



## EMMBROOK INFANT SCHOOL

# Summary of Impact of the School Improvement Plan 2018-2019

“Very effective leadership permeates throughout the school”  
 “Pupils make very good progress throughout their time in school”  
 “Pupils who need extra help are supported very well”

“Pupils learn well in lessons because teaching meets their needs accurately”  
 “Staff at all levels contribute successfully to the school”  
 “Children flourish in the early years”

Ofsted Inspection Report January 2019

Ofsted: Achievement / Teaching & Learning	Highlights of annual achievement	% achieved	Impact of Achievements								
<b>Priority 1:</b> To ensure Deeper Learning opportunities are offered across the wider curriculum	<ul style="list-style-type: none"> <li>DL opportunities for all in wider curriculum planning and differentiation evident for more able</li> <li>Subject leaders confidently monitor and support staff</li> <li>DL speech bubble implemented</li> <li>TA training implemented</li> <li>Evidence of DL in Standards file</li> </ul>	100	<ul style="list-style-type: none"> <li>All abilities now accessing DL (more widespread)</li> <li>Think, reason and apply for all in the wider curriculum (not just the core curriculum)</li> </ul>								
<b>Priority 2:</b> To ensure all learning is clearly differentiated for the More Able	<ul style="list-style-type: none"> <li>All pupils have targets</li> <li>Hot &amp; cold tasks to assess before and after to see progress and spot the individual child’s position to challenge</li> <li>Teachers are now confidently planning for More Able</li> <li>Subject leaders confidently measure the outcomes</li> </ul>	100	<ul style="list-style-type: none"> <li>More Able have their needs met more accurately and are appropriately challenged</li> </ul>								
<b>Priority 3:</b> To continue to ensure all pupils identified with a SEND have their needs fully identified and met.	<ul style="list-style-type: none"> <li>Talking Partners programme/ Speech &amp; Language – 3 children per term (year 2) based on highest level of need</li> <li>Effective induction of Y1 SEND Intervention lead for delivery of Maths and English (Numicon and Phonics) and Monitoring</li> <li>Effective planning and monitoring to show differentiation and fluid interventions to capture the dynamic learning needs driven by constant assessment</li> </ul>	100	<ul style="list-style-type: none"> <li>SEND progress from EYFS to end of year 2 was very good with just 1 child not making expected progress in maths.</li> </ul> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 20px;">Expected progress</td> <td style="padding: 0 20px;">Rapid Progress</td> </tr> <tr> <td style="padding: 5px 20px;">Reading</td> <td style="padding: 5px 20px;">100%      14%</td> </tr> <tr> <td style="padding: 5px 20px;">Writing</td> <td style="padding: 5px 20px;">100%      29%</td> </tr> <tr> <td style="padding: 5px 20px;">Maths</td> <td style="padding: 5px 20px;">86%      29%</td> </tr> </table> <p>All year 1 and EYFS pupils made at least expected progress.</p>	Expected progress	Rapid Progress	Reading	100%      14%	Writing	100%      29%	Maths	86%      29%
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Ofsted: Early Years Foundation Stage	Highlights of annual achievement	% achieved	Impact of Achievements								
<b>Priority 4:</b> To ensure more able pupils achieve an exceeding judgement at the EOYFS in their area of strength.	<ul style="list-style-type: none"> <li>Identifying, assessment, tracking and grouping support more appropriate planning for different abilities</li> <li>Whole team informed of needs and how to challenge the individual pupil</li> </ul>	100	<ul style="list-style-type: none"> <li>TA’s have a higher understanding of HT expectation.</li> <li>Improved teamwork and collective vision</li> <li>Expecting ‘exceeding outcomes’ to be above National</li> </ul>								

	<ul style="list-style-type: none"> <li>• TA questioning and recording evidence in addition to Teachers...enhanced the TA's skillset</li> <li>• Resources enriched to enable a differentiated curriculum, eg Maths books and reading materials bought</li> </ul>		
<b>Ofsted: Leadership &amp; Management</b>	<b>Highlights of annual achievement</b>	<b>% achieved</b>	<b>Impact of Achievements</b>
<b>Priority 5:</b> To continue to develop leadership at all levels.	<ul style="list-style-type: none"> <li>• 3 Senior teachers trained as Peer Reviewers (other school inspectors)</li> <li>• 3 schools peer reviewed and bespoke staff training delivered following reviews (by the reviewing school)</li> <li>• Middle leaders trained in 'stepping up'. Completed for all Middle leaders</li> <li>• Outreach delivered to assist other schools develop</li> </ul>	100	<ul style="list-style-type: none"> <li>• Skilled in school for SIO skill challenge giving a better understanding of own schools strengths and weaknesses.</li> <li>• Now able to better identify own school areas for improvement and to help other school.</li> </ul>
<b>Priority 6:</b> To ensure school governance is outstanding	<ul style="list-style-type: none"> <li>• Outstanding judgement by Ofsted in January</li> <li>• Succession planning enabled Vice Chairs to be confident to take over committees in following year.</li> <li>• New Chair of GB ready to step up</li> <li>• Review of feedback and online communications contributed to successful strategic review in June 2019</li> </ul>	100	<ul style="list-style-type: none"> <li>• TEAMS improves collaboration, knowledge and speed of decision making</li> <li>• Smooth handover to new chairs</li> </ul>
<b>Ofsted: Resources (financial management)</b>	<b>Highlights of annual achievement</b>	<b>% achieved</b>	<b>Impact of Achievements</b>
<b>Priority 7:</b> To maintain and enhance the school environment and buildings	<ul style="list-style-type: none"> <li>• Playground re-surfaced</li> <li>• Corridor ceilings and lighting</li> <li>• Annual cleaning and decoration (ad hoc only)</li> <li>• Took on WAC - Bungalow</li> </ul>	75	<ul style="list-style-type: none"> <li>• More attractive school for pupils, teachers and potential new parents taking tours</li> <li>• Complete wrap around care now available</li> <li>• Investment from WBC saved own school budget</li> </ul>

Progress against our School Improvement Plan is reviewed at all governor meetings. The impact against the SIP priorities is reviewed and agreed at the end of the academic year in consultation with members of the Governing Body. This ensures that the SIP is relevant and implemented.