



The Russell School

School Improvement Plan 2021 - 2023

STRATEGIC INTENT	Ensure that Quality First Teaching across the school continues to impact positively on attainment and progress, enabling all children to make better than expected progress and achieve their highest academic standard, 'catching up' and 'closing gaps' for vulnerable groups and children adversely affected by COVID closures
SIP TEAM LEADER	Becky James
GOVERNOR LEAD	Neil Cutting and Tom Lloyd
KEY OFSTED AREAS	Quality of Education/ Leadership and Management

INITIATIVES AND IMPLEMENTATION	IMPLICATIONS WHO, WHEN, HOW MUCH?	IMPACT	ACTIONS FOR GOVERNING BODY
Continue to develop the use of Practice Development Plans to contribute to the Appraisal process and to provide focus on teaching standards and the self-evaluation of practice by individuals. Incorporate 'best practice' opportunities for peer teaching/teaching trios and link individual SMART targets to form self-reflective small steps. Review progress at SLT level making adaptations for Autumn 2022.	Appraisal Team Leaders to use, monitor and evaluate Termly appraisal sessions built into CPD calendar Autumn Term 2021– Summer Term 2023		
Focus main body of CPD on pedagogy. Establish core purpose and clear pedagogical principles for highly effective teaching and learning with whole staff. Explore the pedagogy behind specific subjects such as reading. Examine Rosenshine's Principles in depth. Study other bodies of pedagogical research. Reflect	SL to lead Half termly pedagogical focus Autumn Term 2021– Summer Term 2023 SPARK credits for Debbie Thomas and other AfC advisors to support		



The Russell School

School Improvement Plan 2021 - 2023

on learning in the classroom and self-reflection on teaching.			
Restructure CPD for all staff to provide 'flow'. Pedagogy to be followed by specific subject focus sessions linked to pedagogy. Half termly time to develop Peer and Team work linked to pedagogical principles, time to meet and work with TLAs in class teams to review impact. Specific allocated time for 'business' in order to not impact on pedagogical focus.	BJ and SL to lead Autumn Term 2021– Summer Term 2023		
Focus on whole school reflection. All staff to be given regular time to reflect on teaching and learning and self-improvement. All children to be given reflection time every week. Develop Bubble Catchers with all year groups, collective response in EYFS and KS1, individual responses in KS2. Evaluate impact of reflection on long term memory and retrieval to working memory, as well as impact on social and emotional development.	SL to lead Autumn Term 2021– Summer Term 2023 Termly review		
Focus elements of CPD and pedagogy on working memory, schema and executive functioning. Reflect on impact of this research on classroom practice.	SL to lead Autumn Term 2021– Summer Term 2023 SPARK credits for AfC advisors to support or EP hours for EP to lead		
Provide varied opportunities for peer work. All teachers to work in Teaching Threes on aspects of classroom practice, providing support and expertise to further develop skills. All teachers to observe partners and investigate aspects of teaching and learning. Presentations to all staff on focus of research and observations alongside outcomes.	BJ to lead Autumn Term 2021– Summer Term 2023 Half Termly peer focus		
Further developing the practice of Teaching and Learning Assistants – build in self-reflection for	HC and BJ to lead		



The Russell School

School Improvement Plan 2021 - 2023

Practice Development Plans, as with teachers, leading to Appraisal. Focus CPD on leading focused teaching groups and curriculum knowledge.	Autumn Term 2021– Summer Term 2023		
Explore a whole school vocabulary project. Research led focus on the impact of structured vocabulary teaching on progress and attainment. Use of research to structure project. Evaluate impact on vocabulary development in speaking, listening, reading and writing, as well as subject specific, technical vocabulary and the impact on long term memory retrieval.	SL to lead Spring Term 2022 – Summer Term 2023 SPARK credits for Debbie Thomas and other AfC advisors to support		
Participation in Nuffield Early Language Intervention (NELI). NELI is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and are therefore at risk of experiencing difficulty with reading. It is delivered over thirty weeks by teaching assistants in groups of three to four children. Two staff to attend training with Nuffield and deliver intervention to specific, identified children. Evaluate progress and attainment of sample group across two academic years.	BL to lead Autumn Term 2021 – Summer Term 2023 2.5 days supply cover for two staff £120 x 2.5 = £300 £200 x 2.5 £500		
Participation in Mastering Number programme. The project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Three staff to attend training with NCETM and deliver programme to identified classes. Evaluate	BL to lead (with AM support) Autumn Term 2021 – Summer Term 2023 1-day supply cover for three staff £200 x 3 £300		



The Russell School

School Improvement Plan 2021 - 2023

progress and attainment of classes across two academic years.			
<p>Focus on assessment across the school to ensure that Assessment for Learning strategies are in place and fully utilised in all classes. Refocus formative assessment processes and their impact on quality first teaching, self-efficacy and feedback</p> <ul style="list-style-type: none">• Talk partners• Success Criteria and Learning Intentions• In-lesson Feedback <p>Assessment of Learning practices to be reviewed to ensure maximum impact on teaching and learning, attainment and progress. Review assessment in phonics, reading, maths and foundation subjects to ensure fit for purpose. Review in line with assessment overload and workload management. Incorporate discussions with teachers – how is foundation subject assessment utilised to inform planning? Discussions with foundation subject leads – how are subject leaders tracking the acquisition of skills and knowledge? Review assessment in EYFS in light of new framework and curriculum.</p>	BJ to lead Autumn Term 2021 – Summer Term 2023		
<p>Develop the use of daily fluency in maths in KS2. Dedicated time to focus on number fluency alongside the review of previous learning, recall from long term to working memory, as well as the introduction/ pre-teaching of upcoming concepts. Planning of fluency sessions, observations of sessions, pupil voice to establish impact on working and long-term memory. Evaluate progress and attainment of classes.</p>	BL to lead (with AM support) Autumn Term 2021 – Summer Term 2023		
<p>‘Out of band’ project – review the planning, teaching and assessment for ‘out of band’ children and</p>	BJ to lead with NM/ HC (with AM support)		



The Russell School

School Improvement Plan 2021 - 2023

children working below ARE children in English and mathematics to ensure that <ul style="list-style-type: none">• The progress of SEN Support children is as good or better than 'all children', closing the attainment gap• Children are acquiring progressive skills and understanding	SB to support English focus Observations across Spring and Summer Terms 2022 Planning and work scrutinies: Spring and Summer Terms 2022 Evaluate and monitor 2022 – 2023		
Support EAL learners and further develop the knowledge of teaching EAL learners for all staff <ul style="list-style-type: none">• Review, evaluate and improve current offer of interventions• CPD offer for staff – lesson design for EAL learners• Monitor teaching of grammar and spelling for EAL learners to ensure progression• Investigate a language assessment which can be used to baseline, track and monitor EAL learners alongside data profile of key groups	BJ to lead with HC support Autumn Term 2021 – Summer Term 2023		
Rework whole school timetables to deliver dedicated time for specific blocks of teaching – maths fluency, vocabulary, subject specific sessions. Develop subject days for computing and DT to block these subject areas. Evaluate timetable changes at end of Autumn 21 and Spring 22, adapting where necessary. Final review Summer 22 for September 22.	SL to lead Autumn Term 2021 – Summer Term 2022		
Develop the use of 'Focused Teaching Time', sessions where all interventions – class based and those with additional adults – take place at specific times in the timetable. Evaluate termly with staff to ensure that structure and groups are impacting positively, complete observations of focused teaching groups to ensure quality of teaching and of other times to ensure children are not missing key curriculum time. Evaluate with children in KS2 – impact on self	SL to lead Autumn Term 2021 – Summer Term 2023		



The Russell School

School Improvement Plan 2021 - 2023

confidence in not being taken out for interventions during class teaching time. Evaluate impact on attainment and progress of specific, identified children. Staff time to discuss best use of Focused Teaching Time, sharing key activities and strategies.			
Review and further improve progress of children in receipt of pupil premium <ul style="list-style-type: none">• Develop pupil profiles for PPG children to identify barriers to learning• TAC meetings for PPG children• Evaluate opportunities provided for PPG children to champion learning	SL to lead (with AM support) Across all three terms SPARK PPG Meetings Release time for TAC meetings		

CONFIRMED DATES FOR GOVERNORS TO MEET WITH SIP TEAM LEADERS	INITIAL MEETING DATE:	FOLLOW UP MEETING DATE:
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The Russell School

School Improvement Plan 2021 - 2023

STRATEGIC INTENT	Further develop a high-quality curriculum offer across the school which impacts positively on progress and attainment, fosters a love of learning and deepens the knowledge and skills of all children
SIP TEAM LEADER	Jane Youness
GOVERNOR LEAD	Brian Miller and Rob Woolner
KEY OFSTED AREAS	Quality of Education/ Leadership and Management

INITIATIVES AND IMPLEMENTATION	IMPLICATIONS WHO, WHEN, HOW MUCH?	IMPACT	ACTIONS FOR GOVERNING BODY
Monitor and evaluate implementation of updated curriculum. Gather regular feedback from staff and children on new projects and additions. Investigate impact of curriculum on attainment and progress giving focus to specific groups including SEND, GDS, EAL and Ethnicity. Focus on decolonisation with ethnicity groups. Make any further adjustments for Autumn 2022.	JY to lead Autumn Term 2021 – Summer Term 2022		
Implement new EYFS framework and curriculum. Monitor and evaluate implementation. Gather regular feedback from staff and children on curriculum and additions. Make any further adjustments for Autumn 2022 and Autumn 2023.	BL to lead JY and BJ to support and monitor Autumn Term 2021 – Summer Term 2022		
Review reading and phonics across the school in light of new DfE/ Ofsted documentation. Implement changes to schemes and teaching programmes and update resource banks. Gather regular feedback from	SB and BL to lead SL to support and monitor Autumn Term 2021 – Summer Term 2023		



The Russell School

School Improvement Plan 2021 - 2023

staff and children on changes and resources. Review parental engagement with changes. Make any further adjustments for Autumn 2022. Further evaluate and increase resourcing during academic year 2022/2023. Participate in Locality Reading Reviews to gather external feedback on specified areas.	Additional resources for new provider		
Further develop subject leaders and their skills, impacting on children's outcomes <ul style="list-style-type: none"> • Ensure that subject leaders are developing their own leadership • Ensure subject leaders can deliver, monitor and evaluate high quality provision • Develop subject leaders' capacity to support others to develop subject knowledge • Develop subject leaders' confidence in delivering high quality CPD • Ensure subject leaders have a clear picture of teaching, learning, assessment and standards in their subject – observe teaching, sample work, scrutinise assessments – and a broad base of subject evidence 	JY to lead Autumn Term 2021 – Summer Term 2023		
Reintroduce SIP teams to focus on specific subject areas and elements of the School Improvement Plan. Monitor and evaluate impact of meetings.	JY to lead Autumn Term 2021 – Summer Term 2023		
Reintroduce programme of Junior Leaders. Evaluate impact through observation and pupil voice. Further develop strategies for gathering pupil voice across the curriculum and across other areas of school life.	JY to lead Autumn Term 2021 – Summer Term 2023		
Further development of curriculum enrichment opportunities including clubs, competitions and accreditations. Investigate enrichment participation of specific groups and provide targeted opportunities.	JY to lead SL to support Autumn Term 2021 – Summer Term 2023 Allocated PPG funding		



The Russell School

School Improvement Plan 2021 - 2023

<p>Further develop the opportunities for Home Learning and Parental Support</p> <ul style="list-style-type: none">• Gather parent voice regarding advice needed for parents to support home learning• Act on parent voice to ensure support is provided in the form of documentation, workshops and small group parent sessions• Investigate opportunities for developing skills in parenting, focused on EYFS and KS1	<p>JY to lead Autumn Term 2021 – Summer Term 2023</p>		
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CONFIRMED DATES FOR GOVERNORS TO MEET WITH SIP TEAM LEADERS	INITIAL MEETING DATE:	FOLLOW UP MEETING DATE:
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The Russell School

School Improvement Plan 2021 - 2023

STRATEGIC AIM	Foster strong and healthy relationships and positive mental health and wellbeing across the school community
SIP TEAM LEADER	Heather Clarke
GOVERNOR LEAD	Adam Curtis and Daniela Mingham
KEY OFSTED AREAS	Behaviour and Attitudes/ Personal Development/ Leadership and Management

INITIATIVES AND IMPLEMENTATION	IMPLICATIONS WHO, WHEN, HOW MUCH?	IMPACT	ACTIONS FOR GOVERNING BODY
Review and evaluate changes to admissions forms and processes. Make further adaptations where necessary for Autumn 2022.	HC to lead Autumn Term 2021 – Summer Term 2022		
Continue to develop a child's sense of belonging within school <ul style="list-style-type: none"> • Class teachers to promote and celebrate diversity of culture and language within their own classes – identify opportunities • Redevelop opportunities for pupil voice (link to Strategic Intent Two) 	HC to lead JY to support Autumn 2021 – Summer Term 2022		
Embed the new Developing Positive Relationships policy and school promise. Monitor and evaluate its use with staff and awareness with children. Promote new policy with parents. Gather pupil voice about behaviour in school linked to new policy and promise.	SL to lead Autumn 2021 – Summer Term 2022		



The Russell School

School Improvement Plan 2021 - 2023

<p>Reflect on work with Katherine Kashap and continue developing a sense of security and belonging for all families, particularly those newly arrived from other cultures with languages other than English.</p> <ul style="list-style-type: none"> • Establish a parent group for families new to the school and unfamiliar with British education system • Create a ‘Welcome Package’ for new arrivals – particular focus on in-year arrivals • ‘Surgeries’ or drop-ins for parents to discuss issues/ worries – virtual. Target hard to reach and vulnerable families • Assign Parent Buddies for parents who request support • Engage parents of EAL children – induction package, family profile, systems for communication (named staff contact, translation of letters, RPAs – parent buddies), community involvement • Further explore link with outreach at RuTC for restarting English lessons for EAL parents • Investigate ways to continue to involve parents in school life 	<p>HC to lead JY to support Autumn 2021 – Summer Term 2023</p>		
<p>Explore social isolation for children and parents. Observe playgrounds and speak with class teachers regarding children who are socially isolated whether through choice or actions of others. Speak to class teachers and SL regarding parents who are socially isolated. Investigate strategies to support children and parents. Implement strategies, monitor and evaluate. Adopt useful strategies as part of parents’ induction pack and interventions for children.</p>	<p>HL to lead Autumn 2021 – Summer Term 2023</p>		
<p>Reidentify Young Carers in school through parent surveys and talking to class teacher and SL. Investigate strategies to support Young Carers and</p>	<p>HC to lead Autumn 2021 – Summer Term 2023</p>		



The Russell School

School Improvement Plan 2021 - 2023

access services and professionals outside of school. Implement strategies, monitor and evaluate. Adopt useful strategies for interventions for children.			
Explore methods for gathering regular and accurate pupil and parent voice and incorporate into school systems and routines.	HC to lead Autumn 2021 – Summer Term 2023		

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