

Girton Glebe School Improvement Plan (SIP) 2022/23

Staff are empowered to ensure all pupils and cohorts are supported and challenged across the whole curriculum to further knowledge and fluency.

Focus	Actions	Monitoring	Impact
<p>Curriculum: Single year group curriculum now in-place and embedded. SLT to monitor impact through stretch and challenge; knowledge; age-appropriate vocabulary and outcomes. CPD to ensure curriculum continues to respond to children’s needs and remains relevant.</p> <p>Pupil and Parent Experience: Whole-school events, extra-curricular activities and quality first teaching underpins quality of education across the school, and is celebrated among all levels of the community. Tracked groups identified and supported to ensure equal access for all.</p> <p>Staff and Governance: Behaviour and attendance monitoring through new systems, with all stakeholders involved in strategy and communication. Governors use their skills to conduct effective school visits as reporting feeds directly into the school improvement cycle.</p> <p>EYFS and Early Reading: New curriculum framework adopted and investment in ELS phonic programme. New phonics programme embedded through CPD and consistent delivery across EYFS and KS1 and used for reading intervention in parts of KS2.</p>	<p>Summative assessment materials used for termly (GPS, reading and maths) and outcomes monitored through subsequent pupil progress meetings; with progress tracked against FFT5 data, alongside pen portraits detailing key pupil needs and strategies.</p> <ul style="list-style-type: none"> - JP oversees data collection and data headlines - CB and JP present at each pupil progress meeting with class teachers - Use of Shine intervention tracking and resources in maths to develop tailored interventions linked to areas children have not obtained. - Data shared at identified Governors’ meetings and dates to be aligned with data drops <p>Fluency resources and strategies identified by subject leaders and implemented by all staff in subjects across the curriculum.</p> <ul style="list-style-type: none"> - Subject leaders to use directed release time to review fluency within their subject. - CB and JP have focused curriculum areas in which children’s knowledge is monitored through focus groups. <p>Link governor visits throughout the year, including health and safety; attendance and behaviour; and safeguarding practices.</p> <ul style="list-style-type: none"> - CB to collaborate with Chair to oversee a year timetable for link visits and monitor suitability of link governor roles. - Link governor reports shared as standing item in each Governor meeting 	<p>Senior Leadership Team (SLT) line management meetings;</p> <p>Subject leaders’ implementation and impact audits, including wider Trust support from subject specialists;</p> <p>SLT have access to all class’ ClassDojo and Tapestry;</p> <p>Pupil progress meetings;</p> <p>Learning walks;</p> <p>Appraisals;</p> <p>Writing book checks and moderation;</p> <p>Student, staff and parent voice.</p>	<p>All students make FFT 5 (very high) progress in combined reading, writing and maths by the end of each academic year.</p> <p>≥ 90% pupils pass their phonics screening test in y1</p> <p>Holistic experience of the school’s enriched curriculum and extra-curricular activities reflected in student and parent voice.</p> <p>Y1 students are ready to access all areas of the curriculum in September through pre-requisite knowledge in all subject areas and demonstrate appropriate behaviour and attitudes to learning.</p>

	<p>Appraisal meetings take place termly with teaching staff and their line manager; meetings to evidence CPD and evidence of quality first teaching. Support staff receive yearly appraisal meetings</p> <ul style="list-style-type: none"> - CB conducts termly appraisals with teachers - ZT conducts yearly appraisals with TAs - CPD programme coordinated by CB with contributions from all SLT. CPD informed by content from ELA Horizons and National College <p>SLT member oversee communications; including social media, newsletters, events, Tapestry and parent workshops.</p> <ul style="list-style-type: none"> - JP oversees social media accounts - CB to monitor all communications and be present at all key events - CB and JP have access to all classes ClassDojo's and Tapestry to monitor communication <p>Extra-curricular activities to be identified through curriculum organisers and subject overviews to ensure all children across the school benefit from high quality school offer.</p> <ul style="list-style-type: none"> - Class teachers to ensure all trips and events are shared with subject leader - All classes to offer at least one trip each year and one event in school? <p>EYFS curriculum to be further developed through collaborative reviews with EYFS specialist.</p> <ul style="list-style-type: none"> - JH to host half-termly meetings with RY regarding EYFS curriculum - Subject leaders review EYFS curriculum from the perspective of their subject - RY to establish local cluster links and attend external CPD curriculum remains relevant and high quality <p>ELS fully implemented across the school's reading curriculum</p>		
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