



EMMBROOK INFANT SCHOOL

Summary of Impact of the School Improvement Plan 2019-2020

This was the year that the COVID-19 pandemic closed schools from the 23/03/20. We delivered limited schooling to our vulnerable children plus those of key workers throughout and offered every child morning or afternoon schooling (FS2 and Year 1 from June 1st, Year 2 from June 22nd). We furthermore provided parents and carers with home school learning support and learning materials, but there was no way to ensure the learning was delivered to the children.

| Ofsted: Quality of Education | Highlights of annual achievement | % achieved | Impact of Achievements |
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| Priority 1: To ensure GDS outcomes at the end of KS1 are at least 10% greater than National (Goal: Reading 40%, Maths 40%, Writing 30%) | <ul style="list-style-type: none"> Children were on track to achieve these outcomes before the Covid lockdown in March Book Looks and HT observations evidenced staff were ensuring high expectations through differentiation and marking to enable GDS outcomes to be achieved. Aspirational targets set for all pupils. Mid year performance management reviews reflected the work taking place within year groups for GDS pupils. | 75% | <ul style="list-style-type: none"> Impact not seen due to Covid 19. This priority will continue in 2020/21 as we still want to have the highest expectations for all our pupils. |
| Priority 2: To ensure the EYFS and KS1 settings offer strong language rich opportunities to all pupils across the environment | <ul style="list-style-type: none"> Grace Massarella, EYFS Lead, made a strong start with this. Through attending the SLA EYFS action research group, a focus on rich language opportunities has been made across the setting. This has been evident in the use of Word walls, sentence stems, and language prompts across the setting and training for staff. Following involvement in the Voice 21 programme, Jenny Wright led training for all EYFS and KS1 staff and aspects of the programme were trialled in school. Observations of the pupil talk demonstrated a greater use of technical vocabulary. | 75% | <ul style="list-style-type: none"> Impact was not seen in the Good Level of Development outcomes for the EYFS children as hoped due to Covid 19. This priority will roll over into 20/21 and the team will also be involved in the SLA action research project 'Talking Stories' which is aimed at developing a rich vocabulary in all children. |
| Ofsted: Leadership & management | Highlights of annual achievement | % achieved | Impact of Achievements |
| Priority 3: To ensure the school continues to be outward looking and strives | <ul style="list-style-type: none"> The school were actively involved in the work of the Schools Learning Alliance undertaking 2 action research projects (Oracy and Early Years Maths) which started to and would have | 85% | <ul style="list-style-type: none"> Although not an area for development across the school, this work has enhanced our offer and led to a sharper focus on Oracy in all areas |



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| <p>for continual improvement for all stakeholders</p> | <p>developed not only our staff but also had a positive impact on pupil outcomes.</p> <ul style="list-style-type: none"> • The HT was asked by the Schools Learning Alliance to support an LA school in developing their Teaching & Learning practice. The DH assisted with this. • The Circle Trust approached the HT and have asked if she would undertake the role of KS1 School improvement partner for the year 20/21. • We continue to work with the FTP and the HT provided the training for the NQT mentors whilst the DH led the NQT training in writing and reading. • The HT was responsible for organising the FTP conference facilitator for November 2020 • School to school challenge was not able to take place due to Covid. This will be reinstated for 2020/21 | | <p>of the curriculum. This was evidenced in lesson observations and book looks.</p> <ul style="list-style-type: none"> • Supporting the target school enabled the HT and DH time to reflect on what constitutes good practice and how and where we see this in our school. • Formal work with the Circle Trust will start in September 2020. One immediate impact is we are able to access a great deal of their documentation to use in our school. • Impact of the conference will be observed afterwards in classroom practice in the Spring 2021. |
| <p>Ofsted: Personal Development</p> | <p>Highlights of annual achievement</p> | <p>% achieved</p> | <p>Impact of Achievements</p> |
| <p>Priority 4: To ensure the personal development of all pupils is given high priority by all staff so that all pupils can build strong and effective relationships, and are tolerant and respectful of others' choices.</p> | <ul style="list-style-type: none"> • A Relationships Sex Education policy has been written and was due to be ratified by governors when lockdown happened. Revised national timelines have resulted in the policy being ratified at governors in Autumn 2020. • The staff have undertaken a full review of our RSE provision in school. We use the Jigsaw programme which ensure full coverage for KS1. Staff are confident in delivering all elements of it. • EIS and EJS have worked together to ensure the RSE curriculum is covered across both key stages. • School to consult with parents regarding content- re statutory and non-statutory elements of the curriculum. | <p>95%</p> | <ul style="list-style-type: none"> • Nationally, the new curriculum is to be implemented from April 2021 due to Covid 19. However, EIS already deliver it now through the Jigsaw programme. • Pupils do build strong and effective relationships and are tolerant and respectful of others' choices. (Ofsted 2019) |



| Ofsted: Leadership & Management | Highlights of annual achievement | % achieved | Impact of Achievements |
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| Priority 5: To support the development of the new EYFS Leader, EYFS team and SLT | <ul style="list-style-type: none"> The EYFS Lead has established a strong, positive ethos across the whole team who share her vision. Strong leadership and mentoring has enabled the NQT to develop as a strong practitioner and lead her class team effectively. New systems for tracking pupil progress across all Early Learning Goals are embedded and supporting pupil progress. | 100% | <ul style="list-style-type: none"> A committed, cohesive team that all share the vision of the EYFS lead and are determined to make a positive impact on all pupil outcomes-evidenced in lesson observations and though Lockdown. All TAs have been fully trained in how to track pupil progress against the ELGs, conduct pupil observations effectively and contribute to their Learning Journeys. |
| Priority 6: To ensure school governance remains outstanding and effective at driving strategic improvement | <ul style="list-style-type: none"> New clerk plus six additional full governors added. Mentors appointed. Training plans underway. All are being deployed across the committees, working groups and link roles proactively. Compliance across the GB for mandatory safeguarding achieved. Working groups paused due to change in governors and Covid 19. GB has achieved Safer Recruitment compliance. | 75% | <ul style="list-style-type: none"> Succession planning secured with new governors added. One has taken the VCoG role. H&S governor has been exceptionally active in helping the school develop robust Covid plans. |
| Ofsted: Resources (financial management) | Highlights of annual achievement | % achieved | Impact of Achievements |
| Priority 7: To maintain and enhance the school environment and buildings | <ul style="list-style-type: none"> New Playground markings are being used effectively by all the children and were also used during lockdown when the children had to socially distance on the playground. New laptops were purchased for all teaching staff to enable enhanced use of IT in planning and working collaboratively. Damaged library books were replaced The site controller has maintained the indoor decoration throughout the year and the school looks clean and presentable. | 80% | <ul style="list-style-type: none"> A refreshed surface and new markings that look appealing and are being well used every day. IT enhanced as new laptops are faster to load etc and access the Wi-Fi in school. Team working in Planning, Preparation and Assessment time is more efficient. The library is well resourced in all areas of the curriculum, including culturally and in diversity. Staff and pupils have access to a wide and extensive range of books that support and enhance the learning. |



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| | | | <ul style="list-style-type: none">• The school is a pleasant environment for all staff and pupils to work in and is very presentable to visitors and prospective parents. |
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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. Some items may carry forward into future academic years as we endeavour to catch-up following Covid-19.

The Willows after school provision is not included in the SIP as it is financed separately through its own income stream.