



# **School Improvement Plan**

**2024-25**

# Objective 1- To develop an improved book spine across the English curriculum throughout school to ensure a wide coverage of literature to use in the teaching of reading, writing and spoken language.

<b>Why this is a priority:</b>	Curriculum monitoring and work undertaken in English subject development sessions within Equals Trust identified a need to update the books read and studied across the school to ensure a thorough coverage of different types of texts, ensure children are experiencing different forms of literature and ensure that these texts are used to develop reading, writing and spoken language throughout school.
Priority for Improvement:	<b>To update the 'book spine' in the English curriculum map across each key stage phase and ensure it is used and followed rigorously to develop English in school by planning reading, writing and spoken language learning around the texts outlined.</b>
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>a. An updated curriculum map is in place that highlights a book spine across school which covers modern texts, classic/archaic texts, cultural/diversity texts, historical texts, a range of authors, poetry and non-fiction throughout all key stage phases that highlight progression across age groups.</li> <li>b. The curriculum map is used for medium term and weekly planning, which highlight reading (oral and comprehension), writing and spoken language activities, which are linked to the books and texts in the reading spine.</li> <li>c. Classroom activities can be linked to the planning documents and teaching and learning is aspirational and thorough in teaching age-related concepts in studying the texts in the reading spine through the Brookside approach:               <ul style="list-style-type: none"> <li>1. <i>The books are read and discussed as class novels</i></li> <li>2. <i>Text analysis of sections occurs, relating to subsequent writing</i></li> <li>3. <i>Reading activities up to 4 times a week take place (oral reading and reading comprehension)</i></li> <li>4. <i>Tier 2 vocabulary is identified and taught as part of the book study</i></li> <li>5. <i>Planning for writing activities</i></li> <li>6. <i>Drama/role play activities, partner work and group/individual presentations</i></li> <li>7. <i>Stand alone GPS teaching which then link into drafting</i></li> <li>8. <i>Modelling of writing</i></li> <li>9. <i>Drafting and proofreading in bursts</i></li> <li>10. <i>Publishing</i></li> </ul> </li> <li>d. Reading comprehension activities are taking place at least fortnightly and have a focus on 1. the class book at least once and 2. other extracts (from archaic novels etc.) are used at least once a half term</li> </ul>

**Key Milestones for governors to check progress and impact of priority**

<p><b>Key Performance Indicators (KPI)</b></p>	<p>The reading spine is developed and implemented in y5/6.</p> <p>Planning is linked to class texts and writing genres in the reading spine with evidence of reading and writing activities.</p> <p>Teaching and learning links to planning and ensures a wide coverage of the books taught.</p> <p>Children's written activities show that class books are being used for English teaching and learning with appropriate GPS coverage.</p> <p>Y3/4 and Y1/2 reading spines are reviewed to use in subsequent terms.</p>	<p>The reading spine is developed and implemented in y3/4.</p> <p>Planning is linked to class texts and writing genres in the reading spine with evidence of reading and writing activities.</p> <p>Teaching and learning links to planning and ensures a wide coverage of the books taught.</p> <p>Children's written activities show that class books are being used for English teaching and learning with appropriate GPS coverage.</p>	<p>The reading spine is developed and implemented in y1/2.</p> <p>Planning is linked to class texts and writing genres in the reading spine with evidence of reading and writing activities.</p> <p>Teaching and learning links to planning and ensures a wide coverage of the books taught.</p> <p>Children's written activities show that class books are being used for English teaching and learning with appropriate GPS coverage.</p>
<p><b>School staff monitoring activities linked to above</b></p>	<ul style="list-style-type: none"> <li>• Staff and key stage/phase meetings to introduce expectations</li> <li>• Planning scrutiny (y5/6)</li> <li>• Lesson delivery and outcomes (KS2)</li> <li>• Teacher talk to support implementation in KS2</li> <li>• Books looks (y5/6)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions within staff</li> <li>• Planning scrutiny (y3/4)</li> <li>• Lesson observations (KS2)</li> <li>• Discussions regarding planning and teaching (KS1)</li> <li>• Book looks (y3/4)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of pupil work in GPS</li> <li>• Planning scrutiny (y1/2)</li> <li>• Pupil interview discussions</li> <li>• Lesson looks (y1/2)</li> <li>• Book looks (all)</li> </ul>
<p><b>Which governor and when to come and find out what school staff have evaluated from the monitoring activities above</b></p>	<p align="center">Autumn</p> <p align="center">V Bailey</p>	<p align="center">Spring</p> <p align="center">V Bailey</p>	<p align="center">Summer</p> <p align="center">V Bailey</p>

**Objective 1 – To develop an improved book spine across the English curriculum throughout school to ensure a wide coverage of literature to use in the teaching of reading, writing and spoken language.**

Action	Timeline	Lead Responsibility	Resources	Success Criteria	Monitoring Findings (to be updated during course of year)
To conduct staff meetings on the expectations for teaching English (the development of the book spine in the curriculum map, links to planning and teaching and content of reading writing and spoken language).	Sep 24	AB	Curriculum documentation Staff team	An up-to-date curriculum map shows a thorough and wide representation of books, texts and other literature.	
To update the curriculum map book spine and ensure it is used in medium term and weekly planning.	Oct 24 Feb 25 May 25	Y5/6 team Y3/4 team Y1/2 team	Curriculum documentation Staff team	Medium and weekly English plans are thorough and reflect the content of the Curriculum Map book spine.	
To plan reading, writing and spoken language activities around the curriculum map book spine (as outlined in the success criteria above) in medium and weekly planning.	Sep 24-Jun 25	AB Teaching staff	Curriculum documentation Staff team	Medium and weekly English plans are thorough and reflect the content of the Curriculum Map book spine.	
To teach lessons that accurately follow the intent of the curriculum map, medium term/weekly plans and the curriculum progression documents.	Sep 24-Jul 25	AB Teaching staff	Curriculum documentation Staff team	Children are read to from class novels on a regular basis.  Lesson content is designed around book study and aspirational GPS expectations.  Written work is organised around books studied and GPS concepts.	
To evaluate the successful implementation of the curriculum map through curriculum leader monitoring (planning scrutiny, book looks, pupil interviews, lesson looks and teacher chats)	Sep 24-Jul 25	AB	Subject leadership review documents	Scrutiny shows that children have accessed a wide range of literature and used these texts to support their English learning (reading, writing and spoken language)	

## Objective 2 - To enhance personal development by improving the social, physical and creative engagements that are possible during learning and play.

<b>Why this is a priority:</b>	<p>Children are increasingly lacking some social skills, which has a negative impact on their learning. We want to make a cultural transformation to Brookside by improving playtimes.</p> <p>Children need to have the opportunity to interact, cooperate, negotiate and resolve conflicts with their peers in order to develop their communication skills, emotional intelligence, empathy and understanding of social dynamics.</p> <p>Play is fundamental to the physical and mental wellbeing of children. It allows children to express their creativity, imagination and problem-solving abilities, all of which are essential for their cognitive development and learning.</p>
<b>Priority for Improvement:</b>	<b>To enhance personal development by improving the social, physical and creative engagements that are possible during learning and play.</b>
<b>Success Criteria:</b>	<ul style="list-style-type: none"><li>a. Surveys and observations indicate that more children are engaged during lunchtime play and have access to the 16 different play types.</li><li>b. Changes in children's play patterns, greater variety of play behaviours, and wider use of time, space and materials for child-initiated outdoor play.</li><li>c. Increased children's enjoyment of play times with an associated reduction in perceived disruptive behaviour</li><li>d. Teaching staff value the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development.</li></ul>

**Key Milestones for governors to check progress and impact of priority**

<b>Key Performance Indicators (KPI)</b>	<ul style="list-style-type: none"> <li>OPAL team is in place.</li> <li>Development plan written.</li> <li>Policies for play in place</li> <li>Communications made to wider community</li> </ul>	<ul style="list-style-type: none"> <li>OPAL play team all trained in risk assessments.</li> <li>Variety within playground activity and opportunity built upon</li> </ul>	<ul style="list-style-type: none"> <li>Surveys and observations indicate increase in play engagement at lunchtimes</li> <li>Playground behaviour improved (pupil response, harmony, accidents)</li> </ul>
<b>Which governor and when to come and find out what school staff have evaluated from the monitoring activities above</b>	<b>Autumn</b> H Stevenson	<b>Spring</b> H Stevenson	<b>Summer</b> H Stevenson

**To enhance personal development by improving the social, physical and creative engagements that are possible during learning and play.**

Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring/Findings
To ensure that all school community have a clear understanding of OPAL play and its value in our children's education	<ul style="list-style-type: none"> <li>SLT to meet with OPAL consultant to discuss progression and maintenance of the programme.</li> <li>Parents are informed via email, social media /website and parents open sessions about the OPAL play programme.</li> <li>Children are informed about the OPAL play programme through weekly assemblies and school council</li> </ul>	GK/RC	Time for Curricular Lead and Play Coordinator  Cost of OPAL: £4750	Sept '24 – July '25	<ul style="list-style-type: none"> <li>All staff have a clear understanding of the OPAL programme and the need to enhance play provision in school</li> <li>Parents and pupils understand about OPAL and the benefits it will bring to the school.</li> </ul>	
To maintain a team of people across the school community to be responsible for play	<ul style="list-style-type: none"> <li>Continue to work with the OPAL working party, made up of staff, parent and governor.</li> <li>Review role descriptors of members of the working party so that everyone is aware of their role in the project</li> <li>Meet half termly to discuss the opal action plan</li> </ul>	RC/SE	Release time for OPAL staff	Ongoing	<ul style="list-style-type: none"> <li>All members of the OPAL team are clear on their roles and responsibilities</li> <li>Regular meetings to ensure actions are completed</li> </ul>	

Curricular Lead for Play, Play Coordinator and the Play Team have a clear idea of strengths and areas for development for play	<ul style="list-style-type: none"> <li>Repeat survey for children/parents and lunchtime staff</li> <li>Continue to work towards the vision for how play at Brookside will look at the end of the project cycle and plan for maintenance and development beyond.</li> </ul>	RC/SE		Autumn term  Ongoing	<ul style="list-style-type: none"> <li>Improved play provision established in Year 1 of the project continues to develop.</li> <li>Children have access to a growing variety of loose parts, enabling them to experience all 16 play types.</li> <li>All stakeholders have a say in how they want play to look for Brookside children</li> </ul>	
The 2-year Plan for Play continues to be followed	<ul style="list-style-type: none"> <li>The Play Policy is shared with staff as a refresh</li> <li>Benefit Risk Assessments are shared with staff, including the Play Team, who will work on some of the BRAs.</li> <li>The whole school community continues to be informed of progress and development of the Plan for Play.</li> </ul>	RC/SE	Release time for RC/SE and the Play Team as required	Autumn 24  Ongoing	<ul style="list-style-type: none"> <li>Agreed policies ensure everyone understands the approach to play in school</li> <li>All stakeholders understand how OPAL will continue to develop over the 2<sup>nd</sup> year</li> </ul>	



<p>All the Play Team (lunchtime staff) are trained to deliver programme</p>	<ul style="list-style-type: none"> <li>• The Play Team are supported in continuing their skills in Playwork.</li> <li>• Half termly meetings with lunchtime team to share play work training</li> <li>• New Play Team staff complete all Play training on OPAL College.</li> <li>• Clear lines of communication continue between SE/RC and the Play Team.</li> <li>• Play Team are encouraged and supported in using OPAL College as an ongoing resource.</li> </ul>	<p>RC/SE</p>	<p>Extra pay for lunchtime staff as required for training</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Curricular Lead for Play, Play Coordinator and the Play Team are well trained in managing play and undertaking dynamic risk assessments</li> <li>• The Play Team have a key role in developing and delivering the play provision for all children and can do so confidently</li> </ul>	
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