

Chase Lane Primary School and Nursery Unit

School Improvement Plan 2023-2024

**‘Nurturing curious minds in our
community ready for a sustainable future’**



CHASE LANE SCHOOL CONTEXT

Pages 1-3 are information based on the academic year 2022 – 2023. Data is to be finalised in the Autumn term of 2023 by the DfE

Number of pupils on roll	677	Number of pupils eligible for pupil premium	146	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	15 SEN 22 EHCP's 2 EHCP's pending																																							
Percentage of pupils on track to meet expected standard/attainment targets in RWM	<table border="1"> <tr><td>Year 1</td><td>64%</td></tr> <tr><td>Year 2</td><td>59%</td></tr> <tr><td>Year 3</td><td>60%</td></tr> <tr><td>Year 4</td><td>67%</td></tr> <tr><td>Year 5</td><td>67%</td></tr> <tr><td>Year 6</td><td>61%</td></tr> </table>		Year 1	64%	Year 2	59%	Year 3	60%	Year 4	67%	Year 5	67%	Year 6	61%	Percentage of pupils on track to exceed expected standard/attainment targets in RWM	<table border="1"> <tr><td>Year 1</td><td>NA</td></tr> <tr><td>Year 2</td><td>9%</td></tr> <tr><td>Year 3</td><td>6%</td></tr> <tr><td>Year 4</td><td>10%</td></tr> <tr><td>Year 5</td><td>2%</td></tr> <tr><td>Year 6</td><td>12%</td></tr> </table>		Year 1	NA	Year 2	9%	Year 3	6%	Year 4	10%	Year 5	2%	Year 6	12%															
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2019 Attainment at KS2 (% of pupils with low (L), middle (M), high (H) prior attainment)	Most recent Ofsted grade		Good (December 2022)	Staff turnover over the previous year	1 Teaching staff																																							
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Percentage of pupils with English as an additional language (EAL)	72%	<table border="1"> <thead> <tr><th colspan="3">KS2 2019 Progress (with confidence intervals in brackets)</th></tr> <tr><th>Reading</th><th>Writing</th><th>Maths</th></tr> </thead> <tbody> <tr><td>-0.7 (-1.9-0.5)</td><td>-0.1 (-1.2-1.0)</td><td>0.5 (-0.6-1.5)</td></tr> </tbody> </table> TBC Autumn 2023	KS2 2019 Progress (with confidence intervals in brackets)			Reading	Writing	Maths	-0.7 (-1.9-0.5)	-0.1 (-1.2-1.0)	0.5 (-0.6-1.5)	<table border="1"> <thead> <tr><th>Vulnerable Groups</th><th>Reading</th><th>Writing</th><th>SPaG</th><th>Maths</th></tr> </thead> <tbody> <tr><td>Ever 6</td><td>75%</td><td>61%</td><td>65%</td><td>71%</td></tr> <tr><td>Boys to Girls</td><td>76 (-18%)</td><td>68% (-21%)</td><td>34% (-10%)</td><td>78% (-5%)</td></tr> <tr><td>EAL</td><td>82%</td><td>75%</td><td>51%</td><td>80%</td></tr> <tr><td>SEN (K)</td><td>29%</td><td>29%</td><td>29%</td><td>29%</td></tr> <tr><td>SEN (S/E)</td><td>50%</td><td>0%</td><td>0%</td><td>0%</td></tr> </tbody> </table>	Vulnerable Groups	Reading	Writing	SPaG	Maths	Ever 6	75%	61%	65%	71%	Boys to Girls	76 (-18%)	68% (-21%)	34% (-10%)	78% (-5%)	EAL	82%	75%	51%	80%	SEN (K)	29%	29%	29%	29%	SEN (S/E)	50%	0%	0%	0%		
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Overall attendance	2022- 2023 94.5%		Persistent absence	2022-2023 13.8% (22.3 % nat')																																								

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Key Ofsted actions from last report	<ul style="list-style-type: none">From Year 2 onwards, some teachers do not use phonics systematically to help pupils read unfamiliar words. This means that some pupils, who are still at a relatively early stage of reading, are not making as much progress as they should with their reading fluency. Leaders should ensure that all teachers from Year 2 to Year 6 receive training in the teaching of phonics. They should also ensure that these teachers use phonics consistently when teaching pupils how to read.
Key staffing areas of issue	No current staffing issues. Reduction to 1 cover supervisor. Qualified primary teacher recruited to provide high quality music provision.
Budget information	Budget is presented to the governing body on quarterly cycle. Submission is made to the Local Authority quarterly. Governors are satisfied with the current financial status and are monitoring the three-year plan on a quarterly cycle. 3 year projection highlights overspends that are not sustainable and action plans are in place to support. In addition, quarterly finance governor meetings allow governors to monitor the situation regularly.

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Quality of teaching

85 – 95% of triad action plans to show evidence of teaching targets being met.

Attainment and achievement in Reading and Writing – KS2 2023 Reading 83% (73% Nat') Writing 80% (71% Nat')

	Reading target	2023	Writing target	2023	Maths target	2023
Rec	R3 85%	71%	R3 80%	69%	R3 85%	78%
Year 2	2S 85%	70%	2S 80%	62%	2S 85%	80%
Year 4	4S 76%	76%	4S 80%	71%	4S 85%	78%
Year 6	6S 85%	83%	6S 85%	80%	6S 85%	83%

Progress targets

In Reading, Writing and Maths, KS2 Progress data to be in line with or above national confidence intervals set.

Attainment of Disadvantaged children in RWM – NB Tracked in all year groups, reported on the SIP for every other.

	Reading		Writing		Maths	
	Target	Outcome	Target	Outcome	Target	Outcome
Reception G2	80%	72%	G2 75%	72%	80%	78%
Yr 2 S	80%	61%	2S 80%	48%	80%	83%
Yr 4 S	85%	56%	4S 80%	39%	85%	50%
Yr 6 S	85%	75%	6S 85%	61%	85%	61%

Maths

Times Tables.

Year 3 know 2, 4, 5, 6, 8 and 10 x tables 90%

Year 4 know all times tables 90%

Annual Attendance

Year 1 – 6 above 96%

Governors

Governors to monitor budget supporting the school in maintaining a positive financial status

Key Priorities

Current widest achievement gaps per year group	Yr 1 White other RWM (27 children) Yr 2 Black Children WM (18 children) Yr 3 Disadvantaged W (23 children) Yr 4 White other RWM (26 children) Yr 5 Disadvantaged RWM (18 children) Yr 6 Black Children RWM (18 children)
Key Priority 1	Extend and embed consistent pedagogies in phonics from the early years throughout KS1 and 2.
Key Priority 2	Monitor the impact on progress of the data tracking system for High, Middle and Lower attainers including SEND and disadvantaged.
Key Priority 3	Enhance provision in the Early Years to further develop early reading
Key Priority 4	Create a culture in which sustainability is embedded into the curriculum and supported by the whole school community.

Key Priority 1 – (Intent) Extend and embed consistent pedagogies in phonics from the early years throughout KS1 and 2.

Context -

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	REVIEW (Impact)
Systematic synthetic phonics (SSP) strategies to be embedded for children in KS1 and KS2 who need it	Aut term	TB/AE/RH/JW	Resources provided for implementation	CJ	95-100% of children who require phonics teaching access materials weekly	
Provide resources to enable children to have access to SSP books	Aut term	TB/AE/RH	Resources provided for implementation	CJ	95-100% of children who require phonics resources access materials weekly	
Provide phonics based CPD sessions for all staff	Ongoing	SB/AK	Timetable termly opportunities for CPD	CJ	100% of staff who need it access phonics CPD	
Facilitate the opportunity for staff to observe the teaching of phonics	Ongoing	SB/AK	Timetable termly opportunities for CPD	CJ	100% of staff access phonics observations	
Teaching of phonics during guided reading to be timetabled in all year groups where necessary	Ongoing	SB	Time allocated by T & L lead to monitor timetables and report to HT	CJ	Timetable reports for 100% of classes to HT on a termly basis. 100% HT reports to governors to include timetabling info.	
Teaching of phonics to take place during guided reading in KS1 and KS2	Ongoing	TB	Time allocation by Literacy Lead to monitor provision.	CJ	95-100% of children who need it, evidence of phonics in LJ's.	

Gather evidence that children are accessing a range of phonics based reading materials	Ongoing	TB	Time allocation by Literacy Lead to monitor provision.	CJ	95-100% of children who need it, evidence of phonics in LJ's.	
Develop a phonics system of assessment for children beyond Year 1 (Develop, Trial, Embed)	Summer 2024	NH/TB	Time for Assessment lead to meet with Lit' lead.	CJ	100% of children who need it are being assessed using the new system by summer 2024	
Triads to gather evidence of the teaching of phonics across the school	Ongoing	SB	Dedication of time in year group meetings	CJ	100% of triads provide evidence of phonics.	
Explore app based resources that support reading texts that have a phonics focus	Ongoing	TB	Cost of app approx. £500	CJ	English lead to provide evidence of value for money.	

Key Priority 2 – (Intent) Monitor the impact on progress of the data tracking system for High, Middle and Lower attainers including SEND and disadvantaged.

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING	SUCCESS CRITERIA	REVIEW (Impact)
Communicate clearly data track information between year groups.	Aut 1	NH	Time allocation in year group meetings.	CJ	100% of year groups have opportunity to discuss handover information	
Provide CPD to all staff on how to use the data track proforma consistently across all year groups.	Aut	NH	Redistributing correct data track resources. Time allocation for CPD	CJ	100% of year groups supported in the consistent use of data track to monitor flight path.	
Provide CPD to all staff on how to use data track information to impact positively on the children.	Aut	NH	Time allocation for CPD	CJ	100% of year groups supported in the consistent use of data track to monitor flight path.	
Monitor the provisions put in place from data track meetings.	Ongoing	NH	Assessment lead to allocate time for monitoring.	CJ	85-95% of provisions planned implemented.	
Further develop a system for monitoring the impact of data track.	Aut	NH	Assessment lead to allocate management time.	CJ	Report to Cur' Gov's on a termly basis.	
Identify ways to track vulnerable groups e.g. SEND or disadvantaged.	Spr term	NH	Poss' ICT support from IT provider. £500 per day. Assessment Lead to allocate management time	CJ	Report to Cur' Gov's on a termly basis from the spring term	

Disseminate the outcomes of monitoring to staff and governors.	Ongoing	NH	Assessment lead to allocate management time.	CJ	Report to Curriculum Governors on a termly basis.	
Ensure that monitoring the impact information influences data track reviews.	Ongoing	NH	Assessment lead to allocate management time.	CJ	100% of year groups informed prior to data track meetings. Data track reviews reflect information shared.	

**Key Priority 3 –
(Intent)**

Enhance provision in the Early Years to further develop early reading

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	REVIEW (Impact)
Commission an external review of Early years practice at Chase Lane <i>Based on Review</i> • • • •	Aut	AK/CJ	The cost of the audit £1,000	CJ	TBC- Based on the recommendations	
Increase access to language within the learning environment both spoken and written (inside and outside areas).	Ongoing	AK/SB	Allocation of management time and CPD time	CJ	75- 85% of children achieve termly expectations for word reading	
All areas and resources consistently and clearly labelled with supporting images (inside and outside areas).	Ongoing	AK/SB	Allocate management time for EYFS/T&L needs Adequate classroom time / PPA allocated to class teacher's	CJ	75- 85% of children achieve termly expectations for word reading	
Raise the profile of songs/nursery rhymes and generic rhyming games linking to phonics and reading.	Aut	AK/SB	Allocation of time on all EYFS timetables	CJ	100% allocation of time on all EYFS timetables	
Condition child initiated activities to support early reading.	Ongoing	AK/SB	NA	CJ	75- 85% of children achieve termly expectations for word reading	
Increase opportunities for children to read text during phonics sessions.	Ongoing	AK/SB/TB	PPA time to enhance current resources	CJ	75- 85% of children achieve termly	

					expectations for word reading	
Increase opportunities for children to comprehend texts read.	Ongoing	AK/SB/TB	PPA time to carefully plan questions	CJ	75- 85% of children achieve termly expectations for comprehension 100% of plans evidence key questions	
Facilitate visits to Outstanding Early Years settings to review reading practice.	Spring	AK/NH	Supply cover needed to release staff	CJ	75- 85% of children achieve termly expectations for word reading and comprehension	

Key Priority 4 – (Intent)

Create a culture in which sustainability is embedded into the curriculum and supported by the whole school community.

ACTION (Implementation)	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA	REVIEW (Impact)
Raise the profile of sustainability within the current curriculum	Ongoing	AM/RH	Co-ordinator time	CJ	100% of children access age appropriate sustainability themes	
Provide opportunities for mathematical investigations, enterprise initiatives and thinking for the future activities	Ongoing	AM/JW/RH	£ 20 per class for enterprise initiatives	CJ	100% of children take part in projects including a sustainable theme	
Raise the profile of natural water resources and their value	Ongoing	AM/SR	SBM time to complete FMANC	CJ	Water butts to be fitted around the school 100% of the school to take part in World Water Day (22 nd March)	
Provide opportunities for parents to experience school meals including vegan options	Aut	CJ	Nil cost	CJ	Catering to attend parents evenings providing tasting opportunities	
Actively promote pre-loved uniform sales	Ongoing	JB	Admin time	CJ	100% of parents/carers have received comms'	
Explore opportunities to promote discussion through P4C	Ongoing	AM/RH	P4C lead to plan in CPD	CJ	90-100% of year groups have planned for sustainable discussions	

Make links with the local community to support sustainability based projects	Ongoing	AM	Co-ordinator time to plan projects	CJ	A minimum of three community based projects engaged with	
Further promote cycling , scootering and walking to school	Ongoing	AM/TD/JWing/CH	Co-ordinator time	CJ	Half- termly promotion in the school newsletter Engage in walk to school week Yr 6 to take part in cycling proficiency	
Promote the natural world	Ongoing	AM/JF/TB	Forest school lead £ xxx	CJ	100% of children take part in forest school 100% of children take part in the Lost Words Projects Plant 1 tree project.	

TBC

Spring 2024 monitoring schedule

TBC

NB: The monitoring schedule is subject to change in some circumstances but all monitoring is rescheduled within the same term where necessary.