

Hazeldown School – School Improvement plan

School Strategic Objectives:

Ensure Excellence at Every Level
Provide An Extraordinary Experience for all
‘Learning for Living’ – “We’re not asking you to learn something which isn’t going to be important”
Creating Socially responsible global citizens who dare to dream

Excellent Teaching and Support
Values-Driven Attitudes to Learning
A clear purpose for actions at every level
Excellent Outcomes for all
To be the first-choice school for new families moving to the area
Wellbeing and workload support for staff, with a focus on sustainability



2023-2024 SIP Intent: *Key Focus Areas*

1. **Curriculum**

Continue to ensure the curriculum is well planned, well sequenced, broad, rich, ambitious, has rigour within specific subjects and provides full coverage of the National Curriculum with a particular focus on knowledge Types, Clarification of end points, refining monitoring of coverage and developing Assessment across the Curriculum.

2. **Attendance**

Improve attendance rates overall and particularly for groups of pupils across the school. (PA, PP, SEND)

3. **SEND**

Review the approach to meeting SEND needs across the school.
Narrowing the Gap for those who have fallen behind, including the lowest 20%.

4. **The Quality of Teaching and Learning**

Ensure the Quality of Teaching and Learning is consistently good or better across the school.

5. **Develop Early Years Practice**

GLD to be above National Average and meet ambitious milestones through FS.
Working alongside Little Acorns as a Foundation Stage Unit

6. **Governance Development**

Next steps for the school (From OFSTED March 2019)

Leaders and those responsible for governance should ensure that:

- the proportion of boys achieving the higher standard in writing at key stage 2 improves to be in line with, or above, the national average*
- a higher proportion of the most able disadvantaged pupils achieve the higher standards in reading, writing and mathematics at key stage 2.*

6 Further Develop Governance

Action/Success Criteria	Timescale, Person Budget/resources Monitoring (who/When)	Success Criteria
<p><u>To maintain good Governance whilst ensuring practices adequately consider the impact on staff workload and wellbeing.</u></p> <ul style="list-style-type: none"> -Ensuring portfolio holder visits and questions are planned to give adequate time for staff involvement -Communication is in place between governors to ensure that questions posed are not repetitive and fully add value to the process 	DD/RW	
<p><u>Improve understanding of the OFSTED Education Inspection Framework and School Self Evaluation</u></p> <ul style="list-style-type: none"> -Ensuring Board members can articulate school curriculum in terms of 'intent', 'implementation' and 'impact'. -Becoming familiar with 'the Inspection Framework' to be able to support Hazeldown adequately during the next Ofsted Inspection. 	DD/RW/SL	
<p><u>Return to a pre-covid level of school visits to continue to develop the governors' understanding of what we do in practice, our vision and values.</u></p> <ul style="list-style-type: none"> -Planned curriculum visits as set out by curriculum Portfolio holder. -Occasional Governor attendance to events like year group celebration days, occasional assemblies, lunchtime visits etc. 	LP	
<p><u>Raise the profile of the Governing Board with Parents and Staff considering how the Board might become more visible to them.</u></p> <ul style="list-style-type: none"> -Building proactive, two-way communication with parents and staff through a mix of media -Promoting purpose-led representation of the Governing Board at parent and staff events 	DD/RW/KP	