Safeguarding, Home Learning Policy, Intimate Care, Jersey Premium, SEN are updated annually.

o   Ongoing developments to record retention, record keeping, risk assessments of the site, Covid related plans and risk assessments have been refined as part of a comprehensive safeguarding audit which will undergo further scrutiny this term by the Department.

o The appointment of a new Rights Respecting Schools lead will ensure work can commence to build on the bronze level achieved to date. At this juncture, the school will consolidate the work of the School Council to ensure the philosophies of RRS permeate the focus of their work of their work aligned to the school's core values as it continues to build a stronger pupil voice within whole school culture.

o Partnership continues to develop with support in school organisation, curriculum planning, the development of support staff and parity for roles that work across the partnership.

# La Moye School Improvement Plan 2021-2022

| Action Plan (responsible staff) | Strategic Plan Areas | Outcomes | Termly Updates on Progress |
|---|---|---|---|
| 1. PE Curriculum (Dan Murphy)<br>o New planning in place,<br>o Progressive curriculum,<br>o CPD for staff, resources & infrastructure | Curriculum Leadership and Management | • PE is taught consistently, with clear progression through the school<br>• Children are taught the full Jersey Curriculum for PE.<br>• Improved differentiation and assessment in PE, focussed on skill development.<br>• Improvements in engagement and outcomes in PE | |
| 2. Computing Curriculum (Gemma Dufty)<br>o New planning in place<br>o Progressive curriculum,<br>o CPD for staff, resources and infrastructure | Curriculum Leadership and Management | • Computing is taught consistently, with clear progression through the school.<br>• Children are taught the full Jersey Curriculum for Computing.<br>• Improvements in engagement and outcomes in Computing- in knowledge as well as IT skills. | |
| 3. Reading approach (Stacey Nolan)<br>o Raise profile of reading for enjoyment<br>o Library refurbishment<br>o Teach discrete reading skills beyond Phonics | Curriculum Leadership and Management | • Better reading evidence, sustained reading data at end of year (85% Secure or higher)<br>• Reading is taught consistently, with clear progression through the school<br>• Improved differentiation and assessment in reading.<br>• Improvement in engagement, understanding and articulacy in reading | |
| 4. Maths (Michael Steigenberger)<br>o Improving number sense and conceptual understanding<br>o Differentiation in maths and consistency of approach<br>o Strategy for moving away from MNP online materials and workbooks in 22/23 (possibly including Herts) | Curriculum Leadership and Management | • Core number skills improve resulting in children accessing deeper maths more successfully, which improves maths outcomes (80% Secure or higher).<br>• Improved planning in maths results in clearer progression within and between lessons, evidenced from monitoring. | |
| 5. Continuing to develop Middle/phase Leadership and monitoring (KQLW): (SLT)<br>o Sharing phase/subject visions<br>o Establishing meeting focus & monitoring<br>o Skill development (esp. coaching)<br>o Action planning based on qualitative/quantitative data | Leadership and Management, Curriculum | • Leaders articulate a clear vision for their subject/area which is in line with the school/curriculum vision and is communicated to all staff.<br>• Leaders' evidence monitoring in line with the Leader's Toolkit, and show improvements made as a result.<br>• Leaders have access to ongoing training (POC), meetings etc in order to continue to develop skills.<br>• Leaders produce reports and action plans that accurately summarise their work and the areas of strength/areas of development for that subject. | |
| 6. Coaching for Improvement in Learning (NR)<br>o Develop coaching culture within school using wider research of APOC, OTP, Tom Sherrington, action research<br>o Continue to focus on strengths and areas of development for staff (Questioning, lesson design (6 steps) e.g DR ICE, Blooms, Rosenshine's principles<br>o Professional development and action research | Teaching, Learning and Assessment Leadership and Management | • Staff fully engaged in coaching approaches and can articulate positive impacts on their practice.<br>• 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.<br>• Children report being clear about what they are learning and how to be successful<br>• Monitoring shows that feedback in well used in classrooms and impacts on learning.<br>• Leaders and Teachers are engaging in action research and beginning to explore new ideas and developments in practice for themselves, and sharing these with the wider team | |
| 7. Short Term planning (SLT)<br>o SLT discussions (then staff discussions) about approaches and formats to ST leads to consistent approach | | • Consistent approach to ST planning (TLA, planning folders, timetables) that meets needs of teachers/ children.<br>• Evidence of lessons being tweaked as a result of class/individual needs/progress<br>• Evidence of AfL in planning and impact of feedback on progress and attainment | |
| 8. Review and development of PSHE curriculum (Hannah Dupre) | Partnership: Children's Voice | • Ensure PSHE curriculum are aligned to school/Jersey Curriculum and ensure consistent knowledge and skill progression. | |
| 9. Implementation of Rights Respecting Schools /reinstate School Council (Shianne Price-Bramble) | Partnership: Children's Voice | • Rights Respecting Silver award portfolio worked on and profile of UNCRC is higher in classrooms and around the school.<br>• School council reinstated and working effectively. | |
| 10. Complete safeguarding action plan (JB/MS/CB) | | • School is compliant with all aspects of safeguarding and health and safety<br>• Systems are in place to ensure regular updates, checks and processes are in place and the confidence of staff to manage these aspects | |

<u>Yearly Monitoring Plan</u> – (From Leader's Toolkit)

| | SLT Focus | Phase Leaders Focus | Subject Leaders |
|---|---|---|---|
| Autumn 1 | 1. Data Analysis and target setting<br>2. Pupil Progress Meetings<br>3. Pupil Conferences | 1. Phase report submitted to SLT<br>2. Refresh Vision with team (expectations around learning environment, TLA handbook)<br>3. Planning Scrutiny<br>4. Data analysis | 1. Subject report submitted to SLT<br>2. Refresh Vision |
| Autumn 2 | 1. KQLW<br>2. SIP updated<br>3. SEF updated | 1. Action Plan set and submitted for SIP<br>2. Book look (compliance)<br>3. Learning Walk, leading to coaching.<br>4. Feedback to Phase team and Phase Leader Chair | 1. Planning Scrutiny/Book look<br>2. Pupil Conference (1/4) |
| Spring 1 | 1. Data Analysis and target setting<br>2. Pupil Progress Meetings | 1. Planning Scrutiny<br>2. Data analysis<br>3. Pupil Conferences | 1. Planning Scrutiny/Book look<br>2. Pupil Conference (1/4)<br>3. Resource Audit |
| Spring 2 | 1. KQLW<br>2. SIP updated<br>3. SEF updated | 1. Action Plan Updated<br>2. Learning Walk, leading to coaching.<br>3. Book look (compliance)<br>4. Feedback to Phase team and Phase Leader Chair | 1. Planning Scrutiny/Book look<br>2. Pupil Conference (1/4) |
| Summer 1 | 1. Data Analysis and target setting<br>2. Pupil Progress Meetings<br>3. Parent/Staff/Pupil questionnaires<br>4. Pupil Conferences | 1. Planning Scrutiny<br>2. Data analysis<br>3. Book look (impact)<br>4. Pupil conferences | 1. Planning Scrutiny/Book look<br>2. Pupil Conference (1/4) |
| Summer 2 | 1. SIP written<br>2. SEF updated<br>3. Reports | 1. Learning Walk/Peer Led.<br>2. Resource Audit<br>3. Feedback draft report to Phase team and Phase Leader Chair, and complete final report. | 1. Gather information/writing Subject report<br>2. Planning Scrutiny/Book look<br>3. Subject policies – review and update as needed |