



Tavistock Primary & Nursery School

Strategic School Improvement Plan 2021-2022

Areas of development:

Leadership

Reading

Curriculum and Assessment

Feedback

PSHE

Early Years

Action Plan Date:

September 2021

To be used in conjunction
with SEND and Subject
Leaders' action plans

Red = Limited/No progress
towards the success criteria

Amber = Some progress

Green = Good progress

Objectives:

Leadership: The new Senior Leadership Team works cohesively and effectively to meet the SSIP targets.

Reading: Every child enjoys reading. Children becoming fluent, confident readers is at the forefront of every teaching opportunity.

Curriculum & Assessment: To ensure that our ambitious, coherently planned and sequenced curriculum is purposefully matched to the context of our school, meets the needs of every child and explicitly details connections between subjects and links across key stages and year groups.

Feedback: Teacher feedback is responsive and, as far as possible, happens immediately in order to minimise misconceptions in learning.

PSHE: The new curriculum is used across all classes and is taught by teachers discreetly and as an integrated subject across all curriculum areas when links are identified.

Early Years: The new EYFS curriculum and assessment changes are integrated into practice at TPNS.

OFSTED – November 2019 What does the school need to improve?

Curriculum – Leaders should now improve their curriculum plans by making sure that they all identify what pupils should know each year. Leaders need to make sure that this knowledge is revisited frequently so that pupils know and remember more.

Reading – Leaders must ensure that pupils in key stage 2 gain the knowledge and skills in reading that they need to prepare them for the next stage in their education.

Reading – Teachers need to ensure that they can identify precisely how they will help pupils in key stage 2 who need to catch up, to become fluent readers.

Evaluation [who, when, how?] :

Who: Team members, Subject Leaders, Senior Leadership Team, Governors

When: During key stage and senior leader team meetings, the School Improvement Plan Day and by 26th July 2022

How: The questions detailed below will be answered through gathering evidence.

TARGET POSITION (success criteria)	IMPLEMENTATION PROCESS (specific actions)	LEAD PERSON	TIME SCALE	STAFF DEVELOP	RESOURCES	EVIDENCE	MONITO RING
Leadership							
The new Senior Leadership Team works cohesively, ensuring the SSIP outcomes are achieved.	<ul style="list-style-type: none"> The new Communications Officer is inducted to her role The job description for her role is written and clearly sets out duties, roles and responsibilities 	SBM	By end of Sept. 21	Clarity of administration roles	SBM directed time	Job description	HT
	<ul style="list-style-type: none"> A new School Business Manager is appointed and inducted to her role The job description for her role is written and clearly sets out duties, roles and responsibilities 	HT	December '21	Clarity of administration roles	Directed time	Job description	GB
	<ul style="list-style-type: none"> HT, DHT and SBM meet fortnightly to discuss arising management issues and ensure proactive and consistent forward planning. 	HT	Ongoing from Sept.	Increased SMT cohesion	Directed time	Meeting minutes	GB
	<ul style="list-style-type: none"> The team and SLT meeting structure allows for effective two-way communication. Team and SLT agendas include a standing item to support this communication. 	DHT	Ongoing from Sept.	Increased staff cohesion	Directed time	Meeting minutes	HT
	<ul style="list-style-type: none"> DHT acts as mentor and coach to the Team Leaders new to post this year (KS1/FS and LKS2). 	DHT	Ongoing from Sept.	Improved leadership skills for middle leaders	Directed time		HT
Subject Leaders have a clear understanding of their role in the ongoing management of the subject they lead.	<ul style="list-style-type: none"> Subject Leaders reference the SSIP when writing their 2021/22 action plans. 	DHT	By end of Sept.	Clarity of SL role	PDM and SL release time	SL action plans	HT
	<ul style="list-style-type: none"> Authority Adviser visits are targeted to SL support and advice from her informs SL action plans and the SSIP. 	Subject Leaders	Termly	Increased teacher knowledge	Directed time for Subject leaders	AA visit notes	HT/DHT
	<ul style="list-style-type: none"> Subject leaders audit staff knowledge, skills and understanding in the subject they lead and deliver training where gaps are identified. 	Subject leaders	Sept onwards	Increased teacher knowledge and understanding of curriculum	Directed time for Subject leaders PDM & Team meetings	PDM timetable	HT/DHT
Line management of General and SEND TAs is clearly established and all TAs feel	<ul style="list-style-type: none"> SENDCO training delivered to all SEND TAs on the INSET day in Autumn term. 	SENDCO	6.9.21	Increased TA knowledge and	Paid additional hours for TAs	Class viists	HT/DHT

supported in their roles.				skills			
	<ul style="list-style-type: none"> SENDCO holds x2 briefing meetings per half term with SEND TAs 	SENDCO	30 mins X2 termly	Increased TA knowledge	Directed time – TAs released from class	Meeting minutes	DHT
	<ul style="list-style-type: none"> Team Leaders establish expectations with CTs for deployment of general TAs through team meetings. General TAs role in supporting/delivering Interventions is established by team leaders at team meetings and reviewed regularly 	Team Leaders	Fortnightly meetings	Clarity in line management responsibility	Directed time	Meeting minutes	HT
Governor Board effectively hold the school to account through clearly established, robust monitoring systems which align with the strategic plan.	<ul style="list-style-type: none"> New reporting form and procedure used by all Agreed practice of reporting adhered to by all Shared with staff members 	Chair of Govs	Oct 2021	Governors' reporting skills	C of G and HT time	Reporting forms	GB and HT via lead gov reports
Governors' Strategic Plan is shared with all staff and the wider school community.	<ul style="list-style-type: none"> Governors share the strategic plan with staff at the PDM on 13th September for comment and contribution. The Governors publish the strategic plan on the school website and signpost it to parents. 	Gov. Board	By end of Sept. 2021	Community cohesion	Govs time	Website	Chair of Govs

Evaluation questions:

Does the new Senior Leadership Team work cohesively to ensure the SSIP outcomes are achieved?

Do Subject Leaders have a clear understanding of their role in the ongoing management of the subject they lead?

Is the line management of General and SEND TAs clearly established and do all TAs feel supported in their roles?

Do the Governor Board effectively hold the school to account through clearly established, robust monitoring systems which align with the strategic plan?

Has the Governors' Strategic Plan been shared with all staff and the wider school community?

Reading

The school has a comprehensive SSP and early reading strategy in place which is understood by all staff	<ul style="list-style-type: none"> SSIP and Early Reading Leader role established and roles and responsibilities of the new role identified with support from LA English Adviser. 	DHT/HT	20.09.21	Increased staff knowledge	SL release time	Job description	HT
	<ul style="list-style-type: none"> An audit of Systematic, Synthetic Phonics and Early Reading completed with support of LA English Adviser 	SSIP and Early Reading	20.09.21	Increased staff knowledge	SL release time for SSP & ER Lead and	Class visits	DHT/HT

	(Alison Jones). <ul style="list-style-type: none"> Inconsistencies in practice are identified and addressed through the written strategy and staff training. Staff training requirements identified and training is scheduled and delivered by the LA English Adviser. 	Leader	TBC		English Lead		
	<ul style="list-style-type: none"> The existing SSP and Early Reading strategy is reviewed and updated to ensure it reflects practices across all key stages 	SSP and Early Reading Leader	By Dec '21	Increased staff knowledge	SL release time	Class visits	DHT
Children read with fluency, confidence and enjoyment and are held accountable for their reading choices.	<ul style="list-style-type: none"> Teachers have opportunities to browse children's literature in PDMs and team meetings Teachers improved knowledge of children's literature informs their choices of reading for the children in their class and the conversations about reading. Children's book changes must be approved by their class teacher 	English Leader	Ongoing	Increased staff knowledge	PDM and directed and non-directed time	PDM minutes Class visits	HT
	<ul style="list-style-type: none"> Weekly whole school assemblies include a book recommendation. Autumn term delivered by CTs, Spring Term delivered by children. 	English Leader	Ongoing	Increased school community knowledge	Assembly time		HT
	<ul style="list-style-type: none"> Training on the effective use of reading Journals (trialled by Y6 & Y3 in Summer term '21) delivered to all teaching staff Reading journals are introduced to all teachers and used by all KS2 classes from September, Y2 from the Summer Term 	English Leader	6.9.21	Increased staff knowledge	Directed time	INSET day training handouts	HT
	<ul style="list-style-type: none"> Training delivered by English leader informs staff on strategies to ensure children's book choices are appropriate and have the right level of challenge. 	English Leader	6.9.21	Increased staff knowledge	Directed time	Class visits	HT
Children read to school staff regularly and see this as an integral part of being a	<ul style="list-style-type: none"> Teachers establish a culture in classrooms through their practice and 	Class teachers	Ongoing from Sept	Improved reading culture	Directed time	Learning walks and class visits	SLT

reader.	<p>language where children do not see reading to an adult as something non-readers do.</p> <ul style="list-style-type: none"> All children are heard read on a regular basis (volunteers encouraged) 		21	in classrooms			
Phonics and spelling strategies are taught daily in every class through a specific 10 – 20 minute session outside the daily English lesson.	<ul style="list-style-type: none"> SSP and Early Reading Leader to review the school's progression in reading strategy and revise following support from LA English Adviser. Teachers to timetable daily phonics and spelling session. NNS and NC appendices to be used as planning support for these sessions. SSP and Early Reading Leader to identify gaps in teacher knowledge and ensure there is consistency across all key stages in the progressive teaching of phonics and early reading through training and resources. 	<p>SSP&ER Lead</p> <p>Class teachers</p> <p>SSP&ER Lead</p>	<p>Autumn term</p> <p>Ongoing</p> <p>Autumn/ Spring term</p>	<p>Increased staff confidence</p> <p>Improved staff knowledge</p>	<p>SL time</p> <p>Directed time</p> <p>SL time</p>	<p>Progression in reading document</p> <p>Timetables</p>	<p>SLT</p> <p>Eng Lead</p> <p>SLT</p>
By the end of Y4 all children (with the exception of those with identified SEN) are reading at the expected standard	<ul style="list-style-type: none"> Reading scheme to support lowest 20% readers is identified by the SENDCO and purchased. SENDCO identifies and monitors the children who will benefit from using the scheme and supports class teachers to identify most effective strategies to ensure reading progress. All staff in year group team have a heightened awareness of who these children are and prioritise reading with them. Every opportunity is taken to read with them regularly. Class teachers model/train TAs and volunteers to ensure they are effective when supporting these children in their reading. Specifically planned, teacher led interventions for lowest 20% of readers are prioritised and reviewed 	<p>SENDCO</p> <p>SENDCO</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p>	<p>Sept 21</p> <p>Identified CPMs July 21</p> <p>Ongoing from Sept 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Ongoing</p>	<p>Improved staff knowledge of strategies to support progress of lowest attaining readers</p>	<p>Directed time</p>	<p>Learning walks and class visits</p>	<p>SLT</p> <p>SENDCO</p> <p>SENDCO</p> <p>SENDCO</p>

	fortnightly. <ul style="list-style-type: none"> Progress of lowest 20% readers is a standing team meeting agenda item 	Team Leaders	Ongoing				
Reading is a visible priority across the school and wider community	<ul style="list-style-type: none"> Internal publicity – assemblies, corridor displays, class displays, newsletter, summer fair theme, competitions. External publicity – Tavi Times, social media. 	All Staff HT Comms officer	All Year	Raised profile of reading	Ongoing		GB

Evaluation questions:

Does the school have a comprehensive SSP and early reading strategy in place which is understood by all staff?

Do children read with fluency, confidence and enjoyment and are they held accountable for their reading choices?

Do children read to school staff regularly and see this as an integral part of being a reader?

Are phonics and spelling strategies taught daily in every class through a specific 10 – 20 minute session outside the daily English lesson?

By the end of Y4, do all children (with the exception of those with identified SEN) read at the expected standard?

Is reading a visible priority across the school and wider community?

Curriculum and assessment

<ul style="list-style-type: none"> The curriculum is coherently planned, reflects the local context and specified vocabulary. The key building blocks of knowledge that children need to know and secure are clearly identified. Content builds on what has been learned before and prepares children for future learning. SLs have identified cross curricular links (particularly in vocabulary) with other subjects and these are highlighted on curriculum maps. 	Subject leaders review curriculum maps and ensure: <ul style="list-style-type: none"> The curriculum maps are structured to support year group teachers easy access to the previous year and next year's curriculum The key vocabulary, identified last year for each year group, is concise and the vocabulary shows progression in understanding of the subject The contents and demands of the curriculum at KS3 have been considered to ensure that pupils are KS3 ready in each subject. Content is sequenced to ensure that components of knowledge lead to conceptual understanding Opportunities for pupils to practise 	Subject Leaders Subject Leaders Subject Leaders Subject Leaders Subject	SL release time x2 ams per term	Subject Leaders develop a secure understanding of the progression of knowledge and skills in their subject	Directed time	Curriculum maps	HT/DHT
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	<p>what they know – so they can deepen their understanding in the subject - are built into the curriculum</p> <ul style="list-style-type: none"> The layering of knowledge and concepts are secure so that pupils can make progress in the curriculum from their starting points. 	<p>Leaders</p> <p>Subject Leaders</p>					
Subject Leaders have audited staff confidence and competence in the subject they lead. Identified subject specific CPD required and planned and delivered training.	<ul style="list-style-type: none"> Subject leaders complete audit during the Autumn term. Training needs identified and booked for the Spring and Summer terms 	Subject Leaders	SL release time x2 ams per term	Improved teacher confidence in teaching foundation subjects	Directed time PDMs	SL action plans PDM records	SLT
Subject Leaders have a thorough understanding of how they will monitor standards in their subject and report these to the assessment leader.	<ul style="list-style-type: none"> Subject leaders action plans detail strategies teachers will use to assess the subject they lead and how they will monitor this assessment. - e.g. book scrutiny, pupil interviews, mini-quizzes and staff training opportunities Subject leader use action plans to record the current evaluation of progression of skills and development of knowledge in their subject and the next steps needed. Subject Leaders conduct pupil interviews to assess how well children are able to articulate their learning and make links across subjects. They use this information to refine and adapt curriculum maps. 	Subject Leaders	SL release time x2 ams per term	Improved SL overview of standards in their subject	Directed time	SL action plans	Assessment Leader

Evaluation questions:

Is the curriculum coherently planned? Does it reflect the local context and contain specified vocabulary?

Are the key building blocks of knowledge that children need to know and secure clearly identified?

Does content build on what has been learned before and prepare children for future learning?

Have Subject Leaders audited staff confidence and competence in the subject they lead? Have they identified subject specific CPD required and planned and delivered training?

Do Subject Leaders have a thorough understanding of how they will monitor standards in their subject and report these to the assessment leader?

Feedback							
<ul style="list-style-type: none"> A whole class system for reviewing exercise books is in place and effectively supports next steps in children's learning. Teachers' feedback is responsive and effective in identifying next steps and supporting progress. The assessment policy reflects practice changes agreed and made this year. 	<ul style="list-style-type: none"> INSET day to introduce use of book review sheet and ban on marking in all books PDM at half term point to discuss how this has impacted on teacher feedback and children's learning and progress Feedback will be a standing agenda item at team meetings Spring term PDM timetable time allocated to reviewing the 'no more marking' approach and agree consistent expectations for feedback across subjects and key stages. Assessment policy reviewed and rewritten to reflect the changes in approach agreed by all staff 	DHT/HT	6.9.21 11.10.21 Term 2 Term 3	Increased teacher understanding and knowledge. Reduced teacher workload.	INSET day PDMs Team meetings	Revised assessment policy	Governors
Evaluation questions: <i>Is a whole class system for reviewing exercise books in place and does it effectively support next steps in children's learning?</i> <i>Is teachers' feedback responsive and effective in identifying next steps and supporting progress?</i> <i>Does the assessment policy reflect practice changes agreed and made this year?</i>							
PSHE/RSE/ online safety curriculum							
To ensure the new RSE curriculum is delivered effectively; connections between the PSHE, RSE and online safety curriculum are identified and incorporated across the curriculum.							
Teachers' knowledge of the PSHE/RSE & online safety curriculums is secure and they take responsibility for teaching these curricular areas, ensuring links across the curriculum are made regularly.	<ul style="list-style-type: none"> PSHE/RSE/ online safety is taught by class teachers and not delegated to PPA cover staff 	Class teachers	All year	Increased teacher knowledge and understanding	Directed time Year group planning - termly	Class visits	PSHE Lead & safeguarding gov.
Children know and are confident to discuss sex education in Y6 with trusted adults	<ul style="list-style-type: none"> Y6 sex education is taught the week after February half term to allow for additional discussion throughout the academic year Y6 Sex Education resources are reviewed and renewed 	Y6 Class teachers KS2 Lead	By end of March 2022 Dec 2021	Up to date resourcing	Directed time Year group planning - termly	On curriculum planning Relevant resources used	PSHE Lead safeguarding gov. PSHE Lead
Children feel safe and secure and	<ul style="list-style-type: none"> Curriculum includes opportunities to 	Class	Sept 21		Directed time	Pupil interviews	PSHE Lead

emotionally healthy	name worries, taught strategies to self care, how to seek support, use optimism and develop resilience	teachers	Jan 22 April 22		Year group planning - termly		
Children know and are motivated to be physically healthy	<ul style="list-style-type: none"> Curriculum includes promotion of the benefits of exercise, quality diet, sleep, relaxation and play Whole school and KS assemblies reinforce elements of the PSHE curriculum PE and PSHE Leads collaborate on revision of curriculum plans 	Class teachers	Sept 21 Jan 22 April 22		Directed time Year group planning – termly	Pupil interviews	PSHE Lead
Children know how to stay safe online.	<ul style="list-style-type: none"> Dedicated fortnight to teaching online-safety in computing lessons at the start of each term Computing and PSHE Leads collaborate on specifying links between their curriculum maps and disseminating to staff 	Class teachers PSHE & Computing Leads	Sept 21 Jan 22 April 22		Directed time Year group planning - termly	Pupil interviews	Computing Lead safeguarding gov.
Children are taught to respect difference and diversity	<ul style="list-style-type: none"> Curriculum includes opportunities to discuss difference and diversity, British values and the importance of respecting these. Whole school and KS assemblies 	Class teachers and SLT	Sept 21 Jan 22 April 22		Directed time Year group planning - termly	Pupil interviews	PSHE Lead

Evaluation questions:

Are teachers taking responsibility for delivering the PSHE/ RSE and online safety curriculums?

Do children know how to be physically and emotionally healthy?

Are children motivated to be physically and emotionally healthy?

Do children know how to stay safe online?

Do children respect difference and diversity?

Early Years Foundation Stage:

The new EYFS curriculum is embedded across the FS classes	<ul style="list-style-type: none"> All class teachers and TAs attend Babcock EY consultant training on changes to the curriculum and assessment in the EYFS 	ALL FS staff	Summer Term 2021	Increased staff knowledge and understanding	Directed time	CPD records	FS Leaders
	<ul style="list-style-type: none"> Class teachers complete curriculum overviews for each subject to reflect the changes in the curriculum. 	Class teachers	Summer Term 2021		Directed time	Curriculum overviews	FS Leaders
	<ul style="list-style-type: none"> FS Leaders use team meetings as an opportunity to disseminate key 	FS Leaders	Ongoing		Directed time	Team meeting minutes	HT

	messages about the new curriculum						
Assessment practices in the Foundation Stage reflect expectations of the new EYFS curriculum.	<ul style="list-style-type: none"> FS Leaders develop systems and processes for assessment, following the Babcock EY training Systems and processes are used by all team members Team meeting time is allocated to reviewing the new systems and further developments are made, when identified by the team 	FS Leaders Class teachers and TAs FS Leaders	Summer Term 2021 Ongoing from Sept. 21 Ongoing	Practice reflects the new curriculum	Directed time Directed time Directed time	Assessment records	Assessment leader
Strategies to support closing the gap between disadvantaged and non-disadvantaged pupils in Prime areas (2021 gap = 21%) are planned and targeted throughout the year.	<ul style="list-style-type: none"> NFER language intervention delivered by trained teachers and TAs to children identified at EOY CPMs and through baseline assessment Speech and language link assessments completed by teachers/TAs where need is identified through baseline assessment Funfit intervention planned and delivered following identification at EOY CPMs and baseline assessment Additional apprentice TA appointed to support interventions and language development of identified children IEPs and RCPs are completed following baseline assessment and a team approach ensures targets are known by all (targets on staff lanyards) and met through CP time, as well as targeted interventions 	Class teachers and TAs Class teachers and TAs Class teachers and TAs SLT Class teachers and TAs	Sept/Oct 21 and ongoing Sept/Oct 21 and ongoing Sept/Oct 21 and ongoing July 21 Sept/Oct 21 and ongoing	Increased staff knowledge Increased staff knowledge Increased staff knowledge Increased staff knowledge	Directed time Directed time Directed time Directed time	Team meeting minutes Assessment records	FS Leaders FS Leaders FS Leaders FS Leaders
Strategies to support closing the gap between boys and girls in writing (2021 gap = 21%) are planned and targeted throughout the year.	<ul style="list-style-type: none"> Planning for inside and outside learning ensures Prime areas of the curriculum are given greater weight and emphasis in the autumn term. Notice and focus children are carefully monitored to ensure they participate and benefit from the planned activities. 	Class teachers	Sept/Oct 21 and ongoing	Increased staff knowledge	Directed time	Planning documents	FS Leaders

	<ul style="list-style-type: none"> Quality mark making opportunities are a focus when planning the weekly learning opportunities and are planned across all curriculum areas. Notice and focus children are identified early following the baseline and targeted during CP by all staff. 	Class teachers	Sept 21 and ongoing	Increased staff knowledge	Directed time		FS Leaders
	<ul style="list-style-type: none"> From the beginning of the summer term teachers in reception have a daily writing task planned, which all children are expected to complete. 	Class teachers	Sept 21 and ongoing	Increased staff knowledge	Directed time		FS Leaders

Evaluation questions:

Is the new EYFS curriculum embedded across the FS classes?

Do assessment practices in the Foundation Stage reflect expectations of the new EYFS curriculum?

Have strategies to support closing the gap between disadvantaged and non-disadvantaged pupils in Prime areas (2021 gap = 21%) been planned and targeted throughout the year?

Have strategies to support closing the gap between boys and girls in writing (2021 gap = 21%) been planned and targeted throughout the year?