

**ECM**

Education  
Getting a job done

**Primary School**

# **School Impact Planning (SIP/SDP)**

## **2021-22- Format Version 3**

**ECM Education:**  
**Inspiring Leaders; Improving Outcomes**

# Primary School

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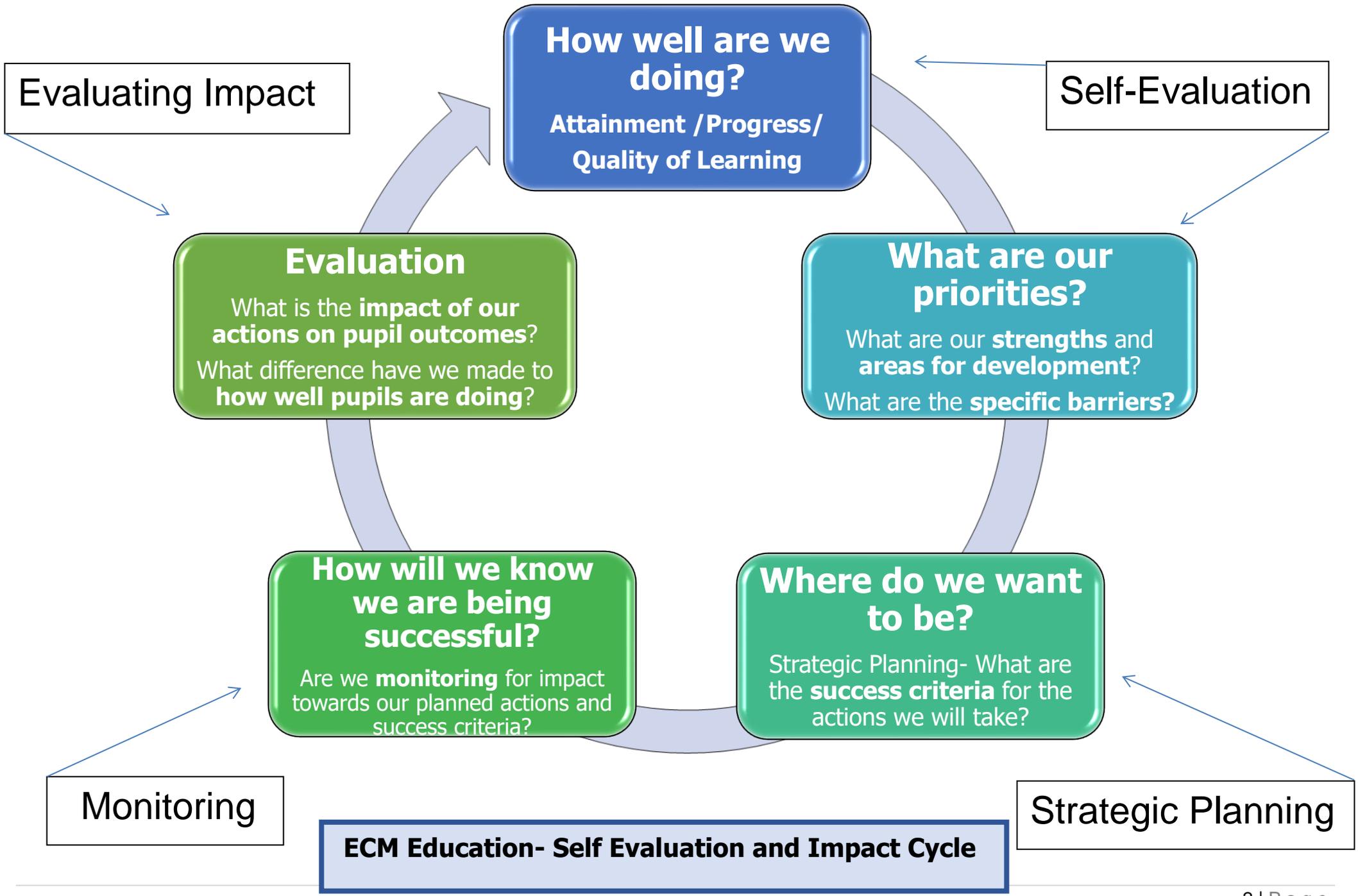
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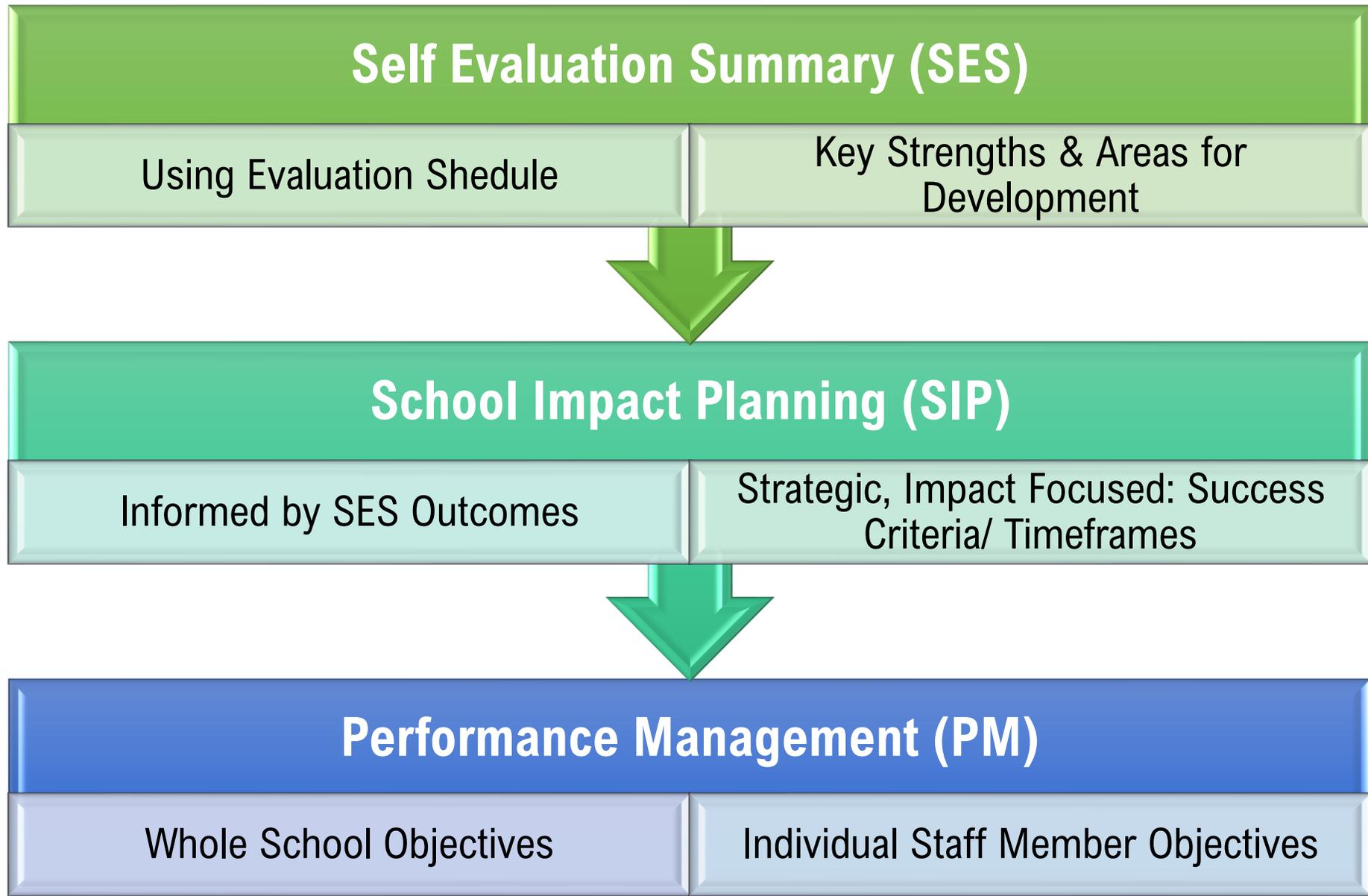
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# Securing Impact through Self Evaluation, Impact Planning & Performance Management



# Organisation of the School Impact Plan (SIP)

The SIP is organised into three sections:

## 1. An overview of Key Improvement Priorities for three years

- This is a concise grid of the current 3 year priorities under the five school inspection handbook themes which can be shared with all stakeholders.

## 2. Current Year Key Improvement Priorities (1 year)

- These are the specific initiatives and targets that have been identified for action over the course of the academic year. Each of the focused Key Priorities has an individual Impact Plan, defined by explicit success criteria.

## 3. Performance Management Priorities

- A number of “Performance Management Priorities” under the five Ofsted Evaluation Schedule areas have been identified. These priorities are **not** necessarily associated with the key Improvement Priorities within the School Impact Plan.

# Primary School – 3 Year Key Priorities Overview 2021-2024

School Judgement	2021-22 Key Priorities	2022-23 Key Priorities	2023-24 Key Priorities
<b>Quality of Education</b> (Intent, Implementation, Impact)			
Grade	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>
<b>Behaviour &amp; Attitudes</b>			
Grade	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>
<b>Personal Development</b>			
Grade	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>
<b>Leadership and Management</b>			
Grade	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>
<b>Quality of Early Years Education</b>			
Grade	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>	<u>Key Priority: ?</u>

## Primary School -1 Year Overview - 2021-22 Key Priorities

School Judgement	Key Priorities in 2021-22 (suggested 5 or 6 key priorities in an academic year)	Staff member responsible (red denotes lead member)	Governor responsible
<b>Quality of Education</b> (Intent, Implementation, Impact)			
Grade	<u>Key Priority 1: Embed the curriculum (first adopted Easter 2021)</u>  <u>Key Priority 2:</u>	<b>BN, JH, AI, MR, SH</b>	<b>GB</b>
<b>Behaviour &amp; Attitudes</b>			
Grade	<u>Key Priority 3: Embed consistent approach to behaviour across the school</u>	<b>BN, JH, AI, MR, SH</b>	<b>GB</b>
<b>Personal Development</b>			
Grade	<u>Key Priority: The curriculum and school life is underpinned through high quality SMSC</u>	<b>BN, JH, AI, MR, SH</b>	<b>CK</b>
<b>Leadership and Management</b>			
Grade	<u>Key Priority: The vision for providing high quality education is realised through strong practice &amp; shared values</u>	<b>BN, JH, AI, MR, SH</b>	<b>GB</b>
<b>Quality of Early Years Education</b>			
Grade	<u>Key Priority: To embed the new EYFS curriculum with high quality provision and practice</u>	<b>SH, BN, AI, JH, MR</b>	<b>TBC</b>

## Quality of Education Impact Plan- 2021-22

**Overarching Key Priority 1:** Embed the curriculum (first adopted Easter 2021)

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>	Britta Nicholls	<b>Governor</b>	Gary Blake
<b>Position Statement</b> (Where are we now?)	<ul style="list-style-type: none"> <li>Cornerstone curriculum introduced in April 2021, teachers and pupils two terms experience of this approach.</li> </ul>		
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	<ul style="list-style-type: none"> <li>Continue with CPD on delivery of Cornerstones, staff confident with delivery and progression of skills evident.</li> <li>Continue to plan collaboratively with Goosewell to deliver curriculum, ensuring Stuart Road teachers have ownership of curriculum.</li> <li>Monitoring of books and lessons to show consistency of approach, impactful marking, pupils confident of curriculum what they are learning and why.</li> </ul>		
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)	<ul style="list-style-type: none"> <li><b>Termly monitoring calendar timetabling lesson obs, book looks, pupil voice and data to gauge impact on raising of standards across the school.</b></li> </ul>		

Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers		Timescale	Who?	
<b>Key Driver 1</b>	New curriculum is embedded across the school	➔	1	Monitoring of lessons / teaching / planning	Aut 1	SLT
			2	Book scrutiny / moderation across schools	Aut 1	SLT
			3	Work in collaboration with Goosewell staff	Aut 1	SLT
			4	All teachers to bench mark children's understanding	Aut 1	Teachers
<b>Key Driver 2</b>	Disadvantaged children achieve in line with non-disadvantaged	➔	1	Monitoring timetable in place	Aut 1	SLT
			2	Pupil Progress meetings focus on Dis children	Aut 1 & 2	BN/MR
			3	Pupil Premium Strategy reflects needs of children	Aut 1 & 2	BN/MR
			4			
<b>Key Driver 3</b>	Curriculum is personalised for SEND children	➔	1	Use of TAs across the phase to provide targeted support	Aut 1	SLT
			2	Teachers adapt curriculum appropriately	Aut 1	SLT
			3			
			4			
<b>Key Driver 4</b>	Pupils study full curriculum with assessment points throughout the year for Foundation Subjects.	➔	1	Use Cornerstones assessment system effectively	Aut 1	Sub leads
			2			
			3			
			4			
<b>Key Driver 5</b>	Development of subject leads	➔	1	CPD calendar for staff	Aut 1 & 2	BN/SLT
			2	Subject leaders evidence impact of curriculum	Aut 1 & 2	Sub Leads
			3			
			4			
<b>Key Driver 6</b>		➔	1			
			2			
			3			
			4			

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed				Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	All lessons to be at least good.			Aut 1			
2	Children's books to reflect high standard of work with progressive skills			Aut 2			
3	SEND books show personalised learning / support			Aut 1			
4	Effective use of TAs			Aut 1			

<b>5</b>	<b>Subject leads track and monitor their subjects effectively with MS Planner</b>	<b>Aut 1/2</b>			
<b>6</b>	<b>CPD calendar in place to reflect needs of the school</b>	<b>Aut 1/2</b>			

## Behaviour & Attitudes Impact Plan- 2021-22

**Overarching Key Priority 1:** Embed consistent approach to behaviour across the school

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>	Britta Nicholls	<b>Governor</b>	Charlotte Kelly
<b>Position Statement</b> (Where are we now?)	<ul style="list-style-type: none"> <li>New behaviour policy introduced in Term 5 2021, not consistently used or referred to in class.</li> </ul>		
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	<ul style="list-style-type: none"> <li>Further staff meeting time needed to clarify expectations of behaviour policy and the procedures to be followed.</li> <li>Embed PHSE/RSE with new Jigsaw programme</li> <li>Develop subject lead in PHSE working in collaboration with Goosewell</li> </ul>		
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)	<ul style="list-style-type: none"> <li>Pupil voice and lesson observations, use of CPOMs and parental feedback, weekly SLT focus on attendance and actions carried out.</li> </ul>		

Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers		Timescale	Who?
<b>Key Driver 1</b>	Embed behaviour policy	➔	1 Regular presentations in staff meetings	Aut 1	SLT
			2 CPOMS all negative behaviours	Aut 1	ALL
			3		
			4		
<b>Key Driver 2</b>	Promote positive behaviour	➔	1 Use Dojos which link to Visible Learning dispositions	Aut 1	MH/teachers
			2 Develop Houses and rewards	Aut 1	ALL
			3 Anti-bullying display and assemblies, anti-bullying week adhered to	Aut 1	PHSE lead
			4		
<b>Key Driver 3</b>	Embed Jigsaw curriculum PHSE & RSE	➔	1 Develop subject lead (Karen Markuss)	Aut 2	BN
			2 Monitor lessons and books	Aut 2	KM
			3 Pupil voice	Aut 2	BN/KM
			4 Parent consultation for content	Aut 2	BN/KM
<b>Key Driver 4</b>	Improve attendance to be above 96%	➔	1 Weekly and termly reward system in place for high attendnace	On going	ALL
			2 Weekly SLT meeting to focus on attendance	On going	ALL
			3		
			4		
<b>Key Driver 5</b>		➔	1		
			2		
			3		
			4		
<b>Key Driver 6</b>		➔	1		
			2		
			3		
			4		

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed			Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	The school has high expectations for pupils behaviour		On going			
2	Children feel safe throughout the school		On going			
3	Incidents of bullying are very low and dealt with swiftly		Aut 1			
4	PHSE and RSE are taught to a high standard		Aut 1			
5	PHSE & RSE Subject Lead demonstrates effective delivery of the subjects		Aut 2			



## Personal Development Impact Plan- 2021-22

<b>Overarching Key Priority 1:</b>		<b>The curriculum and school life is underpinned through high quality SMSC</b>						
<b>Lead Person Accountable for &amp; Monitoring the Plan</b>		Britta Nicholls		<b>Governor</b>	Jay Amies			
<b>Position Statement</b> (Where are we now?)		<ul style="list-style-type: none"> <li>SMSC not strong at Stuart Road, lead for SMSC to be instated</li> </ul>						
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')		<ul style="list-style-type: none"> <li>Schools Parliament to be set up and run regularly with termly meetings</li> <li>CPD on cultural diversity and towards race equality</li> <li>PE lead to promote healthy lifestyle choices across the school</li> </ul>						
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)		<ul style="list-style-type: none"> <li>Termly Schools Parliament meetings to be minuted by Y6 pupils and shared with whole school.</li> </ul>						
<b>Key Drivers to Achieve the End Points (Success Criteria)</b>			<b>Key Actions to Secure the Key Drivers</b>		<b>Timescale</b>	<b>Who?</b>		
<b>Key Driver 1</b>	Apply for SMSC Quality Mark	➔	1	SMSC Lead to complete actions to achieve bronze award	Aut 2	BN		
			2					
			3					
			4					
<b>Key Driver 2</b>	Healthy lifestyle is promoted across the school	➔	1	PE Lead to work with SLT to identify actions that can promote healthy lifestyle	On going	PE lead/SLT		
			2	Participate in 'Walk to school week', use of scooters and bikes	On going	ALL		
			3					
			4					
<b>Key Driver 3</b>	Promote British Values across the school	➔	1	Develop school parliament	On going	BN		
			2	Use of democratic process to develop House Teams	Aut 1	ALL		
			3	Regular use of pupil voice	On going	ALL		
			4	Celebrate cultural diversity with permanent display of cultural heritage from the school community	On going	SLT/teachers		
			5	Promote use of visitors from different religious domains	On going	PHSE lead		
<b>Key Driver 4</b>	Promote children to be respectful citizens	➔	1	Consistent use of the Jigsaw curriculum	On going	ALL		
			2	Celebration of engagement with the wider community	On going	ALL		
			3					
			4					
<b>Key Driver 5</b>		➔	1					
			2					
			3					
			4					
<b>Key Driver 6</b>		➔	1					
			2					
			3					
			4					
<b>End Points (Success Criteria) What will success look like? Percentaged/ Timeframed</b>					<b>Timescale</b>	<b>Autumn RAG Rate</b>	<b>Spring RAG Rate</b>	<b>Summer RAG Rate</b>
1	<b>Bronze SMSC award achieved</b>				<b>Dec 2021</b>			
2	<b>Activities completed to demonstrated engagement with healthy lifestyle</b>				<b>Aut 2</b>			

3	British Values are embedded within the school culture	Aut 2			
4	Children know what it means to be a respectful citizen	Aut 1			
5					

## Leadership & Management Impact Plan- 2021-22

**Overarching Key Priority 1:** The vision for providing high quality education is realised through strong practice & shared values

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>	Britta Nicholls	<b>Governor</b>	Gary Blake
<b>Position Statement</b> (Where are we now?)	<ul style="list-style-type: none"> <li>Full SLT back in place from September, weekly meetings with agreed agenda, regular monitoring</li> </ul>		
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	<ul style="list-style-type: none"> <li>Weekly Phase meetings monitor collaboration with Goosewell</li> <li>CPD for new governors</li> <li>Agreed school vision</li> </ul>		
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)	<ul style="list-style-type: none"> <li>Impact of CPD on teachers' subject knowledge, robust and rigorous monitoring of pupils' attainment and progress, governors challenge leadership</li> </ul>		

Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers		Timescale	Who?
<b>Key Driver 1</b>	Improve teachers subject knowledge	➔	1 CPD provided within Inset timetable	On going	BN
			2 Collaboration with Goosewell staff	On going	SLT
			3		
			4		
<b>Key Driver 2</b>	Pupils successfully complete programmes of study	➔	1 Robust monitoring of lessons and books	On going	SLT
			2 Pupil voice	On going	SLT
			3		
			4		
<b>Key Driver 3</b>	Governance is effective	➔	1 CPD for new governors	Aut 1	Clerk to gov's
			2 Governors regularly challenge Leadership	On going	GB/CK/JA
			3 Half termly Governor meeting	On going	GB/BN
			4		
<b>Key Driver 4</b>	All staff understand vision for the school and its' pupils	➔	1 Staff collaborate to create vision	Aut 1	ALL
			2 Vision is regularly reviewed	On going	ALL
			3		
			4		
<b>Key Driver 5</b>		➔	1		
			2		
			3		
			4		
<b>Key Driver 6</b>		➔	1		
			2		
			3		
			4		

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed			Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	All teachers regularly deliver high quality lessons across the curriculum		Aut 1			
2	Evidence in pupils books show high quality learning with a rich curriculum		Aut 1			
3	Governors have a clear vision and understanding of the school		Aut 1			
4	All staff understand the vision for the school		Aut 1			

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## Quality of the Early Years Impact Plan- 2021-22

**Overarching Key Priority 1: To embed the new EYFS curriculum with high quality provision and practice.**

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>	Sarah Haddy	<b>Governor</b>	TBC
<b>Position Statement</b> (Where are we now?)	<ul style="list-style-type: none"> <li>To introduce and embed new EYFS curriculum</li> </ul>		
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	<ul style="list-style-type: none"> <li>Train EYFS staff on use of Tapestry</li> <li>Continually monitor and audit quality of provision both inside and out</li> <li>Quickly identify and target pupils who require intervention</li> </ul>		
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)	<ul style="list-style-type: none"> <li>Weekly SLT meetings feedback, termly PPMs, regular audits of provision and Tapestry assessment of pupils' progress and attainment.</li> </ul>		

Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers		Timescale	Who?	
<b>Key Driver 1</b>	To re-organise and develop provision for both inside and outside learning spaces.	➔	1	Declutter of resources	Aut 1	SH/CK
			2	Organise resources/furniture into two rooms	Aut 1	SH/CK
			3	High quality texts linked to themes	Aut 1	SH
			4	Cycle of monitoring and audited using EE resources	On going	SH
<b>Key Driver 2</b>	To develop and improve RWI provision in EYFS	➔	1	SH to work collaborative with RWI Lead to strengthen team	On going	SH/LN
			2	Organise and deliver RWI workshop to parents	On going	SH/LN
			3	Identify pupils for intervention/1:1 tutoring	On going	SH/CK
			4	Link diaries to RWI – monitor this	Aut 1	SH
<b>Key Driver 3</b>	To further develop the use of oracy in order to deliver the new curriculum	➔	1	Develop planning to include Oracy	Aut 1	SH/CK
			2	Use Tapestry to monitor oracy and use BLANK level assessments	Aut 1	SH
			3			
			4			
<b>Key Driver 4</b>	To introduce Tapestry as a means of assessment and providing interactive learning journeys	➔	1	Inform parents of Tapestry and rules of use	Aut 1	SH
			2	Ensure CK confident in use of Tapestry and support this	Aut 1	SH
			3	Monitor level of engagement of parents	Aut 1	SH/CK
			4			
<b>Key Driver 5</b>	To secure GLD at 75% for end of year 2022	➔	1	Ensure CK familiar Tapestry quickly and use Tapestry to assess and identify pupils who need extra support and provide this swiftly	Aut 1	SH
			2	Regularly audit and monitor provision to ensure high quality	On going	SH
			3	Termly PPMs will identify pupils who require additional support or catch up	Termly	SH/BN
			4			
<b>Key Driver 6</b>		➔	1			
			2			
			3			
			4			

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed			Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	Staff confident in assessing using new framework and ELGs		Aut 1			
2	Teaching of RWI will have fidelity, parents are well informed and all pupils are making progress		On going			
3	Pupils to have a wide range of vocabulary, confident speakers and show good level of progress from starting points		On going			
4	Tapestry and BLANK assessments will address gaps in learning/understanding which will be addressed		On going			

# Whole School/ Individual Performance Management Priorities

School Judgement	Individual performance Management Objectives for staff	Staff Member Objective	Objective Achieved
<b>Quality of Education</b> (Intent, Implementation, Impact)			
<b>Grade</b>	1. 2.		
<b>Behaviour &amp; Attitudes</b>			
<b>Grade</b>	1. 2.		
<b>Personal Development</b>			
<b>Grade</b>	1. 2,		
<b>Leadership and Management</b>			
<b>Grade</b>	1. 2.		
<b>Quality of Early Years Education</b>			
<b>Grade</b>	1. 2.		