

School Improvement Plan – Quality of Education – 2023-2025

Rationale (extracts from SEF)

- Y1 phonics data above national—rose to 93% achieving the pass mark in 2023. Other than in 2022, the proportion of Y2 pupils achieving the standard following retakes was higher than the national. Supported by consistent implementation of BugClub phonics as primary approach to developing early reading.
- KS1 combined attainment above national in all separate subject areas, and combined, consistent since 2018.
- KS2 attainment in reading, writing and maths combined – significantly above national in 2023 for all pupils, with progress in line with national. Maths progress and attainment significantly above national. Standards maintained following Covid disruption in all areas apart from high attainment in writing. . At KS2, the in-school gap between free-school meal and non-free-school meal pupils is frequently narrower than the National for all subjects although 2023 cohort were lower performing.
- External views of the school (EYFS inspector/HIAS inspectors/LLPs) confirm the school’s own monitoring of teaching and learning that the quality of education is at least good across the school.
- The quality of work across the curriculum is of high quality; this is particularly evident for maths and English, but internal monitoring also shows the impact of expert subject leadership where foundation subject work has been developed and teachers supported to deliver outside their main areas of expertise through a system of subject ‘advocates’ in each year group. Specialist teaching in French, PE and music support this.
- The school has a broad, balanced curriculum. A new curriculum policy was implemented in 2019 and further development is on-going using the expertise of subject leaders.

Priorities for Action

To ensure that at least 85% of pupils are on track to achieve age related expectations at the end of each key stage, with the proportion achieving at a greater depth standard above the national in maths and English.

Teacher standards link: (TS1/2)

To ensure high quality teaching that is responsive to the needs of pupils, incorporating appropriate challenge and support for all groups within the class including those with SEND or other vulnerabilities.

Teacher standards link: (TS1,2,4-6)

To continue to develop the foundation curriculum to ensure that it is coherently planned and sequenced to develop knowledge and skills, and relevant to the pupils.

Teacher standards link: (TS1/2/3)

Desirable Outcomes

- For proportions of pupils working at age related expectations at the end of the year in reading, writing and maths to return to pre-school closure levels - aiming for at least 85% of pupils achieving this.
- For proportions of pupils working at GDS at the end of the year in reading, writing and maths to return to pre-school closure levels —aiming for proportions which are above the National.
- To ensure that the lowest 20% of readers are supported effectively to make good progress, able to apply a range of reading skills (including secure phonic knowledge) to access texts appropriate for their age group.
- Disadvantaged pupils, including those with SEND, are supported in making good progress from their starting points.
- Monitoring of quality of teaching and learning shows that teaching is responsive to pupils’ needs and incorporates appropriate challenge.
- A coherently planned and sequenced curriculum in place in all foundation subjects, with high quality teaching supported by expert subject leadership.

School Improvement Plan – Behaviour and Attitudes - 2023-2025

Rationale (extracts from SEF)

- Consistent high attendance and good punctuality. Attendance (FFT Spr 23) in top 25% of primary schools. Attendance for all pupils groups better than national Attendance of Pupil Premium pupils is lower than that of all pupils (22/23 FSM— 93% ; all pupils - 95.4%) but gap is narrowing due to actions taken through SIP.
- Exemplary behaviour by vast majority of pupils – commented on by HIAS inspectorate and visitors to the school, including visits by LLP and HIAS safeguarding inspector ‘*Interactions between the children on the playground and relationships between adults and children are warm and positive*’; also noted in lesson observations. Parent questionnaires show that parents are positive about behaviour in the school—only 5% who responded disagreed that the school makes sure its pupils are well behaved (2023—consistent for 3 years). Those with specific behavioural needs are supported well by the school to improve their behaviour and access the provision.
- Internal tracking show that bullying incidents are rare and dealt with effectively – 95% of parents who responded to the questionnaire in 2023 said that their child had not been bullied, or if they had that the school had dealt with it effectively. Use of discriminatory language is infrequent, and tracking demonstrates that interventions is effective in avoiding repeat occurrences from the same children.
- Pupil interviews (by govs and external inspector) show that pupils are overwhelmingly positive about the school, that they feel safe and enjoy their learning. Almost all parents say their child feels safe and enjoys school—consistent over 3 years. External safeguarding review July 23 found that ‘*Children could talk about all the ways that they are supported in feeling safe and know who they can talk to if they have any concerns*’
- Pupils are actively involved in contributing to the life of the school and community e.g. mental health ambassadors, JRSOs, Young Governors, house captains, junior librarians, eco-team, gardening club, Hamble Heights care home link, charity fund-raising etc.

Priorities for Action

To improve attendance of pupils eligible for Pupil Premium.

Teacher standards link: (TS1,5)

To ensure that all staff and pupils contribute to maintaining an environment in which pupils feel safe, and in which bullying and discrimination are not accepted.

Teacher standards link: (TS1,7)

Desirable Outcomes

- The school’s home school link worker is effective at engaging with harder to reach families—attendance/punctuality improves for individual pupils as a result, including those with Emotional Based School Avoidance, leading to a reduction in proportion of pupils considered ‘persistently absent’..
- Staff and pupils are confident to recognise and challenge the use of prejudicial language and behaviours; incidents are recorded and dealt with effectively, showing the effectiveness of interventions.
- All members of the school community feel safe and protected from discrimination within the school.

School Improvement Plan – Personal Development - 2023-2025

Rationale (extracts from SEF)

- The school provides a broad curriculum which extends beyond the academic, providing regular opportunities for children to develop their spiritual, moral, social and cultural development. This includes opportunities for all, planned into year group curriculums, and additional optional activities, including extra-curricular provision. Take up of these optional activities is high. 2022 & 2023 parent surveys showed that 99% of parents feel that the school offers a broad and balanced curriculum.
- The school provides many opportunities for children to develop their talents—sporting and musical opportunities are of high quality, using staff expertise and outside providers. This is evidenced by success in local and regional competitions. The school’s music provision is recognised by the county and the choir have been invited to sing at local, regional and national events as a result. Participation of vulnerable groups is monitored and targeted as appropriate.
- The school provides high-quality pastoral support. This includes a well-established nurture provision, young carers group, forces family group and a Pastoral Support team who work with a significant number of pupils. The school’s provision for inclusion of SEN pupils and pupils in care has been praised by external agencies, and the school was runner up for the NASEN Primary Provision Award in 2020. 94% of parents in the 2023 survey felt that the school supported their child’s wider personal development with 96% feeling that the school supports their child’s well-being (consistent for 2 years).
- Take up of responsibility roles across the school is strong and includes representation from vulnerable pupils groups, providing wider opportunities for active citizenship. WPS pupils go on to demonstrate themselves as active citizens at secondary school—for example, our ex-pupils are frequently made prefects/head boy/girl at several feeder schools.
- The school has signed up to the DfE Education Staff Well-Being Charter and is committed to continued development of provision for staff and pupil well-being.

Priorities for Action

To continue to strengthen the school’s systems for ensuring pupil and staff well-being.

Teacher standards link: (TS4,5)

To ensure that the school promotes equality of opportunity and the understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

TS standards link: (TS4,5)

Safeguarding Focus: To continue to develop awareness of online safety amongst pupils and parents.

Teacher standards link: (TS1,4,7)

Desirable Outcomes

- The school has secure systems for ensuring the on-going well-being of pupils, and staff and teachers have the necessary skills and confidence to ensure that mental health and well-being of pupils is supported within the classroom.
- Teachers are aware of the range of pupil vulnerabilities and know how best to support them.
- The school is an attachment and trauma aware school, and all staff have an understanding of how to support children with attachment difficulties.
- The school’s physical environment is continually developing to support staff and pupil inclusion, well-being and safety.
- The school’s wider curriculum supports the understanding that difference is a positive; and all pupils feel included and able to participate within the range of experiences offered.
- Parents and pupils are provided with relevant information and resources to help ensure consistent messages regarding online safety are used at school and home.

School Improvement Plan – Leadership and Management - 2023 - 2025

Rationale (extracts from SEF)

- Robust self-evaluation systems which feed into school improvement planning (annual evaluation schedule, school improvement planning, cohort action plans). Annual LLP reports from county reinforce view of leadership as effective—deemed ‘low risk’ school.
- Self-evaluation leads to focussed, effective CPD for staff, linked to school improvement priorities and individual needs. This includes planned support for recently qualified teachers to ensure their continued development; specific subject based training for subject managers; targeted support for TAs/LSAs and leadership programmes for middle/senior leaders.
- Strong governor role in school self-evaluation, including well-established link-governor programme of evaluation.
- The vast majority of parents feel that any concerns raised are dealt with properly (2023 parent questionnaire—consistent for 2 years).
- Pupils are safe as there are strong, embedded procedures in place for safe-guarding of pupils. HIAS safeguarding review 23 stated that ‘ensuring that the children at Whiteley Primary School feel safe is an absolute priority’. 99% of parents say their child feels safe at the school with 65% strongly agreeing (parent survey 23).
- Staff well-being is important to school leaders—as a result, staff morale is high, turnover is low and staff feel supported in their work (staff questionnaires 2021 / 2022)
- The school was shortlisted for the NASEN primary provision award in 2020 in recognition of the inclusive approach of the school.

To continue to develop a learning culture amongst staff, providing a ‘menu’ of in-house opportunities for peer to peer support, in order to develop pedagogy and sustain the quality of education.

Teacher standards link: (TS4/8)

To ensure that staff are provided with appropriate training in order to deepen their subject knowledge to effectively deliver the school’s curriculum.

Teacher standards link: (TS3)

Priorities for Action

To ensure that the school vision and values are shared, understood and embedded across the wider curriculum.

Teacher standards link: (TS3)

To continue to develop leadership at all levels (including governance) in support of a high quality education for all pupils, with systems in place to hold others to account.

Teacher standards link: (TS8)

Safeguarding—To continue to ensure that safeguarding provision in the school is effective and in line with latest guidance from KCSiE.

Teacher standards link: (TS1/ TS pt.2)

Desirable Outcomes

- The wider use of coaching and peer-to-peer support across the school in order to develop quality of education.
- All classroom staff have appropriate subject and pedagogical knowledge in order to effectively deliver the school’s curriculum.
- Subject and phase leaders are confident to lead their subject/phase including evaluating the impact of the curriculum, planning improvements, training/supporting other staff, and holding them to account.
- New governors are inducted effectively to enable the strong governance to continue.
- The school vision and values are known, supported and understood by all stakeholders.
- Safeguarding provision continues to be effective, responsive to the latest updates to KCSiE.
- All staff and governors understand their responsibilities regarding filtering and monitoring in order to support pupil’s safe use of the internet in school.