



Jolesfield Church of England Primary School

Our vision is that Jolesfield Church of England Primary School enables every child and adult to flourish as individuals and collectively for the good of all.

'Jesus said, " I have come that they may have life and have it to the full." John 10 v10

We create an inclusive school community where children feel rooted in the knowledge of God's love for all people. We aim for every child to develop a curiosity for learning and celebrate achievement in all its forms, as well as the effort that goes into making progress. The concept of flourishing, linked to 'have it to the full' is rooted in our belief that we all inhabit God's world and he gave it to us to explore and cherish. Therefore, we embrace the full breadth of the curriculum and move beyond in order that our children flourish spiritually, socially, emotionally and academically. As pioneers, children develop a passion for learning, grow in confidence without fear of failure and inspire the adults around them.

Our vision is communicated through our school values of:

- kindness
- thankfulness
- teamwork
- positivity
- respect

School Improvement Plan 2023 - 2024

JOLESFIELD PRIORITIES FROM OFSTED INSPECTION IN JULY 2023

In a few subjects, including in the early years, leaders are still refining the curriculum. This means that teachers are not always clear on precisely what knowledge needs to be taught and when. Leaders should continue with their improvement plans to ensure that teachers know how pupils' knowledge should build systematically over their time at school.

Where guidance about the sequencing of learning is not yet clear enough, activities are not necessarily matched well to what pupils already know or need to learn. Teachers are not always building on secure foundations or are focused more on pupils' enjoyment than content. Leaders should ensure that teachers understand the components of learning that pupils need to learn and remember in all subjects.

Key Priorities

Quality of Education

- 1.1) To ensure that a consistent approach is taken across the school to develop and improve handwriting, spelling and calculation skills
- 1.2) To improve and develop the use of assessments as a means of identifying and addressing gaps in learning for all
- 1.3) To promote a culture of reading for pleasure
- 1.4) To improve the consistency of quality RE teaching and opportunities for pupils to develop a sense of spirituality
- 1.5) To streamline our curriculum to ensure the content and delivery is both cognitively and developmentally appropriate

Behaviour and Attitudes

- 2) To improve the effort, independence and resilience of all pupils across all groups of learners

Personal Development

- 3) To develop the ability of all children to self-regulate cc 1.5 To develop an interconnected curriculum to ensure curriculum coherence

Leadership and Management

- 4) To equip subject leaders with the necessary skills to 'quality assure' their subject within an interconnected curriculum

EYFS

- 5) To develop greater opportunities for children to develop fine motor skills leading to improved writing outcomes

Quality of Education

1.1 To ensure that a consistent approach is taken across the school to develop and improve handwriting, spelling and calculation skills

Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
<p>Handwriting, spelling and calculation skills are so inbuilt into the routine of a SODA that every teaching moment is optimised.</p> <p>There is consistency across the school in the approach used to teach and practise spellings and handwriting.</p>	<p>From Year 1 - Year 6, a clear and appropriate routine of a teaching focus linked to handwriting, spelling and maths calculations is evident in the first 30 - 40 minutes of the school day (different time Year 1).</p>	<p>By end of September</p>	<p>Time: September Inset £300</p>	<p>-Maths (WT) and English subject leaders (VP) drop-ins/pupil voice/observation to ensure quality of approach -SLT (CB/VP) termly work scrutiny focus on impact -Governor (LB) monitoring focus on consistency of approach</p>
<p>There is a visible, termly improvement in books in handwriting and spelling skills.</p>	<p>Guidance capturing the agreed approach to the teaching of spelling and handwriting (The Jolesfield Way) to be written and shared with all teachers.</p>	<p>By end of September</p>	<p>Time: September Inset</p>	<p>-English subject leader (VP) -Governor (LB) monitoring focus on consistency</p>
<p>Unless a specific special educational need has been identified, handwriting and spelling is not a barrier to stopping any child achieving age-related expectations in writing.</p> <p>At each pupil progress meeting, the number of pupils 'just below ARE' is reduced without the number well below rising.</p> <p>90% of children regularly complete homework in y2 - 6.</p>	<p>Following a review of homework, a consistent approach will be implemented across the school. This will be captured and shared with parents.</p>	<p>By end of December</p>	<p>Staff meeting</p>	<p>-Headteacher responsible for writing the approach based on best practice and discussions with teachers. -Class teachers responsible for raising the expectation. -School ambassadors to survey pupils on barriers to completing homework. -survey parents on homework</p>
	<p>The Maths subject leader (WT) will review on a termly basis the outcomes of weekly maths assessments, end of unit WR assessments and PUMA outcomes are being used by teachers (Y2-Y6) and use these to scaffold professional discussions with individual teachers, involving the SENCo where appropriate.</p>	<p>Termly</p>	<p>Subject leader cover (1 morning/afternoon on a term): £150</p>	<p>-Maths subject leader (WT) -Governor monitoring - impact - what is being identified and what are the actions taken?</p>

1.2) To improve and develop the use of maths assessments as a means of identifying and addressing gaps in learning for all

Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
Weekly and termly maths assessment scores reflect progress, due to the on-going focus on maths fluency and the increased focus on calculation skills.	The Maths subject leader (WT) will review on a termly basis the outcomes of weekly maths assessments used by teachers (Y2-Y6) and use these to scaffold professional discussions with individual teachers, involving the SENCo where appropriate.	Termly	Subject leader cover (1 morning/afternoon on a term): £150	-Maths subject leader (WT) -Governor monitoring - impact - what is being identified and what are the actions taken?
	All year groups from Y1 to Y5 will complete termly PUMA assessments. EYFS to complete end of Summer PUMA assessment.	Termly	Cost of Puma assessments	Class teachers
As a result of assessments, teachers can articulate and evidence how teaching has been adapted to meet the needs of all pupils.	From the Autumn term, Year 6 will complete regular practice NCTs.	On-Going	No additional cost	Class teachers
	A termly staff meeting is allocated to cross-reference completed PUMA assessments in order to identify trends across the school and use to inform practice, planning, resourcing and approach.	Termly	Staff Meeting Time	Headteacher
Progress in maths is accelerated, due to gaps in learning being quickly identified and addressed. 80% of Year 4 achieve a score of 18 (75%) in the Year 4 times tables test	Outcomes from this staff meeting will be used by the Maths subject leader to inform his action plan (including training and resourcing needs) and future monitoring.	Termly	Subject leader cover (1 morning a term): £150	-Maths subject leader (WT) -Governor monitoring - impact - able to see coherent plan and intended actions
	The standardised score from Puma assessments is added to our Insight Tracking system in order to inform predicted attainment and improve the information being shared with parents	Termly	No additional cost	Headteacher
	Times tables fluency is prioritised in Year 4 through SODAs, homework, individual targets and ad-hoc opportunities. This is revisited daily in Yr5/6 with links to place value and developing number fluency and sense.	On-Going	No additional cost	Maths Subject leader (WT)
	SODAS are used as an opportunity to preteach upcoming mathematical strategies, vocabulary and methods with time built in for the class teacher to model appropriately			

1.3) To promote a culture of reading for pleasure

Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
<p>All children are reading twice daily and listening to a class reader daily.</p> <p>A random sample from all pupil groups reflect positive attitudes from at least 95% of children spoken to.</p> <p>Pupils from Year 2 onwards are able to articulate what 'Read like a writer and write like a reader' means to them and how it helps them be a better reader and writer</p> <p>Pupil outcomes for individual year groups are higher than in the previous year (for example, the attainment for year 3 is higher than their attainment in Year 2)</p> <p>Embed approach Use Libresoft book reviews More info linked to reading shared with parents Bigger focus on author visits Inter-Disciplinary book project using 'The Arrival' KS2 (Shaun Tan) KS1 'Tidy'</p>	<p>'Write like a reader and read like a writer' is displayed in every classroom. On a daily basis, teachers vocalise outloud what this means in practice and support children to do the same.</p>	<p>By end of December</p>		<p>English subject leader (VP)</p>
	<p>Librarians identify and promote books regularly in worship and through the newsletters.</p>	<p>By end of November</p>		<p>English subject leader (VP)</p>
	<p>Begin to add class libraries to the Libresoft system so teachers/children can independently scan books in and out</p>	<p>By end of April</p>	<p>scanners £80 each</p>	<p>Headteacher Office Staff (NS)</p>
	<p>Training is given to teachers to raise awareness of the research evidence supporting actions, linked to a positive reading culture.</p>	<p>By end of February</p>	<p>Inset £150</p>	
	<p>Based upon research and informed by DfE guidance (issued July 2023), a comprehensive list of agreed actions and practice to establish a positive school reading culture is agreed.</p>	<p>By end of April</p>	<p>Inset £150</p>	<p>Governor monitoring sources of evidence for actions Governor monitoring of impact on enjoyment/engagement with reading (pupil voice)</p>
	<p>Class libraries are reviewed in line with recommendations from the DfE Reading framework. (July 2023)</p>	<p>By end of February</p>		<p>Deputy Head (CB) Headteacher</p>
	<p>Trial, review and agree a system of record keeping to be launched in September 2024 where every child's individual reading journey is captured once children move away from decodable texts</p>	<p>By end of July</p>		<p>Deputy Head (CB)</p>

(Emily Gravett)	Establish daily routines across all classes so every child has the opportunity to explore a book and be read to daily.	By end of Sept		Headteacher Governor monitoring of routine of SODA
	Timetable to be changed across the school to ensure consistent opportunities for independent reading and listening to a story are enshrined.	By end of September		Headteacher Governor monitoring of impact on enjoyment/engagement with reading
	A record of class readers is maintained ensuring the quality, suitability and variety of texts shared with the class and repetition is avoided	By end of October		English subject leader (VP)

1.4) To improve the quality of RE teaching of Christianity and opportunities for pupils to develop a sense of spirituality

Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
<p>Teachers are confident with the 'big picture' of the Bible and can explain using the language promoted in 'Understanding Christianity'.</p> <p>Children can articulate where their unit of 'Understanding Christianity' fits with the 'big picture' of the Bible.</p> <p>Teachers begin to build an understanding of ways to assess pupils' understanding.</p> <p>There is a shared understanding across staff, parents and pupils of what spirituality is.</p>	All classrooms include the big frieze resource from Understanding Christianity and associated key vocabulary.	By end of November		RE subject lead (VP) Governor monitoring (NN)
	Training to take place with all staff teaching RE on the 'big picture' of the Bible and how the frieze supports children to understand this narrative.	By end of November	Staff Meeting	RE subject lead (VP) Governor monitoring (NN/AL)
	Training to take place on use of hexagons to assess understanding in RE	By end of November	Staff Meeting	RE subject lead (VP) Governor monitoring (NN/AL)
	A statement of spirituality is to be constructed and shared to ensure a common understanding across the school community	By end of December	SIAMS Committee	SLT and FGB
	Curriculum overviews for RSHE, History and Geography identify cross-curricular strands which develop spirituality.	By end of June	Headteacher time	Governor monitoring (LB)

Opportunities are identified across the curriculum for pupils and staff to develop a sense of spirituality.	Resource boxes are ordered through the Diocesan partnership in order to support the teaching of Christianity	By end of February	Covered by Partnership Agreement cost	RE subject lead (VP)
	A unit of RE will be taught through Godly Play to EYFS, leading to opportunities to capture pupils' developing spirituality.	By end of July		EYFS Teacher (HJ) Governor monitoring (NN)

1.5 To streamline our curriculum design to ensure the content and delivery is both cognitively and developmentally appropriate
 CC Leadership and Management: To equip subject leaders with the necessary skills to 'quality assure' their subject within an interconnected curriculum
 Focus: RE/Spanish/Computing/History/Geography/

Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
Teachers have a robust understanding, informed by research, of the pedagogical advantages of an interconnected curriculum and use this to make sound judgements.	Extensive staff training linked to the work of Mary Myatt and Emma Turner	By end of April	Inset £300	Headteacher
	A termly curriculum overview (shared with parents) identifies for each year group an enquiry question and subjects with end points of learning linked to this and the subjects that will be taught discretely.	By end of September		SLT Governor monitoring: Lizzie Bailey
All teachers are able to identify robust connections which deepen learning.	Subject leaders identify the key underpinning concepts of their subject and create an action plan sharing the steps to be taken to ensure these are reflected in their subjects intent and implementation.	By end of January	Allocated staff meeting time	SLT Governor monitoring: Lizzie Bailey
KS2 pupils are able to identify subject-specific skills linked to individual subjects.	Class teachers to identify the key elements for each unit of learning (reflected in curriculum overview) on unit plans and any additional elements to give depth and breadth.	By end of July (on-going)	Inset	Subject leaders Governor monitoring: Lizzie Bailey
The progression of knowledge is aligned across all subjects being taught in an inter-connected manner.	A yearly overview is produced which reflects the narrative of Jolesfield's curriculum across the school, in line with our curriculum intent and the intent for	By end of July	Inset	SLT Subject leaders

<p>A yearly overview (hyper-linked to unit plans) reflects a cohesive narrative across and beyond the National Curriculum. (Yr 2 Focus on delivery T&L approach matching curriculum intent and vision:T&L policy; continue with development of progression of knowledge to reach the same standard across all subjects)</p>	each subject.			
	Subject leaders use a 360 degree review to ensure understanding and planning for progression is in place for the key elements and that this is not diluted through inter-connected curriculum. Subject leaders 'quality assure' the key elements of progression of knowledge linked to their subject this year and ensure the yearly overview is accurate, in order to inform next year's curriculum. (Key Focus Areas: Geography and History)	By end of July	£600	SLT Subject leaders Governor monitoring: Lizzie Bailey
	VP to meet with Stephen Bush - senior education advisor VP to audit planned curriculum approach.	By end of November		Headteacher

Behaviour and Attitudes

2) To improve the effort, independence and resilience of all pupils across all groups of learners

Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
<p>Without prompting, pupils follow the morning routines and all pupils are settled and engaged by 8:55am.</p> <p>Pupils are aware of outcomes of assessments and demonstrate the desire to compete with themselves.</p> <p>Without prompting, pupils refer to their toolkit and show an awareness of self-regulation.</p> <p>Pupils freely and willingly identify and access resources</p>	Teachers model and set an expectation for pupils, linked to a multi-sensory approach, used to underpin the teaching of spelling.	By end of October	Staff meeting	Liz Carey/Lizzie Bailey
	Teachers establish a routine linked to daily reading opportunities and starter of the day activities which pupils follow with minimal prompting.	By end of October	No specific cost	Liz Carey/Lizzie Bailey
	Jumper boxes, book bag spaces, water bottle trays etc are all linked to the importance of caring for personal belongings. Routines in class linked to caring for personal and school possessions are made explicit and systematic to build independence.	By end of December On-going	No specific cost	SLT
	Pupils self-assess against all IALTs.	By end of September	No specific cost	SLT

<p>that help support and embed learning.</p> <p>Pupils take more care of their belongings and school resources, leading to less lost property and damaged resources.</p> <p>Pupils take pride in the presentation of their learning.</p>	Teaching staff promote metacognition through encouraging pupils to identify individual targets and steps to improve such as adding vocabulary to dictionary.	By end of September	No specific cost	SLT
	Rubbers are not generally used so learning from mistakes can be celebrated and valued.	By end of September	No specific cost	SLT
	Pencil cases are no longer permitted by teaching staff so all pupils have to share and care for resources linked to the value of teamwork.	By end of September	No specific cost	SLT
	Teaching staff explicitly celebrate and model neat presentation.	By end of September	No specific cost	SLT
	All pupils have access to a zones toolkit and can refer to how/when they use it.	By end of September	No specific cost	Governor monitoring: Emma Chandler
	Classrooms are kept tidy by teaching staff and pupils allowing easy access to clearly labelled resources.	On-going	No specific cost	SLT

Personal Development

3) To develop the ability of all children to self-regulate				
Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
<p>Independently children are seen trying to use their zones toolkit to regulate feelings across the school day.</p> <p>The emotional vocabulary children use to explain their feelings is broader so the understanding of others is improved.</p> <p>All staff are familiar with language and strategies linked to Zones of Regulation</p>	Train teaching staff on the underpinning pedagogy to Zones of Regulation and share glossary of language	By end of September	No specific cost	Governor monitoring impact Emma Chandler Headteacher
	Teachers to deliver identified lessons from Zones of Regulation linked to two key texts	By end of October	£60	Governor Headteacher
	Train office staff and MDMS on approach and associated language making links to safeguarding	By end of November	No specific cost	Headteacher
	Share with parents the Zones of Regulation approach and ways to support at home	By end of September	No specific cost	Class Teacher Governor
	All classrooms to display and build upon resources to support pupils with self-regulation, including a means of 'checking in' daily	By end of September	No specific cost	Headteacher

	Learning mentor to promote use of theraplay across all teaching staff linked to Zones of Regulation	By end of September	£50	Governor monitoring Liz Carey Kat Partridge to deliver Headteacher
	Explore and establish role of additional adult (Sarah Evans ELSA Trained) as an 'additional ear' to support children in developing their emotional literacy and regulation	By end of December	No specific cost	Governor monitoring impact Emma Chandler

EYFS

5) To develop greater opportunities for children to develop fine motor skills leading to improved writing outcomes

Indicator of success	Key actions	Accountability/ Timescale	Resources / cost	Monitoring arrangements/ responsibilities
78% (18/23) of EYFS to meet a good level of development in writing In those that do not meet in writing, the barrier is not handwriting unless there is a clear identified special educational need, eg, dyspraxia	Dough Disco to run through the week to support strengthening of hands and fingers. Name writing sessions on Friday mornings, to improve fine motor control and reading and writing their name. Adult-led board game/jigsaw puzzle sessions to improve fine motor skills (picking up pieces, moving pieces accurately)	By end of September	£50	By February Half-Term Governor Monitoring Liz Carey English Subject Lead - VP
	Funky Fingers to run 4 x a week after October half term. This focuses on fine motor skills (pencil control, pinching motions with tweezers, finer movements and scissor skills). Activities are based around accuracy. Handwriting is introduced in second half of spring term as one of the Funky Fingers activities.	By end of November	None - all resources available	By February Half-Term Governor Monitoring Liz Carey English Subject Lead - VP
	Physical areas outside are open to the pupils each day to support gross motor skills. Access to the digging pit	By end of September	£50 (through JSA)	By February Half-Term Governor Monitoring Liz Carey

	and sand pit where there is encouragement of moving shoulders (linked to fine motor skills). Use of gardening tools helps with smaller movements and accuracy.			English Subject Lead - VP
	Activities rotated and accessed in the environment to support development of fine motor skills, for example: Threading activities Small Loose Parts Playdough station Weaving Den building (accuracy with rope and pinching pegs) Peg Boards Painting with Babybuds Scissors and writing tools accessible for mark making	By end of September	None - all resources available	By February Half-Term Governor Monitoring Liz Carey English Subject Lead - VP
	LP to attend training 'Let's Get Physical -The Journey into Writing' Review current practice and plans in light of training and agree next steps with HJ (HJ attended the same training in Summer 2) Training was postponed until February	By end of December	£250	By February Half-Term Governor Monitoring Liz Carey English Subject Lead - VP