

Section A: Summary of School Improvement Priorities 2024/25

What is the improvement priority?	Why is this a priority?	What will success look like?
<p>1</p> <p>To further develop the school approach to writing , including composition, spelling and handwriting.</p>	<p>At the end of Key Stage 1, the school outcomes for writing were below the last published national standard. Writing was also our lowest achieved Early Learning Goal. Although progress remains strong across the school journey (14% were working at age related expectations on entry), writing remains a priority development area for our school.</p> <p>We are continuing to develop proficiency in writing. Our pupils need accuracy and automaticity in transcription (spelling and handwriting) and composition skills. We continue to explicitly teach foundational skills (including spelling and handwriting, sentence construction, control of grammar and use of vocabulary) which will aid our children to write effectively.</p> <p>Teachers have taught a progressive sequence of writing objectives within discreet handwriting lessons in order to develop the children’s formation of both lower case and capital letters. These lessons also focus on letter sizing. Staff foster a strong, highly positive writing culture where children show a real love for writing and take pride within their work.</p> <p>This focus on handwriting must continue to be fully embedded within the curriculum and this year we look to</p>	<ul style="list-style-type: none"> - Assessment checks early Autumn 1 in place and completed. Year 1 will focus on the formation of lower case letters, with Year 2 focusing on capital letters. - Spelling progression to be created. Teachers to also model effective spelling strategies e.g. physically model using the sound mats. - Learning walks will indicate that all children are in receipt of daily letter formation/handwriting teaching as set out on the writing long term plan and handwriting policy. - Planning scrutiny indicates that teachers are using the updated OTIS Long Term Writing Plan (July 2024) to plan sequential, progressive writing lessons that meet the needs of the children/cohort. - All teachers and TAs will be trained in the new spelling strategies which will be introduced within writing lessons in Autumn. Learning walks will indicate that implementation is consistent. - Monitoring of writing will ensure that long term planning transfers accurately to medium and short term planning. - Writing lesson ‘drop ins’ and book looks demonstrate that lesson sequencing provides children the opportunity to learn new skills and to practise and rehearse these sufficiently, prior to including these in independent writing.

		<p>introduce the Kinetic Letters writing programme into Nursery and Reception to further strengthen outcomes in the Early Years. This programme will roll up into school year on year.</p> <p>This year we must also ensure that our rigorous approach to developing the teaching of spelling is implemented.</p> <p>Although the children’s progress in phonics is good, They must now be taught <u>how</u> to consistently apply their knowledge of sounds to unknown words and to identify accurately (a) the number of phonemes/syllables needed, (b) the position of the sounds within a word and (c) how to select the most likely representation of a sound using the correct grapheme/phoneme correspondence.</p>	<ul style="list-style-type: none"> - Learning intentions are clear and not task driven - ‘write a recount’ instead should indicate clearly what is being learnt e.g. to ‘write a recount using past tense’. - Teaching sequences for writing lessons outline how much spelling should be covered within an individual lesson. - Progression documents will be created for the different writing genres that we teach e.g. progression in composition (planning/redrafting/editing). - Writing book looks demonstrate that basic skills are in place (coherence of simple sentence structure, formation of capital letters, consistent use of full-stops, accurate letter formation). These skills must be secured prior to more advanced expectations being placed on the children e.g. writing more than one sentence or application to longer pieces of writing.
2	<p>Develop and implement a progressive whole school oracy and vocabulary strategy that will accelerate language acquisition and improve outcomes in reading and writing.</p>	<p>We know that if a pupil cannot say or comprehend a word, they will almost certainly struggle to read it and use it in their own writing. 35% of our 2023/24 Reception cohort entered working at age related expectations in Communication and Interaction. This has also been coupled with an increase in the amount of EAL children joining our school assessed at Bell Stage ‘band A’. We therefore have an increased need for a comprehensive and effective strategy to support children’s oracy and vocabulary development throughout our school.</p> <p>There is a well-established association between the extent of a child’s vocabulary and their language comprehension abilities. We need to ensure we are developing children’s breadth and depth of vocabulary to enable them to read more and therefore know more.</p>	<ul style="list-style-type: none"> - To create a shared understanding of Oracy and how it is taught within Old Town Infant School and Nursery. - To provide training to develop the use and effectiveness of Oracy and Language acquisition. - To create an Oracy Progression Map along with a bank of purposeful oracy and vocabulary learning resources/strategies. - To ensure there are clear opportunities for discreet oracy teaching when needed. - To use enrichment opportunities, community links and outside agencies to support children’s exposure to oracy and vocabulary in real-life contexts. - To create a clear pathway for EAL pupils as they enter our school with low levels of English understanding. We want to ensure there is a clear and established

		<p>A progressive whole-school oracy and vocabulary strategy will support our staff's subject knowledge as well as gaining an understanding of how children's language develops. We will support subject leaders to adapt their subject overviews and long-term plans to ensure that developing children's oracy is a key driver within our curriculum.</p> <p>The characteristics of our school have also changed, and this is reflected in an increase of pupils who are new to living in England with low levels of English. Currently 41% of the school cohort are identified as having EAL. We want to ensure children and families feel welcomed and valued within our community by giving them the tools to communicate and contribute to our school. Our oracy and vocabulary strategy and our new EAL policy will have clear pathways for EAL children to acquire new language with increased confidence and application.</p>	<p>route to support children's early acquisition and ability to settle in a new school and country.</p>
<p>3</p>	<p>Continue to embed our Old Town Vision and Values across the school and within the curriculum – link to middle leadership. <i>Include implementation of behaviour strategy</i></p>	<p>Last year we began our journey on defining the values that underpin our curriculum and all that we do here at Old Town Infant School and Nursery. These values were created with stakeholder input and were identified as: Independence, Respect, Resilience and Curiosity.</p> <p>Across the 2023/24 academic year, three of our four values were introduced and defined. They were broken down into small steps, articulating the associated behaviours that we wish to see for each. It is essential that expectations are clear, understood and displayed by all members of our school community.</p> <p>As we move forward, our final value of curiosity needs to be rolled out and implemented across the Autumn term. All four values then need to be linked to our long</p>	<ul style="list-style-type: none"> - The teaching of the values will be evident across the curriculum and subject leaders will be able to talk about, and identify where specific values are taught within their given subject. - Both children and all school staff will live the values within school. - The four values (Respect, Resilience, Curiosity and Independence) will be unpicked with clear definitions outlined, about what they will look like across the school and at home. <i>As an infant school, values should be easy to understand</i> - Values will be shared with the children in focused assemblies and with our parents through newsletters. - The new behaviour recording system 'Track-It Lights' will assist the recording of values being observed (in a

		<p>term planning for all curriculum subjects. Subject leaders should have a clear understanding of how their particular subject provides opportunities for the different values to be introduced and built upon as the children move through the school.</p> <p>We also need to ensure that all aspects of British Values provision and protected characteristics are encompassed within our four school values.</p>	<p>quick and timely manner). This data can later be celebrated in assemblies.</p> <ul style="list-style-type: none"> - Parents will be able to support the teaching of the values at home. - Children will articulate the traits of each value as well as knowing how to physically display the values e.g. what does it look like in school, how would they demonstrate the value at home/outside of school. - Values will be linked to our long-term planning for all curriculum subjects. We also need to ensure that values are promoted and included in our wider curricular offer.
<p>4</p>	<p>Development of the new Resource Base to meet the needs of children with significant SEND, ensuring that the provision and support is focused, clear, supportive and enables the children to receive an inclusive and high-quality education.</p>	<p>Back in April 2024, the school made the Local Authority aware of the high level of complex needs in existence on roll in our Nursery. This was in addition to a Reception intake with a high level of Education Health and Care Plans and children currently under the assessment process. The school is predicted to have 16% of the Reception cohort with an EHCP – this is six times the national average.</p> <p>The new provision will predominantly meet the needs of children with Autistic Spectrum Condition (those diagnosed and who are on the pathway). Secondary needs such as speech, language, communication and cognition and learning have also been identified as barriers for children attending the base.</p> <p>The Resource Base will be accessible to children in Reception and Year 1. The main purpose will be to support the children in accessing a curriculum appropriate to their individual stage of development and to integrate them into a mainstream model when, and where, appropriate.</p>	<ul style="list-style-type: none"> - Ensure that the SENCO and Base Teacher have appropriate resources, including use of admin (if necessary) to oversee the running of the base. Weekly check-in with HT to ensure workload is clear and manageable. - Provide regular training and professional development opportunities for staff members within the base (including visits to other settings) to improve their understanding of different SEND conditions and effective teaching strategies to support the children in the classroom. - Effective systems will be in place for assessing the children within the resource base as early as possible, involving a range of assessment tools (including the Engagement Model if necessary) and working closely with parents and external professionals. - Observations, learning walks and lesson ‘drop-ins’ to the base will demonstrate how inclusive teaching practices cater to the diverse needs of all learners. - Establish strong lines of communication with parents, providing regular updates on their child's progress.

		<p>There will be a service level agreement with a specialist provision (ideally Winchelsea School) to monitor the delivery of curriculum and to quality assure the learning environment - providing advice and support to the base staff when necessary.</p>	<ul style="list-style-type: none">- There will be a strong collaboration with Winchelsea School, BCP SEND and other external agencies, combined with support from CLP. This will include external services, such as Educational Psychologists, Speech Therapists and Occupational Therapists. This will ensure that children with complex needs receive appropriate and targeted support.- Ensure that the physical environment of the resource base is accessible and accommodating to children with additional needs. This will include sensory spaces and a designated learning space where the children with SEND are able to achieve and make progress towards their individualised targets.- Address the social and emotional wellbeing of children within the base by continuing to promote our inclusive and nurturing school culture.- Regularly monitor and evaluate the impact of interventions and support strategies for children within the base. Use this data to inform further improvements (and refine our approaches where necessary) to teaching and learning.- Ensure that adequate resources are allocated to support the implementation of SEND initiatives within the resource base. To include funding for staff training, additional learning materials, and specialised equipment.- Use data to track the attainment of children within the base. This is in order to celebrate small steps of progress and to narrow attainment gaps.
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