



West Boldon Primary School

SDP

2023-2024

School Improvement Priorities

Quality of Education:

- Improve outcomes for all children. End of phase data will show an improvement in knowledge and retention and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning

To do this we will:

Aim 1 – Improve writing outcomes across the school

Aim 2 – Introduce the Opal program to support improved engagement and learning at break times

Aim 3 – Achieve gold standard teaching for all through a rigorous monitoring program

Aim 4 – Attendance – improve standards of attendance and persistent absenteeism

2019 Data

End of KS2 (2019 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	74	73	83	78	83	79	85	78	68	65
GDS	13	27	21	20	23	26	27	35	9	10
End of KS1 (2019 data)	Reading		Writing		Maths		Combined		Phonic check	
EXP	76	75	76	69	80	76	76	65	Y1 85% (NA 82%) Y2 67% (NA 56%)	
GDS	33	25	16	15	24	22	11	11	EY GLD 68%	

2023 Data

End of KS2 (2023 data)	Reading		Writing		Maths		GPAS		Combined	
EXP	60.5	74	73.7	69	84.2	73	71		55.3	59
GDS	15	29	13	13	18	24	24		3	8
End of KS1 (2023 data)	Reading		Writing		Maths		Combined		Phonic check	
EXP	72	68	68	60	72	70			Y1 77% (25/32) NA 75 Y2 73% (8/11)	
GDS	16	19	8	8	10	16			EY GLD 69%	

School context			
Children on roll	263 Boys - 142 Girls - 121	Attendance	Average 92%
Pupil Premium/ FSM	PP = 50% -126 FSM = 51% -130 FSM6= 51% - 128	Persistent absence	Average 23.19%
SEN	22% - 65 (SEND Support)		
EHCP	8% - 23		
EAL	5% -15		
LAC	4% -12		

Quality of education

- **Improve outcomes for all children. End of phase data will show an improvement in greater depth scores and a narrowing of the gap between targeted groups (SEND/Disadvantaged) through quality first teaching and learning**

1. Whole school focus – Further embed guided reading with focus on cross curricular links to support retention of knowledge and support improvements in reading and writing outcomes.

Rationale	Outcomes for reading at end of year 6 were not as we had expected (4 children missed expected by 2 marks). This had an effect on our progress measures for reading and our combined scores. This has led us as an SLT to unpick the reading offer/ curriculum to support better outcomes. From the whole school analysis, the decision was made to focus on whole school guided reading.
------------------	--

	<p>RWI and KS2 spelling is embedded across school and children are doing well in phonics test and resits. (training is needed for new staff and coaching will continue for all led by RWI lead (currently Charlotte Smith) We still have input from RWI team Visits and observations) which helps support and upskill the RWI lead.</p> <p>Our school reading offer is in place but needs refinement with and increased emphasis on vocabulary and guided reading implementation.</p>		
<p>Implementation activities</p>	<ul style="list-style-type: none"> • Further CPD to revisit quality practice and expectations around guided reading from Literacy lead, including support from LA (Anna Hawkins) • Look at guided reading texts and link to Dimensions themes where possible to represent wider curriculum • Use texts that are rich in meaning but easy to decode to promote deepened learning • Ensure enough time is devoted to guided reading • All staff use VIPERS it effectively and consistently, modelling fluency, intonation and comprehension • Teaching to include strategies to deepen knowledge, through discussion opportunities to clarify, justify and summarise • Detailed pupil progress meetings by SLT with Class teacher and literacy lead • Having a consistent approach to guided reading across all staff in all lessons • Monitoring of teaching and learning - guided reading sessions / book scrutiny any support necessary in put in place swiftly. • Use of VEO to share good practice 		
<p>Implementation outcomes</p>	<p>Short term</p>	<p>Medium term</p>	<p>Long term</p>
	<ul style="list-style-type: none"> ▪ VEO will allow teachers to improve teaching and learning practice ▪ The teacher uses skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text ▪ They now enjoy the guided reading sessions and a key reason for that is that the proportion of 	<ul style="list-style-type: none"> ▪ Termly pupil progress meetings show that children are making good progress and timely support and interventions will be put in place. ▪ Classroom observations will provide insight into the quality of teaching and learning within guided reading sessions – all teachers are consistently 	<ul style="list-style-type: none"> ▪ After school clubs and interventions in place and show improved outcomes for children and raised standards of progress and attainment. ▪ The monitoring process over the year has ensured timely support and therefore no slippage of standards / improved standards ▪ Teaching observations and learning walks and follow up CPD

	<p>pupil talk has increased as teacher talk has decreased.</p> <ul style="list-style-type: none"> ▪ Children can talk about their learning and understand VIPERS and strategies involved 	<p>teaching well using the strategies expected</p> <ul style="list-style-type: none"> ▪ Witness effective collaborative learning approaches learning strategies as a class to working in groups or pairs ▪ CPD is having a positive impact on T&L and quality of teaching guided reading improves and is no less than good ▪ VEO shows high quality teaching and teachers are learning from good teaching models ▪ Children can talk about their learning and understand VIPERS and strategies involved and use these strategies effectively 	<p>show improved teaching standards across the school which in turn improved outcomes for children</p> <ul style="list-style-type: none"> ▪ Increased level of individual readers ▪ Children have a deepened knowledge of strategies and can clarify, justify and summarise and explain the purpose of these skills and share examples
Budget/costings	<ul style="list-style-type: none"> • Time out for SLT day include literacy lead / curriculum led to create strategic improvement plan for guided reading • Purchase of suitable texts for wider curriculum links (£500) • CPD delivery – January guided reading (LA support) followed up by further training from Literacy lead in spring and summer term • Time out for SLT/Literacy lead to monitor and observe and support as required 		
Evaluation	•		
Evidence of success	•		
Next steps	•		

2. High quality teaching and learning through monitoring of gold standards

Rationale	<p>EEF research states ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>Our priority is ensuring we consistently observe teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. This can be achieved through our gold standard teaching rules (linked to teacher standards) to ensure reliability of teaching and learning across school for all children including our SEND and disadvantaged.</p> <p>Our year 6 outcomes in reading were below average other progress measures were average. Teaching and learning needs to address gaps in learning. Children should move up into the next year group with the knowledge and skills they need thoroughly embedded ready for the next years learning</p> <p>We want our children to be able to talk with deepened understanding about what they have learned. We want our learning to be engaging for children and children should be able to link skills and knowledge to real life contexts.</p> <p>An important part of improving teaching and learning is reflected in behaviour around school but also in lessons and we have introduced our Gold standard behaviour and gold standard work to ensure both staff and children are aware of the non-negotiables and promote the high expectations of behaviour.</p>
Implementation activities	<ul style="list-style-type: none">• Inset day - CPD all staff introduction of Gold Standards• Rework the behaviour plan to include the Gold Standards• Resource media for classrooms and school – displays, banners etc• Launch to parents – introduction to Gold Standards – through social media and parent’s evenings, look and lunch tours.• Ensure Gold Standards are focus in assemblies - all behaviour is linked to these (reprimands and success)• Gold standards visible in classes and referred to as models of correct behaviour and excellent school work• Monitoring of Gold Standard teaching (linked to teacher standards) through observations, learning walks and book scrutiny

	<ul style="list-style-type: none"> • Timely interventions and support for teachers is required • Use of VEO to share good practice • Rigorous monitoring including immediate coaching and feedback (monitoring programme) • Ongoing CPD - Gold Standards revisited regularly in staff meetings • Gold standards are part of appraisal process – link to teaching standards – evidence of how these have been met • Teaching and learning policy in place • Monitoring policy in place • Weekly Subject leader checks and school council pupil voice / cross referenced with work in books 		
Implementation outcomes	Short term	Medium term	Long term
	<ul style="list-style-type: none"> ▪ Use of VEO will allow teachers to share good practice and develop teaching and learning ▪ Policies written in consult with SLT and Gobs are shared with staff (December) ▪ Gold Standards shared with all staff with rationale. (Inset day September) ▪ Displays and media in place in school hall and classrooms (October) ▪ Staff are referring to them daily and ensuring successes and reprimands are linked to these standards – children understand why they are so important and can talk about them as evidenced in learning walks and pupil voice exercises (Autumn 2) 	<ul style="list-style-type: none"> ▪ Gold Standards are embedded and children and staff are using these confidently to ensure quality teaching and learning ▪ Good practice is shared and teachers are using this to improve practice and this is observed in lesson visits. ▪ Coaching/development program in place for teachers who may need it and this supports improved teaching ▪ ECT’s support – regular observations and meetings develop teaching skills ▪ Behaviour policy is being used consistently - by all staff ▪ Non-negotiable Gold Standard work is in place in books and there is a marked improvement in 	<ul style="list-style-type: none"> ▪ Consistently good or better teaching and learning evidenced in observations and learning walks ▪ Outcomes for all children are improved ▪ Classroom behaviour management is improved - children take responsibility for their learning and display gold standard behaviour ▪ Behaviour in school in general is improved - transition times are smoother and children and teachers work to ensure the Gold Standard behaviour is in place at all times - behaviour policy followed if Gold Standards are not upheld

	<ul style="list-style-type: none"> ▪ The monitoring process will begin to determine the quality of teaching and immediate support put in place for individuals. (October) 	standards this is evidenced in books	<ul style="list-style-type: none"> ▪ End or term tests show an upward trajectory ▪ Children can talk confidently about the Gold Standards and pupil voice shows children's views on behaviour and teaching and learning. ▪ Children talk in depth about their learning experiences with deepened knowledge
Budget/costings	<ul style="list-style-type: none"> • Art work - Gold Standards (£2500) • VEO - £600 • CPD/coaching support from SLT/LA possible external support if required (£1000) 		
Evaluation	•		
Evidence of success	•		
Next steps	•		

3. Implementation of the Opal scheme to maximise learning opportunities during unstructured times. (break times)

Rationale	<p>Behaviour in class is generally very good. Some of our children find it difficult to understand and control their emotions during unstructured times such as play and lunch. These times are often trigger points for some and challenging behaviour can result. Introducing OPAL play will reduce these incidents by meeting children's play needs effectively whilst making the most of our extensive school grounds.</p> <p>OPAL should ensure that every child is fully engaged at playtimes which in turn should impact on behaviour and decrease the amount of incidents/ accidents being dealt with.</p> <p>We find football is often a source of conflict and aggression for those involved and annoyance and exclusion for those not. Through the introduction of OPAL school, we will be able to provide for all 16 play types. Football only</p>
------------------	--

	<p>appeals to a small group of children. Those excluded or forced to reluctantly participate are likely to be unhappy and find behavioural outlets to express this.</p> <p>Opal will support children’s need to be active and sociable and improve skills in these areas by spending quality time outdoors. It also supports improved mental health and wellbeing through encouraging children to make choices and control their actions, increased use of school grounds and time outside and time to make new friends and be sociable in a variety of play situations.</p> <p>Staff will become more knowledgeable regarding the importance of play and encourage play skills. These include cooperation, imagination, initiative, collaboration, resilience and risk-taking. Children in OPAL schools respond to a culture that accepts trial and error by rapidly gaining competence at risk management, self-control, conflict resolution, resource sharing and collaborative solutions.</p> <p>Poor playtimes are a drain on teachers and have a negative impact on lesson time.</p> <p>We spend a lot of money on staff supervising play. An investment that is not supported by any planned or evaluated approach. Through OPAL we will gain much more positive value from supervisory staff and improve staff enjoyment and retention.</p>
<p>Implementation activities</p>	<ul style="list-style-type: none"> • Arrange meeting times with Opal trainer • Whole school, CPD event • Organise and recruit and Opal team and team leader • Meet with Opal trainer to audit school grounds and look at resource plan • Meet with Opal leader to create action plan • Opal lead to facilitate action plan - including launch to parents, resource acquisition, budget, liaising local businesses, grant acquisition • Opal lead to organise or provide ongoing CPD • Opal lead to facilitate opal play and organise zones and staff rota • Opal lead to complete RA’s involved with any new equipment/resources/activities with the support of the DHT/ HT • Opal lead to monitor the effectiveness of Opal play

	<ul style="list-style-type: none"> • Opal lead to ensure the input and support from other stakeholders – Opal governor (Liz Hay) • Grants are sought to support funding 		
Implementation outcomes	Short term	Medium term	Long term
	<p>Opal introduced to all staff with rationale by OPAL trainer (September)</p> <p>Staff CPD so staff are fully aware of the programme and what it involves – INSET in September</p> <p>Opal team meeting action plan and audit is determined (September)</p> <p>Storage and resources are collected / purchased (November – December)</p> <p>Staff plan and timetable in place for the first phase to be actioned (December)</p> <p>Some aspects of OPAL introduced and in effect (January)</p> <p>All necessary Risk assessments in place. (January)</p>	<p>First term objectives on action plan in place and successful.</p> <p>Ongoing CPD planned in to staff meetings to support further development of knowledge and skills of staff implementation – the focus of this will be determined by observations and feedback.</p> <p>Opal lead meetings in calendar ensure regular meetings across the year with a focus for development and improvement</p> <p>Reduction in accidents/incidents at break times as evidenced on Meditracker reports</p> <p>Increase in positive behaviour at lunchtimes as evidenced on Cpoms reports</p> <p>Children enjoy break times - pupil voice</p> <p>Staff enjoy break times - feedback</p>	<p>Play audit by OPAL lead and OPAL governor shows a marked increase in purposeful play and improved behaviour</p> <p>OPAL should now be well embedded and second term objectives on the action plan in place</p> <p>OPAL team continuing to meet regularly</p> <p>OPAL timetable working well</p> <p>Growing collection of resources to support play</p> <p>Sustained reduction in accidents and incidents as evidenced through Meditracker reports</p> <p>Sustained improved behaviour at break times as evidenced by Cpoms reports</p> <p>Pupil voice shows children enjoy break times and can express the learning they get from it</p>
Budget/costings	<ul style="list-style-type: none"> • Opal £5000 • Storage containers (£3000) • Resources (£5000) most of resources will be donations or thrifted some larger / bespoke items will require purchasing 		
Evaluation	<ul style="list-style-type: none"> • 		

Evidence of success	•
Next steps	•

Aim 4 – Attendance – improve standards of attendance and persistent absenteeism.

- Reduce percentage of persistent absentees and improve attendance through effective strategies to support our hard to reach families

Rationale	<ul style="list-style-type: none"> • Improve attendance for persistent absentees through working closely with hard to reach families • Improve attendance across school through arrange of positive strategies • Improve attendance and reduce lateness through communication with parents from a variety of sources • CPD for attendance lead ensures school is up to date with all protocol and procedures • Positive relationships built with parents will support attendance and encourage parents to support the school and education for their child
Implementation activities	<ul style="list-style-type: none"> • Daily reports emailed to HT/DHT allow immediate action - Follow up calls and visits done • Daily reports from attendance officer regarding children absent from school • Follow up calls/visits are done same day for children of concern • Supportive strategies in place to support families struggling with attendance for example picking children up to bring them to school) • Positive rewards will continue to encourage good overall attendance. This includes weekly Strive for 5 and end of term /year event for 100% attendance or most improved attendance rewards. (certificates/badges and event) • Attendance display in every class will promote good attendance • Office manager to be front of house each morning to monitor those who are late so persistent lateness can be investigated and school can offer timely support. • Monitoring of specific groups such as disadvantaged, SEN etc will allow the HT to target support effectively • Attendance is linked to Cpoms so we can monitor any potential safeguarding issues • Increased support for the individual child and family at home and in school • Early help used to support families struggling with attendance • Fines and referrals to social services made when other strategies have failed as per policy and LA guidance

Implementation outcomes	Short term	Medium term	Long term																
	<p>Children will be aware of the importance of good attendance through weekly assemblies and this will support increased attendance. (September –ongoing)</p> <p>Information will be communicated to parents via leaflets, new starter packs and website etc (Autumn 2)</p> <p>CPD for attendance lead is attended (Autumn 1)</p> <p>Displays in classrooms at start of year are visible and referred to reinforce the importance of good attendance (September)</p> <p>Daily reports sent to HT/DHT improve attendance through to ensure immediate action to get children into school - home visits (September)</p>	<p>Effective strategies mean attendance trends show improvement over time</p> <p>Good and improving attendance will be celebrated through rewards systems in place to consistently reinforce good attendance</p> <p>Lateness improves through consistent monitoring and communication with parents</p> <p>Policy and procedure is followed to address attendance issues</p> <p>Attendance of persistent absentees improves through systematic monitoring and intervention</p>	<p>Persistent absentee figures reduce and remain consistent</p> <p>Overall school attendance improves and remain consistent</p> <p>Parental understanding surrounding importance of attendance has impacted on improving attendance</p>																
Budget/costings	<ul style="list-style-type: none"> Attendance awards and certificates (£1000) Additional charges from LA meetings at town hall for Persistent absentee families (?) 																		
Evaluation	<ul style="list-style-type: none"> 																		
Evidence of success	<ul style="list-style-type: none"> <table border="1" data-bbox="510 1134 2029 1345"> <thead> <tr> <th data-bbox="510 1134 896 1187">Persistent absence group</th> <th data-bbox="896 1134 1279 1187">September - Dec</th> <th data-bbox="1279 1134 1662 1187">Jan - March</th> <th data-bbox="1662 1134 2029 1187">March to June</th> </tr> </thead> <tbody> <tr> <td data-bbox="510 1187 896 1240">Whole school PA</td> <td data-bbox="896 1187 1279 1240"></td> <td data-bbox="1279 1187 1662 1240"></td> <td data-bbox="1662 1187 2029 1240"></td> </tr> <tr> <td data-bbox="510 1240 896 1292">SEN (EHCP)</td> <td data-bbox="896 1240 1279 1292"></td> <td data-bbox="1279 1240 1662 1292"></td> <td data-bbox="1662 1240 2029 1292"></td> </tr> <tr> <td data-bbox="510 1292 896 1345">FSM</td> <td data-bbox="896 1292 1279 1345"></td> <td data-bbox="1279 1292 1662 1345"></td> <td data-bbox="1662 1292 2029 1345"></td> </tr> </tbody> </table>			Persistent absence group	September - Dec	Jan - March	March to June	Whole school PA				SEN (EHCP)				FSM			
Persistent absence group	September - Dec	Jan - March	March to June																
Whole school PA																			
SEN (EHCP)																			
FSM																			

	SEND				
Next steps	<ul style="list-style-type: none">• Following recent training attended by LL (attendance lead) LG/LL will work together to produce more parent friendly documents and make sure related information portrays links to lost learning and is individualised and explicit to that child.				

Strategic Summary	
--------------------------	--