

Mundesley Infant School Parent SIDP Sheet



This School Improvement Development plan (SIDP) concentrates on the period from September 2020 to September 2021, but also sets out some of the school's longer term objectives or items of school improvement which were ongoing before COVID 19. This plan focuses on bringing about effective teaching and learning to good or better through rigorous self-evaluation and training.

What we are good at...			
Disadvantaged children perform well in all areas	Maths at A.R.E. is above national	Maths at GD is a 4 year rising trend	Writing progress is a 3 year rising trend
A developing knowledge based curriculum		Friendly, polite children who want to do well	
A staff team who inspire and expect the best from every child, while also caring for their needs		Attendance rates above national - children 'like' coming to school!	

MIS Focus for 2020/21 and Beyond

Quality of Education Intent Implementation Impact	Behaviour and Attitudes	Personal Development	Leadership and Management	Effectiveness of the Early Years
<p>To continue to revise our curriculum, ensuring that sequences of learning are allowing children to revisit 'big concepts', and that there is a progressive teaching of knowledge, skills and technical vocabulary associated with all subjects</p> <p>To introduce assessment systems for Foundation Subjects that reflect the revised curriculum and allow teachers to accurately track children's progress.</p> <p>To review and evaluate the effectiveness of our current maths teaching progression and calculations across EYFS and KS1.</p> <p>To improve SEND systems within the school.</p> <p>Improve outcomes for our disadvantaged pupils, increasing the percentage of children achieving the standard in phonics and achieving EXS and GDS at the end of KS1.</p> <p>To improve phonics teaching across EYFS and KS1 to improve phonics attainment to be inline with or surpass national outcomes for all groups of children.</p> <p>To improve reading and writing attainment to be inline with or surpass national outcomes at both EXS and GDS for all groups of learners.</p> <p>To increase the number of boys achieving Greater Depth in Reading, Writing and Maths.</p>	<p>To plan, introduce and implement a Reconnect, Recover and Resilience Plan</p> <p>To further develop the behaviour systems to ensure all staff are empowered and equipped to confidently support all children to ensure a positive and respectful culture.</p> <p>To continue to improve attendance for all pupils, particularly for those who are disadvantaged, so that it is in line with National.</p>	<p>To remap the RE and PSHE Curriculum to include national guidance for RSE (statutory in Sept 2021) and ensure diversity in modern Britain is celebrated.</p> <p>To continue to develop the SEMH support provision across the Federation to include closer work in class with our higher level needs children.</p> <p>To integrate the Ormiston Mental Health Support Team (MHST) into our SEMH support provision to improve children's mental health and wellbeing.</p>	<p>Support Subject Leadership teams in improving their knowledge of how the revised curriculum is taught throughout both the infant and junior school, to ensure effective coverage, continuity and improved learning outcomes.</p> <p>To form a partnership, leading to a fully federated 6 school, two hub federation</p> <p>SMT to audit teacher workload and identify a strategic plan to address the issues</p> <p>Support and empower subject leaders to develop their research and leadership skills to improve CPD opportunities for all.</p> <p>To ensure there is a close and effective liaison about the teaching of phonics and early reading between the school and the early years provision in the children's centre.</p>	<p>To increase the number of children exceeding in the Early Learning Goals at the end of EYFS, to be inline with National in all areas. .</p> <p>To continue to develop and improve the outdoor area for EYFS to incorporate all areas of development and to provide equal opportunities both inside and outside.</p> <p>To increase opportunities for independent mathematical investigation, particularly to target reluctant girls.</p> <p>To increase opportunities for independent reading and writing in EYFS, particularly to target reluctant boys.</p>

COVID-19

As part of our response to the COVID-19 crisis we have developed a Recover, Reconnect and Resilience Plan which will be the main focus of our work throughout the year but in particular the first term from September to January. It will detail how we plan to bring back all of the children not currently in school.

Reconnect | Recovery | Resilience

Core Skills at the heart of Social Emotional Learning	Self Awareness Responsible Decision Making Self-Management Social Ability Relationship Skills
Zones of Regulation	BLUE GREEN YELLOW RED
Broad and Balanced Curriculum	English and Maths Skills are prioritised (especially reading)

COVID-19 Catch Up Funding

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. This funding will be provided in 3 tranches starting in the Autumn Term. See our Covid-19 Catch Up Funding Plan

Mundesley Junior School Parent SIDP Sheet



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What we are good at...

Disadvantaged children perform well in all areas	Our maths results are above national	Maths at greater depth is a 4 year rising trend	Writing progress is a 3 year rising trend
A developing knowledge based curriculum		Friendly, polite children who want to do well	
A staff team who inspire and expect the best from every child, while also caring for their needs		Attendance rates above national - children 'like' coming to school!	

MJS Focus for 2020/21 and Beyond

Quality of Education Intent Implementation Impact	Behaviour and Attitudes	Personal Development	Leadership and Management
<p>To continue to revise our curriculum, ensuring that sequences of learning are allowing children to revisit 'big concepts', and that there is a progressive teaching of knowledge, skills and technical vocabulary associated with all subjects</p> <p>-To introduce assessment systems for the foundation subjects that reflect the revised curriculum and allow teachers to accurately track children's progress.</p> <p>-To improve Special Educational Needs and Disabilities (SEND) systems within the school.</p> <p>-To improve reading to surpass national outcomes at both age related expectations (ARE) and greater depth (GD)</p> <p>-To improve writing outcomes so that children at least 20% of children are achieving greater depth (GD) within the next two years</p> <p>-To improve spelling and phonics across the school.</p> <p>-To review and evaluate the effectiveness of our current maths teaching progression and calculations across Early Years (EYFS) and KS1.</p>	<p>-Reconnect, Recover and Resilience Plan</p> <p>-To continue to improve attendance for all pupils, particularly for those who are disadvantaged, so that it is in line with National.</p>	<p>-To remap the RE and PSHE Curriculum to include national guidance for RSE - statutory in Sept 2021. Ensure diversity in modern Britain is celebrated.</p> <p>-Redevelopment of the Family Support Team to work with higher level needs children based in classes</p> <p>-To integrate the Ormiston Mental Health Support Team (MHST) into our social, emotional and mental health (SEMH) support provision to improve children's mental health and wellbeing.</p>	<p>-Support Subject Leadership teams in improving their knowledge of how the revised curriculum is taught throughout both the infant and junior school, to ensure effective coverage, continuity and improved learning outcomes.</p> <p>-To form a partnership, leading to a fully federated 6 school, two hub federation</p> <p>-Senior leadership team to audit teacher workload and identify a strategic plan to address the issues</p> <p>-Support and empower subject leaders to develop their research and leadership skills to improve continuing professional development opportunities for all.</p>

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Reconnect | Recovery | Resilience

Core Skills at the heart of Social Emotional Learning	Self Awareness Responsible Decision Making Self-Management Social Ability Relationship Skills
Zones of Regulation	BLUE GREEN YELLOW RED
Broad and Balanced Curriculum	English and Maths Skills are prioritised (especially reading)

COVID-19 Catch Up Funding

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Bacton Primary School and Starfish Preschool Parent SIDP Sheet



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What we are good at...			
KS1 Phonics above national	Maths at A.R.E. is above national	KS2 A.R.E. Writing above national	KS2 Reading, writing and maths A.R.E. equal to national
'Bacton Primary is welcoming and inclusive; your pupils feel valued and are rightly proud of their school.'		Behaviour: 'Your pupils behaviour is delightful. They are polite and friendly towards each other and the adults that work with them.'	
Staff Team: 'Your team has given considerable thought to how your curriculum can be both rich and broad. As a result, your pupils experience many engaging activities that deepen their understanding of the world around them.'		Attendance: 'Pupils enjoy coming to school and attendance is considerably better than the national average.'	

Bacton Focus for 2020/21 and Beyond

Quality of Education Intent Implementation Impact	Behaviour and Attitudes	Personal Development	Leadership and Management	Effectiveness of the Early Years
Increase the number of children who attain greater depth in; reading, writing and maths by the end of KS1 writing and mathematics by the end of KS2	Improve children's mental well being through systemic and systematic PSHE to support children's self regulation	Improve children's mental well being through the development of a well being area in the outdoor learning environment	Implement Bacton Current: <ol style="list-style-type: none"> 1) Structured phonics programme closely linked to new reading scheme 2) Effectiveness of phonic and reading interventions 3) Maths mastery approach 	Increase the opportunities for engagement in reading and writing activities
Increase the number of low prior attainers who attain ARE in reading, writing and maths at the end of KS1	Improve children's mental well being through working with the MHST (Mental health support team - Ormiston Families Trust).	Improve children's mental well being through working with the MHST (Mental health support team - Ormiston Families Trust).	Support Subject Leadership teams in improving their knowledge of how the revised curriculum is taught throughout both the infant/junior/primary school, to ensure effective coverage, continuity and improved learning outcomes.	Increase the number of children attaining GLD in reading and writing in EYFS - Particularly the girls
Increase the number of children attaining GLD in reading and writing in EYFS - Particularly the girls			Rigorously monitor and evaluate the impact of reading and phonics teaching interventions.	To ensure all children make appropriate developmental progress within Starfish
*Continue to improve outcomes for children through developing the mastery approach to the mathematics curriculum			SMT to audit teacher workload and identify a strategic plan for addressing the issues.	Ensure children moving from preschool to reception in September are 'school ready'
*Improve attainment in key stage 1 reading by rigorously monitoring and evaluating the impact of all reading and phonics teaching interventions.			To develop SLT knowledge of the Early Years (Starfish) to enable effective support, challenge and continued expansion	
			To form a partnership, leading to a fully federated 6 school, two hub federation	
			Extend systems of supervision to include every class including Starfish Preschool to monitor progress and hold teachers to account	
			Support and empower subject leaders to develop their research and leadership skills to improve CPD opportunities for all.	

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Reconnect | Recovery | Resilience

Core Skills at the heart of Social Emotional Learning

Self Awareness | Responsible Decision Making | Self-Management | Social Ability | Relationship Skills

Zones of Regulation

Anchored | Shallow Seas | Rough Seas | Drifting Zone

Broad and Balanced Curriculum

English and Maths Skills are prioritised (especially reading)

COVID-19 Catch Up Funding

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