



# Alma Park Primary School: School Improvement Plan (SIP) 2020-21<sup>(v11)</sup>

## Achievement Partnership Success

School Improvement Plan 2020-2021 – Summary of the Key Priorities Identified in the SEF	
<b>Quality of Education (QE)</b>	<ol style="list-style-type: none"> <li>1. Increase the % of pupils achieving expected standard in Y1 phonics.</li> <li>2. Continue to improve pupils' achievement in reading so that they can access the wider curriculum.</li> <li>3. Adapting pedagogy and provision in response to the changing impact of COVID-19 on school attendance (e.g. Home Learning, use of catch up funding) to minimise the effect on pupils achievement i.e. they achieve highly and are suitably prepared for the next stage of their education.</li> <li>4. Gather assessment evidence in subjects other than English, Maths and Science to quantify standards i.e. History and Geography.</li> </ol>
<b>Behaviour and Attitudes (BA)</b>	<ol style="list-style-type: none"> <li>1. Whole school training for Restorative Approaches and review the Promoting Positive Behaviour Strategies</li> <li>2. Renew Peace Mala accreditation</li> </ol>
<b>Personal Development (PD)</b>	<ol style="list-style-type: none"> <li>1. Mental health and wellbeing of the school community – for self, for pupils and for others. Mental health and wellbeing of the school community – self, pupils and others. Re-evaluate action on Sandwell Wellbeing prior to COVID</li> <li>2. RSHE curriculum – complete a tailored policy and curriculum that meets the needs of the AP community (working party).</li> </ol>
<b>Leadership and Management (LM)</b>	<ol style="list-style-type: none"> <li>1. Curriculum co-ordinators continue to refine outstanding curriculum that engages children's enthusiasm and excitement for learning and resilience (also see Recovery Curriculum, new EYFS curriculum, PSHE curriculum cited in different sections of the SIP).</li> <li>2. Staff demonstrate own self-selected professional development to improve curriculum and pedagogical knowledge.</li> <li>3. Continue to lead the school effectively through the pandemic and minimise risk of COVID-19 infections within the school community</li> <li>4. Strategic financial management to minimise budget deficits.</li> <li>5. Develop leadership capability and capacity within the SLT and MLT.</li> <li>6. Promote and celebrate the unique contribution of the Hearing Impaired provision at Alma Park</li> </ol>
<b>Early Years (EY)</b>	<ol style="list-style-type: none"> <li>1. Increase EYFS outcomes to be in line with national data, focussing on CLL, Literacy and Maths.</li> <li>2. Plan implementation of the new EYFS curriculum ready for September 2021</li> <li>3. Improve outdoor provision to promote high quality learning and independence in all areas</li> </ol>



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## Achievement Partnership Success

### School Development Plan 2020-2021 – Quality of Education

<b>Key Priority: QE 1</b> Increase the % of pupils achieving expected standard in Y1 phonics.	<b>Total costs associated with achieving this priority?</b>			
<b>Actions</b> (steps to achieve the priority)	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Baseline assess children in YR-Y2 (statutory for Y2) to identify learning needs and organise groupings	KHu – English lead	Autumn 20		Asst H time
2. Monitor delivery of phonics	KHu – English lead	Termly	May be needed for staff – delivered by KHu	Asst H time
3. Track progress of children in phonics	KHu – English lead & Class teachers	½ termly		Asst H & HT time
4. Identify children requiring interventions – target parents for support- CPD for parents – video/workshops early reading	KHu – English lead & Class teachers	½ termly	Phonic training for parents to support learning at home	
5. Track progress of data towards national standards – report to Standards & Curriculum committee mtg	KHu – English lead & CP	Spring 1 Summer 1		S&C committee agenda

### Monitoring

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
KHu & CP S&C committee	Lesson obs Phonics assessment data	Classrooms	End of each half term	KHu 1:1 assessment of children Lesson obs	SIP reports

### Impact Evaluation

<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>
RAG rating termly with evaluations at the end of the academic year.



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### School Development Plan 2020-2021 – Quality of Education

<b>Key Priority: QE 2</b> Continue to improve pupils' achievement in reading so that they can access the wider curriculum.	<b>Total costs associated with achieving this priority?</b>			
<b>Actions</b> (steps to achieve the priority)	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Promote a love of learning through a range of class and whole school events e.g. World Book Day, Reading Challenges, Literature Week	KHu – English lead, Class teachers	Various events over the course of the year	Reading Challenges - training	INSET
2. Ensure all teaching colleagues are trained in teaching of reading – informed through dialogue, learning walks/classroom observations	KHu – English lead	Sept 20	INSET	Asst Head INSET
3. Benchmarking training for TAs to inform effective assessment of children's reading. Implement benchmarking skills when looking at children's book levels	EMin to train TAs	Spring 2	In house CPD	
4. Purchase/use high quality reading resources e.g. Reading Eggs/Eggspress, decodable phonics reading scheme books	KHu – English lead & Class teachers	By Christmas '20	INSET – training staff in the use of resources	English budget £500
5. Ensure children can access a quality well resources home reading scheme from a central school library- review use, identify future needs	English team – KS & BS	Review use of		English team time
6. Ensure all colleagues can use the Micro librarian to return and book out reading materials	English team – KS & BS	By Easter	Train staff on the use of computer for Micro Librarian	INSET/Directed time
7. Promote reading in other subject areas – topic books from Salford Library	English team	Change Salford reading books every half term		English team time HT time -
8. Model reading habits – displays, class readers, reading mornings (when permissible), reading workshops, videos for website Spring 2	English Team	Every half term		English team time
9. Source and utilise good reading assessment resources	KHu – English lead	By Dec 2020	INSET on assessing reading	KHu time English team time INSET
10. Use Benchmarking for accurate placement on book bands	KHU – English lead	By Easter	Train TAs to benchmark	Withdraw TAs from class sessions to implement
11. Termly assessment, data analysis and collaborative standards meetings	KHu – English lead & JB Asst H KS2	Spring 1, Summer 1		Class teachers time release from class KHu & JB time
12. Classrooms promote the love of reading through display, book areas, 'we are reading' etc.	Class teacher	Updated every half term		Teachers directed time

### Monitoring

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
KHu – English lead English Team	Reading resources – book, IT	Meeting rooms classrooms	Learning walks autumn 2 Reading record – every half term	Learning walks/classroom obs Monitoring reading records INSET	SIP reports – joint observations



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School Development Plan 2020-2021 – Quality of Education				
<b>Key Priority: QE 3</b> Adapting pedagogy and provision in response to the changing impact of COVID-19 on school attendance (e.g. Home Learning, use of catch up funding) to minimise the effect on pupils achievement i.e. they achieve highly and are suitably prepared for the next stage of their education. Also <b>LD3</b>	<b>Total costs associated with achieving this priority?</b>			
<b>Actions</b> (steps to achieve the priority)	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Develop Home Learning offer that is understood by teachers and parents- formalised in the Home Learning Policy and the various scenarios for school closures	DB, SM & CP JS – IT Technician	Review Home Learning Policy each term	INSET	Teachers time INSET S&C mtgs
2. Make greater use of personalised video/presentations featuring teachers' images and/or voices – accessible by minimal technology – smart phones	Class teachers DB supporting IT skills	School closure	INSET	Teachers time
3. Ensure staff deployment, teams of two teachers and a class TA, facilitate preparation of Home/School learning resources and delivery of lessons plus work life balance	KH DH – staff deployment	Closure		KH time
4. Ensure Family Welfare Calls (mainly TAs) and Learning Welfare Calls (teachers) identify/overcome barriers to/ levels of engagement.	JB LR Office Manager – organising families CP scripts	Weekly during a closure		JB – triage Family Welfare calls LR- organising call lists Tas/Teacher - calls NA – Urdu calls Mobile phone contracts CP time
5. Reinstate year group emails for parents to contact teachers directly – send in work, ask questions, receive feedback/affirmation	Class teachers	Weekly during a closure		
6. Class teachers monitor engagement with Home Learning and respond to emails- provide feedback to children	Class teachers	Weekly during a closure	INSET – sharing practice	INSET
7. English and Maths teams monitor provision and celebrate innovative practice through INSET	English/Maths teams	Over the course of a closure		
8. Identify gaps in children's learning	Class teachers and subject co-ordinators AF & SM -Whole School Curriculum Leaders	By end of September		INSET time
9. Plan and implement catch up sessions/days	Class teachers and subject co-ordinators AF & SM -Whole School Curriculum Leaders	Start of each half term		Suspend normal timetable for the duration of the sessions/days
10. Catch up sessions – reading and Maths. Delivered by TA, Teachers, Tutors –funded by catch up funding	Class teachers to identify children's needs TAs, Teachers, Tutors to deliver after/before school sessions	Y6 before Christmas All other groups Spring		Catch up funding



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11. Implement NELI (Nuffield Early Language Intervention) Assesses children, train staff, deliver programme	KHu & CP – assess children SC & PW – deliver programme	Assess- by the end of autumn term Training – spring 1 Deliver when children return	TAs train how to deliver the NELI programme	TA time
12. All staff to prioritise actions around wider opening & catch up following Spring 1 closure	All staff SLT &MLT	Spring1/2		INSET time

### Monitoring

Who	What	Where	When	How	External Validation

### Impact Evaluation

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## Achievement Partnership Success

### School Development Plan 2020-2021 – Quality of Education

<b>Key Priority: QE 4</b> Gather assessment evidence in subjects other than English, Maths and Science to quantify standards i.e., History and Geography	<b>Total costs associated with achieving this priority?</b>			
<b>Actions</b> <small>(steps to achieve the priority)</small>	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. History and Geography co-ordinators work with Whole School Curriculum Co-ordinators to monitor accumulation data/evidence for their respective subjects and how the data quantify standards	AF & SM with NG & GB	The end of every half term		Time for co-ordinators to meet
2. Other subject co-ordinator can also work with the whole school curriculum co-ordinators to monitor the accumulation of data/evidence in their subjects also	Co-ordinators	The start spring, summer and autumn terms – plus start of the academic year		
3. Curriculum co-ordinators to receive CPD to enable them to lead 'Deep Dives' in foundation subjects and organise a two year timetable of Deep Dives evidencing standards of learning across all foundation subjects.	AF & SM	Autumn 2	LT School Improvement Partner to lead CPD	QA visit – release from class teaching
4. Co-ordinators – book looks/pupil voice/displays/data (training from SM & AF) – determine strengths and development needs – position statement standards across the school by year group.	Co-ordinators	End Spring 2	AF & SM – pupils voice	INSET

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## Achievement Partnership Success

### School Development Plan 2020-2021 – Behaviour and Attitudes

<b>Key Priority: BA 1</b> Whole school training for Restorative Approaches and review the Promoting Positive Behaviour Strategies	<b>Total costs associated with achieving this priority?</b>			
<b>Actions</b> <small>(steps to achieve the priority)</small>	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Whole staff to develop an understanding for Restorative Approaches through input from Catalyst Psychology	Catalyst Psychology	Revised date – March 21	INSET from Catalyst	INSET Part of Catalyst SLA
2. Review and amend the Promoting Positive Behaviour Strategies to incorporate useful elements of Restorative Approaches training	A team approach – with SLT, MLT, EYFS, KS1, KS2 representatives	Straight after the Restorative Approaches training	See <b>BA1</b>	Release time from class commitments
3. Prepare user friendly documentation – children, parents, colleagues and Govs for distribution and response	Team	By end summer 1		
4. Implementation – at the start of the school year	Class teachers	Sept 2021		Class time for children

Monitoring					
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Impact Evaluation
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### School Development Plan 2020-2021 – Behaviour and Attitudes

<b>Key Priority: BA 2</b> Renew Peace Mala accreditation		<b>Total costs associated with achieving this priority?</b>			
<b>Actions</b> <small>(steps to achieve the priority)</small>	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>	
1. Actively promote Alma Parks Peace Mala ethos e.g. global awareness, promoting positive behaviours, celebrations and events, supporting charities, human rights, anti bullying and any form of prejudice, prompting cultural racial and religious diversity, tolerance, environmental sustainability, healthy lifestyles and respect for all animal and wildlife.	All staff Co-ordinators	Ongoing			
2. Ensure Alma Park's curriculum is tailored to meet children learning needs and champions our school ethos of tolerance and inclusion (see above)	Whole school Curriculum co-ordinators	By end of autumn 1 2021		Co-ordinator directed time	
3. Collate and submit supporting evidence for each of the Peace Mala strands and achieve accreditation	AHT Inc. & RE Co-ordinator	By end summer 2			

### Monitoring

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
AHT Inc Subject co-ordinators	Evidence of strands within their subject area –	Planning, children work, display, pupils voice, parents voice	By the end of summer 2 each year	Subject review Learning walks Book looks Survey Interview	Accreditation by Peace Mala

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## Achievement Partnership Success

### School Development Plan 2020-2021 – Personal Development

<b>Key Priority: PD 1</b> Mental health and wellbeing of the school community – for self, for pupils and for others.		<b>Total costs associated with achieving this priority?</b> £1500		
<b>Actions</b> (steps to achieve the priority)	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Maintain whole school focus on mental health and wellbeing started in previous academic year – deploy a range of wellbeing initiatives throughout the year e.g. Happy Hour, Happy Day, free tea & coffee, care packages, personalised thank you notes	KH	Throughout the school year		Ideas – buy schemes and self-help books
2. Linked to appraisal objective 4 – Teachers/TAs carry over (continuity) appraisal objectives from last academic year – all colleagues are to identify personal targets focussing upon mental health and wellbeing for themselves and for others.	Appraisal team leaders (SLT)	Set objectives by 31.10.20 Midterm review by March 21 Final evaluation by 31.10.21		Teachers directed time for appraisal 1hr per term TAs time within working day
3. Teachers/TAs follow actions to meet success criteria identified in appraisal objectives and/or subject action plans,	Individual teachers/TAs	See staff handbook for timetable of tasks		Directed time for co-ordinators – 12 hours per year
4. Attain the Sandwell & Catalyst Psychology Wellbeing Charter Mark (started 2019-20) to validate self-evaluation and impact of wellbeing initiatives.	KH	Review Jan 21 Complete assessment by end summer 1 21		INSET sessions - evaluations £1.5K

### Monitoring

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### Impact Evaluation

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## Achievement Partnership Success

### School Development Plan 2020-2021 – Personal Development

Key Priority: <b>PD 2</b> RSHE – complete a tailored policy and curriculum that meets the needs of the AP community (working party).		Total costs associated with achieving this priority?			
Actions <small>(steps to achieve the priority)</small>	Lead person accountable for the action	Timescale	CPD	Resources/Costs/Time	
1. Work collaboratively to develop policy and a scheme of work that fulfils the statutory requirements and deadlines for the delivery of the new RSHE curriculum	Working party parents and teachers: MN, EF, HS, EMr, DS, DB,MM, CP	Feb meeting March/April mtgs		Meeting time during school day – teachers out of class	
2. Development of scheme of work & policy	EM & DS	Ongoing throughout autumn/spring term		Overtime payments for EM to work on development.  Scheme – SCARF Coram Life Education - £850 per annum	
3. Dissemination to staff – planning schemes of work	Teaching staff & TA4s	Autumn staff meeting	INSET	INSET time Additional	
4. Healthy school Training on consultations process	EM & DS	Feb	Healthy School Training		
5. Consultation with gobs and families – scheme of work and policy – presentation/documentation, collation of parental responses and any revisions	EMr, DS, CP	Spring 2 – completed by Easter			
6. Preparations for implementation of the scheme	EMr, DS, CP Class teachers	April	INSET	INSET	
7. Implementation of summer elements of scheme	EMr, DS, CP Class teachers	Summer 2		Lessons	
8. Review implementation of summer – adjust and adapt to better suit AP	EMr, DS, CP Class teachers	July	INSET	INSET	
9. Plan for autumn term	EMr, DS, CP Class teachers	By end of term	INSET	INSET	

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RAG rating termly with evaluations at the end of the academic year.



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## Achievement Partnership Success

### School Development Plan 2020-2021 – Leadership & Development

<b>Key Priority: LD 1</b> Curriculum co-ordinators continue to refine outstanding curriculum that engages children’s enthusiasm and excitement for learning and resilience (also see Recovery Curriculum, new EYFS curriculum, PSHE curriculum cited in different sections of the SIP). Links to <b>QE3, EY1-3, PD2</b>	<b>Total costs associated with achieving this priority?</b>			
Actions <small>(steps to achieve the priority)</small>	Lead person accountable for the action	Timescale	CPD	Resources/Costs/Time
1. Linked to appraisal objective 1: Pupil achievement and enjoyment; objective 3: Subject co-ordination – see appraisal objectives proforma	SLT team members working with co-ordinators	Set objectives by 31.10.20 Midterm review by March 21 Final evaluation by 31.10.21		Teachers directed time for appraisal 1hr per term TAs time within working day
2. Teacher and TAs follow actions to meet success criteria identified in appraisal objectives and/or subject action plans,	Individual co-ordinators	See staff handbook for timetable of tasks		Directed time for co-ordinators (teachers) – 12 hours per year
3. Curriculum co-ordinators meet with Link Gobs to share success and challenges. Link Gobs act as advocates for co-ordinator and report to FGB. Co-ords also invited to Gobs Standard and Curriculum mtgs	Individual co-ordinators and Link Gobs	Timetable set by Gobs	For new Gobs if necessary	Co-ordinators time Gobs time Standards and Curriculum committee agenda
4. Lead INSET disseminating pedagogy, resources etc	Co-ordinators	Negotiated with KH		INSET/Staff meetings

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### School Development Plan 2020-2021 – Leadership & Development

<b>Key Priority: LD 2</b> Staff demonstrate own self-selected professional development to improve curriculum and pedagogical knowledge.	<b>Total costs associated with achieving this priority?</b>			
<b>Actions</b> <small>(steps to achieve the priority)</small>	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Linked to appraisal objective 2: Personal development – demonstrate own self-selected professional development (not linked to co-ordinator role) to improve subject knowledge and/or make a positive contribution to the wider life of the school and/or further their understanding of how to adapt teaching to respond to the strengths and needs of pupils	SLT team members	Set objectives by 31.10.20 Midterm review by March 21 Final evaluation by 31.10.21		Directed time for appraisal 1hr per term
2. Teachers and TAs follow actions to meet success criteria identified in appraisal objectives and/or subject action plans,	Individual teachers/TAs	See staff handbook for timetable of tasks		Directed time for co-ordinators – 3 hrs per term.

Monitoring					
Who	What	Where	When	How	External Validation

Impact Evaluation
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## Achievement Partnership Success

### School Development Plan 2020-2021 – Leadership & Development

Key Priority: <b>LD 3</b> Continue to lead the school effectively through the pandemic and minimise risk of COVID-19 infections within the school community. Also <b>QE3</b>		Total costs associated with achieving this priority?		
Actions <small>(steps to achieve the priority)</small>	Lead person accountable for the action	Timescale	CPD	Resources/Costs/Time
1. Ensure regular updates of school COVID-19 risk assessments (shared with all stakeholders)	CP & KH	As advised by Manchester City Council	Staff	Head and Deputy time Inset
2. Undertake and review individual staff risk assessments – particularly for ‘vulnerable’ staff	CP	By the end of each term – if necessary		Staff/Head time
3. Read and follow guidance published by Govt and Manchester City Council - distribute to SLT/MLT	CP	Check daily for Gov advice Weekly (usually) for Manchester CC		SLT/MLT time Admin time
4. Establish procedures to ensure home learning and welfare calls for all permutations of school closure, bubble bursts and individual isolation – review every half term with S&C committee	CP JB – collate Welfare calls Admin	Every half term Weekly welfare calls Daily	DB to lead on IT issues	S&C Committee agenda item JB – AHT LR – Admin Manager Tas – welfare calls – their phone allowances! Class teachers and TA time
5. Distribute technology to support home learning	LR _ Admin manager JB AHT	Response to Welfare Calls		
6. Free school provision – vouchers and grab bags	LR – Admin Manager			
7. Safeguarding - Encompass, social services, Early Help	CP/KH	As incidents are reported to school		CP/KH time – record on CPOMS
8. Engage with Test and trace – in term and holiday time	Admin	Each holiday (first 7 days)		
9. Keep Governing Body fully informed through regular additional and scheduled zoom Gobs meetings e.g. at the start end of a school closure	CP/KH			Zoom meetings

### Monitoring

Who	What	Where	When	How	External Validation
	Books, data, pupil voice and PPMs, lesson observations	PPMs, fortnightly book analysis	See monitoring calendar	Books, data, pupil voice and PPMs, lesson observations, report to governors	SIP reports

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### School Development Plan 2020-2021 – Leadership & Development

<b>Key Priority: LD 4</b> Strategic financial management to minimise budget deficits		<b>Total costs associated with achieving this priority?</b>		
<b>Actions</b> <small>(steps to achieve the priority)</small>	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Budget monitoring and support	AS – School Business Manager	Every half term	One to one support for AS from Jackie Goddard	Half day every half term
2. Business Manager CPD – also see above	AS	Each term	Business Manager dissemination mtgs	Half say each term
3. Ensure regular budget monitoring and reporting (Staffing & Budget mtgs)	CP/KH AS – School Business Manager Dave Cooke – Chair of S&B committee	Every half term	-	S&B meeting – clerking by Kathy Crotty
4. Governor Skills Audit – ensure the S&B committee has informed Governors experienced in financial matters	Monika Neall (MN) Chair of Govs	By end of Spring 1 each year	As identified	Budget in Gov training
5. Provide guidance and support for new Govs	Dave Cooke	As identified in the audit	One to one explanation of school finance by DC	DC time other Gov time
6. Agree Governors committee membership	MN	By end summer 2		Chairs and FGB mtgs
7. Benchmarking – compare school financial data with other schools	DC	By summer 1	DC to support new Govs	DC time

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### School Development Plan 2020-2021 – Leadership & Development

<b>Key Priority: LD 5</b> Develop leadership capability and capacity within the SLT and MLT.	<b>Total costs associated with achieving this priority?</b> <b>£1800</b>			
<b>Actions</b> (steps to achieve the priority)	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Organise separate SLT/MLT training days with Kerry Cleary (KC) VBA Consulting	CP	Spring 1	Half/Full Day	Release for MLT CPD 2 x £500
2. Individual members to organise individual coaching sessions with KC	SLT/MLT members	Spring 1/2		£50 per session
3. Joint SLT/MLT training day with KC	CP	Spring 2	Half Day	£250
4. Identify future needs	New Head	Summer	Day	£500

### Monitoring

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
	Books, data, pupil voice and PPMs, lesson observations	PPMs, fortnightly book analysis	See monitoring calendar	Books, data, pupil voice and PPMs, lesson observations, report to governors	SIP reports

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## Achievement Partnership Success

### School Development Plan 2020-2021 – Leadership & Development

<b>Key Priority: LD 6</b> Promote and celebrate the unique contribution of the hearing Impaired Provision at Alma Park	<b>Total costs associated with achieving this priority?</b>			
Actions <small>(steps to achieve the priority)</small>	Lead person accountable for the action	Timescale	CPD	Resources/Costs/Time
Deaf awareness and vision CPD for all staff September 2021 to re-raise profile, access needs and understanding	TK	Sep 21	All staff	2 sessions 1 on TD and 1 for all other staff
Pupil progress target to improve quality of teaching and outcomes for deaf children, ownership of data	SLT	Oct 2021		
BSL mentor employed by MSSS to deliver BSL lessons to EYFS classes and all those with signers	TK	Sep 21-22	Class staff to receive CPD organically	
Include HI leads within school in curriculum development and CPD opportunities	KH	Sep 21-22		

### Monitoring

Who	What	Where	When	How	External Validation
Karen Houghton	Weekly meetings with HI leads Termly meeting SLT and TK		Weekly  Termly		Head of MSSS

### Impact Evaluation

<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>
RAG rating termly with evaluations at the end of the academic year.



# Alma Park Primary School: School Improvement Plan (SIP) 2020-21<sup>(v11)</sup>

## Achievement Partnership Success

### School Development Plan 2020-2021 – Early Years

<b>Key Priority: EY 1</b> Increase EYFS outcomes to be in line with national data, focussing on CLL, Literacy and Maths.		<b>Total costs associated with achieving this priority?</b>		
<b>Actions</b> (steps to achieve the priority)	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Carry out baseline assessments to determine learning needs of cohort and standards	KHu – Asst H EYFS EYFS team	First six weeks – Sept/Oct		Asst H time Staff time before/after school or at INSET
2. Regular ongoing formative assessment of learning and next steps	EYFS Practitioners	Daily/Weekly		
3. Assess each term in line with schools data collection points inc. statutory assessment dates (phonics QE1)	KHu – Asst H EYFS JB – Asst H – Maths lead EYFS team	Dec, March, June/July		
4. Monitor home school readers – books bands linked to phonics	EYFS Practitioners	½ termly		
5. Standards meetings to identify strengths and development points – identifying children requiring additional support/interventions/family support etc. focus on CLL. Lit and Maths	KHu – Asst H EYFS JB – Asst H – Maths lead EYFS team	Jan, April, July		Standards meetings times

### Monitoring

Who	What	Where	When	How	External Validation

### Impact Evaluation

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

RAG rating termly with evaluations at the end of the academic year.



# Alma Park Primary School: School Improvement Plan (SIP) 2020-21<sup>(v11)</sup>

## Achievement Partnership Success

### School Development Plan 2020-2021 – Early Years

<b>Key Priority: EY 2</b> Plan implementation of the new EFYS curriculum ready for September 2021	<b>Total costs associated with achieving this priority?</b>			
Actions <small>(steps to achieve the priority)</small>	Lead person accountable for the action	Timescale	CPD	Resources/Costs/Time
1. Develop leaders knowledge of new EYFS curriculum	KHu	Spring	EY2P	EY2P Leadership courses
2. Disseminate knowledge of new EYFS curriculum to EYFS team identifying curriculum similarities and changes	KHu	Feb	INSET	
3. Consider assessment descriptors and adjustments to OTrack	KHu & DS	Feb		DS time to discuss with OTrack
4. EYFS team develop long-term vision for EYFS curriculum at AP	KHu & EYFS practitioners	By Easter	INSET	INSET KHu liaising with colleagues and EY2P
5. EYFS team to develop long-term plans and resources for the new EYFS curriculum and consider cost implications	KHu & EYFS practitioners	By July	INSET	INSET KHu liaising with colleagues and EY2P

### Monitoring

Who	What	Where	When	How	External Validation

### Impact Evaluation

<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>
RAG rating termly with evaluations at the end of the academic year.



# Alma Park Primary School: School Improvement Plan (SIP) 2020-21<sup>(v11)</sup>

## Achievement Partnership Success

### School Development Plan 2020-2021 – Early Years

<b>Key Priority: EY 3</b> Improve outdoor provision to promote high quality learning and independence in all areas		<b>Total costs associated with achieving this priority?</b>		
<b>Actions</b> (steps to achieve the priority)	<b>Lead person accountable for the action</b>	<b>Timescale</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>
1. Audit outdoor resources and storage to ensure staff know what quality equipment is available to support current and future EYFS curriculum and identify where 'gaps' may be. Formulate a list of essential and desirable outdoor resources.	KHu & EYFS team	Feb		During school day
2. Review resources and how they will promote learning and independence – prioritise ordering	KHu & EYFS team	Feb	INSET	INSET
3. Agree accountability in Nursery and Reception teams for daily organisation – preparation/storage/maintenance of outdoor learning	KHu & DS	Feb		DS time to discuss with OTrack
4. Agree and implement how nursery /reception teams will translate planning into high quality outdoor provision/learning that reflects indoor provision/learning	KHu & EYFS practitioners	By Easter	INSET	INSET KHu liaising with colleagues and EY2P
5. Revisit desirable and essential resources list once the new budget is agreed in preparation for the new EYFS implementation in September	KHu & EYFS practitioners	By June	INSET	INSET KHu liaising with colleagues and EY2P
6. Order resources and review steps 3-5	KHu & EYFS practitioners	By June	INSET	INSET KHu liaising with colleagues and EY2P

### Monitoring

Who	What	Where	When	How	External Validation

### Impact Evaluation

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

RAG rating termly with evaluations at the end of the academic year.