

School Operational Plan 2021-2022

"I have come in order that you might have life – life in all its fullness." John 10:10

Christ taught us that his purpose was to give life in all its fullness. Through our Christ like attitude we seek to do the same.

This is at the heart of all we do.

KNOWLEDGE

Quality of Education (SEF 1)

Task	Success Criteria	Final review
Priority 1 Through our aspirational academic and social ambition ensure all learners are supported and inspired to reach their goals and shine.		
* To mitigate against the impact of school closures on our disadvantaged children, particularly in reading, writing and communication and interaction in EYFS; standards in phonics and the % reaching expected standards in R, W & M. * To mitigate against the impact of school closures on the % of children achieving GDS across all subjects and the % of children achieving the EXS standard in writing. * To ensure that SEND provision for children continues to be of a high quality throughout the curriculum. * Embed the funds of knowledge within our school community and the local area within our curriculum. * Through staff development opportunities ensure that the concept of powerful knowledge is understood and embedded in the curriculum.	* Against established baselines disadvantaged children make at least the expected progress. * % of children achieving GDS is back in line with standards at the last statutory assessment point (18-19 dataset). * SEND children make the expected progress against My Plan targets. * Curriculum planning to reflect the use of funds of knowledge. * Audit of individual subject improvement plans evidence the introduction and impact of powerful knowledge.	* 85% of disadvantaged children made the expected progress in reading, 80% in writing and 80% in maths across the school. An analysis of the Early Learning Goal (ELG) data showed that 77% met ELG word reading (an increase of 58%); 85% for Comprehension; 92% for Listening, Attention and Understanding (an increase of 38%); 92% for Speaking (an increase of 50%). * GDS figures show children in KS1 writing 2% lower (at 11%), reading 5% higher (at 18%) and maths 6% higher (at 19%) than 18-19, In KS2 writing 8% lower (at 7%), reading 2% lower (at 25%) and maths 3% higher (at 32%) than 18-19. * 87.5% of children made the expected or above expected progress against their targets. * Curriculum planning includes funds of knowledge. * Improvement plan reviews evidence a focus on the powerful knowledge that the children need to learn. Subject leads are more secure in the powerful knowledge within their subject. Monitoring shows that T&L is more knowledge led and children are retaining this knowledge.

Behaviour and Attitudes (SEF2)

Priority 2 To maintain and further develop a culture that celebrates positive behaviour and attitudes from all.		
* To work alongside our children to create mechanisms of their design that gathers their peer's opinions about behaviours and attitudes in school. * To revisit the principles of successful learning with our children to ensure cohesive and consistent development of positive learning behaviours. * To induct a new 'Grow Your Brain' lead to take this initiative to a second phase. * Review the school's behaviour policy, alongside a working group research best practice in this area, trial new approaches. * To maintain a strong and impactful focus on attendance whilst recognising circumstances beyond our control may arise.	* Pupil parliament successful gather children's voice about behaviour and attitudes with appropriate action then taken. * Pupil conferences and learning walks to evidence an embedded understanding of successful learning. * Audit of improvement plan evidences positive impact. * Draft behaviour policy in place to be introduced in 22-23. * To improve on the last uninterrupted year's (18-19) attendance of 94.6% (95.8% not including GRT). The expected target is 95.1% (not including GRT 96%) and the aspirational target 95.6% (not including GRT 96.5%). * Reduce PA in line with the national average and to improve on the last uninterrupted year's figures.	* The methodology to gather pupil's voice was reviewed. Peer on peer verbal questionnaires reached too few pupils. Pupil parliament introduced an online survey which was suitable for the older children from Y3 - Y6, and a paper version of the online survey for Rec - Y2. The views of 86% of the school were gathered, data reviewed resulting in change, eg. OPAL play leaders, change to OPAL zones, Kingball for year groups, review of after school clubs to ensure all groups have equal provision. * Successful learning was re-established in the Autumn term and remained a focus throughout the year. Monitoring findings (learning walks, pupil conferences, lesson observations) evidence an embedded understanding. * Grow your brain will no longer be stand alone lessons due to timetabling pressures. Instead this has been merged with successful learning and staff continue to receive CPD on the metacognition (learning to learn) strategies used in school. * The behaviour policy reviewed concluded that the framework is essentially fit for purpose but needs updating. The school community engages well with the current policy. Analysis of behaviour data, incident report forms, behaviour logs and other monitoring show the importance of a behaviour strategy driven by a strong understanding of neurodiversity, trauma driven behaviour and reflection. As such the behaviour policy will now be updated in 22-23 following staff INSET and other training in these areas. * Attendance remained hugely affected through 21-22. The combination of illness as a result of COVID and other infections remain stubbornly high. Many families choose to take extended leave as this country and others re-opened. Attendance figures for the year were 90.7%.

		* 32.1% of the children were persistently absent having missed 10% or more sessions. This compares to 17.6% in 18-19 (the last uninterrupted year).
Personal Development (SEF 3)		
Priority 3 To go beyond the expected to consistently promote the extensive personal development of pupils.		
* Ensure staff are in skilled to assess the emerging mental health and general well-being needs of the children. * Embed the assessment process to support the identification of the above linked to action in class, action through in school expertise (inclusion), action by external agencies (e.g. TIC+). * Preceding year group leads to work with following year group leads so they can influence practice to further enhance readiness. * Introduce an oracy lead within our English team to revisit the skill of debate and discussion to celebrate difference and individuality. • To audit the support now available to children and create a comprehensive map for practitioners to reference.	* Evidence of resources available to staff and training delivered. * Assessment protocols available and embedded. Inclusion team minutes to evidence children referred and action taken. * Staff meeting time allocated, provision for children adapted accordingly. * English improvement plan to include oracy initiatives. Learning walks to evidence impact. * Map for practitioners available and disseminated.	* Staff are trained in identifying need with further training having taken place for the whole staff team in trauma informed practice and emotion coaching. We have successfully achieved the Healthy Schools Award once again and achieved the Mental Health Award following assessment on 30.6.22. * Staff actively discuss concerns with the Inclusion team in the first instance, these are recorded on CPOMS. Where necessary a Boxhall assessment is then completed by teachers with parents' views gathered. Following this action is then taken either in class; by the inclusion team or through external support (eg. play therapy, art therapy, Young Minds Matter). This practice is embedded in school. * Following extensive work with the middle leading team our transition process has been reviewed. This included year group leads creating guides for each other to include content and routines the children must be confident in at the end of the year. Transfer day was well managed, and children were well prepared for the September '22. * An oracy lead has been introduced and a progression ladder for the development of this area created. Opportunities for the children to develop their oracy skills have been identified throughout the curriculum. * The inclusion team have strong links with external agencies and use both their in school Inclusion Team forum and the map of support available in Gloucestershire and beyond to support families.
Leadership and Management (SEF 4)		
Priority 4 To ensure the education provided by our school has a positive impact on the outcomes of all children so that they reach their goals and shine.		
* To provide highly effective professional development for staff and provision for children in response to strategic analysis. * To further embed the roles of the senior leadership team and other members new to leading roles (including subject leaders) in school. * To make successful links with the Coney Hill/Milestone teaching alliance so we are able to grow our own teachers and develop staff at all levels. * Ensure our values are the golden threads seen and celebrated in our curriculum. * To introduce and embed a new school Vision which is valued and understood by the school community. * To induct those new to teaching through the ECT programme.	* Performance management, staff meeting and INSET programmes created and in turn adapted as needed. * R&Rs of all leaders in school embedded with impactful individual improvement plans, SOP, SEF and monitoring programmes created. * Successful programme of support for schools direct students in school. Delivery of training for the teaching alliance by staff in school. * Curriculum to reflect the current values in school as appropriate. * New Vision introduced and explored throughout the academic year. * ECT programme introduced and training delivered.	* Professional development opportunities for staff continue to be developed in response to strategic analysis. This has included the staff meeting programme for teachers, TA and SSA training opportunities and INSET training for all staff. An example of this is the INSET day training on April 25th which was planned in response to identified need. This included the introduction of Edukey – a system to support with the planning and assessment of support for children with SEND. Staffs' performance management includes an individual professional target which is based on analysis of individual need or the school's operational plan priorities. Future planning includes the January '23 INSET on neurodiversity, planned in response to need. * Our revised induction programme is in place and supporting new staff as they join our Kingsholm Family, this includes all those in leadership roles in school. For all roles there are carefully written job descriptions and role responsibilities and for some there are probationary periods which are supportively designed to aid induction. Senior leaders have undertaken a project to clarify roles and responsibilities using the Ofsted framework for reference – this important piece of work has ensured all members have an extremely clear focus with positive impact clear. New MLT members and teachers were inducted well. Staff new for 22-23 were inducted during the summer term. * We have had 3 trainee teachers in school in 21-22 as a result of the link formed. One of our TAs has also been accepted onto a teacher training course for 22/23 through the alliance. Kingsholm staff are also providing history and art training to support the programme. Two other TAs have

		been identified as potentials teachers for the future and we are continuing our work to further develop this relationship with a staff member identified to take this forward in 22-23. * Values embedded, links made across curriculum, all governors consider values during monitoring visits, recent parent surveys show a clear awareness of both our new vision and values. * Vision informs all that we do – to help children reach their goals and shine. All staff know the vision. Art focus on defining key words. Our website and school newsletters display our vision and this is regularly shared with the school community. * ECT programme being followed – it is not as effective as our previous NQT programme so additional support is given in class through us providing release for mentors to support ECTs half a day a fortnight.
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