

Milford School School Improvement Plan 2021/22



Contents

Part 1

School aims, vision and values	3
Summary of achievements 2019/20	4
Priorities for academic year 2020/21 and 2021/22	5
Pupil attainment targets for the academic year 2021/22	6

Part 2

Whole-school improvement plan	7-11
-------------------------------	------

Our Mission

At Milford School we nurture curiosity and creativity through our enriching and inclusive curriculum. Children develop a growth mindset approach to become **resilient** and **resourceful** in our safe and stimulating environment. Everyone is challenged and encouraged to thrive to become life-long **reflective** learners showing **respect** and **responsibility** as British citizens in our ever changing world.

Vision

Milford aims to be an inspiring school at the heart of our community, allowing everyone to **grow** and **learn** in their own unique way. We will strive for excellence by supporting our children to **believe** and that they can **achieve** the best possible outcomes as they begin their journey as life-long learners.

Vision Statement

Everyone to '**Grow, Learn, Believe, Achieve**'

To achieve this we will:

Provide a balanced, broad and exciting curriculum to enrich learning

Work smart to support all learners to achieve, improving progress and attainment for all

Raise consistent expectations and aspirations for our school community through our Milford Mindset approach

Promote and engage our school in the wider community, celebrating and sharing the successes and strengths of our children and staff

Core values for children, staff and parents:

Be Ready, Be Respectful, Be Safe

Achievements academic year 2019/20 – 2020/21

- Switch to remote learning during pandemic was smooth and staff did a sterling job of engaging learners and parents to support children from home.
- Children continued to learn outside of school and all children were followed up on and encouraged to undertake learning.
- Outcomes for children remained positive for academic year 2019-20 and since September 2020, gaps identified haven't been as significant as expected.
- Parents and children were effusive in their praise for the staff and the learning offer provided.
- Increased prominence of cultural diversity in our curriculum offer including celebrations of key religious and cultural festivals including Diwali, where we had a visiting dance/drama teacher. We also had Chittra Soundry, who was the author of Pattan's Pumpkin to do some storytelling and writing workshops with all classes.
- Anticipated 'drop off' wasn't as significant as expected, with attainment being close to previous and predicted.

Priorities academic year 2020/21 – 2021/22

- Ensure blended/remote learning systems remain in place in the event of a closure, either full or partial or in the event of individuals having to isolate.
- Improve behaviour for learning across the school by embedding the revised behaviour policy (2020 launch)
- Embed the positive improvement in writing across the school (TfW, Monster Phonics)
- Improve Year 1 phonics screening outcomes (as part of embedding a new phonics approach)
- Continue to review and develop the Milford Curriculum.
- Develop the use of questioning across the curriculum (linked through all subject action plans and staff training)
- Following investigation 2020/21, launch the Milford assessment approach, reviewing the policy and focus on how the information is used to effect outcomes and progress.
- Develop a mental health and wellbeing policy for children. Whole school pastoral/wellbeing target included in appraisals.
- Ensure use of Pupil Premium and Covid Premium funding positively impacts the children that need it most.
- Develop outdoor learning zones in Reception and Year 1.

Next steps for the school as identified in November 2018 inspection

Leaders and those responsible for governance should ensure that:

- the most able pupils are routinely challenged, including across the wider curriculum
- the school reviews and refines the use of additional funding to improve outcomes for disadvantaged pupils

School targets

	Measure	Achieved (2018/19)	Targeted 2021/22
Year 2	% Expected standard Reading	76%	80%
	% Expected standard Writing	75%	76%
	% Expected standard Maths	78%	80%
	% Expected in Reading, Writing and Maths combined	66%	68%
	% End of Y2 phonics screening pass	95%	100%
	% End of Y1 phonics screening pass	78%	95%
EYFS	% Reception Good Level of Development	70%	80%
	% Reception ELG Reading	75%	90%
	% Reception ELG Writing	71%	80%
	% Reception ELG Maths	85%	85%

Priority 1: Plan for and develop a whole school approach to pupil and staff mental health and wellbeing							
Success criteria: <ul style="list-style-type: none"> Impact of wellbeing work done by school demonstrated by improved scores on staff survey Children understand the importance of looking after their physical and mental health Children are taught and develop better self-regulation and strategies to deal with problems through structured Jigsaw PSHE program 							
Objective	Action	Who?	Evidence	Expected outcomes	When complete?	Cost	Monitoring (2020/21)
To ensure there are high levels of well-being across all levels of staff	<ul style="list-style-type: none"> Provide access to Hay's wellbeing modules Plan regular wellbeing staff meetings 	SLT	Courses completed during some dedicated time in staff meetings	Staff become more aware of ways to sustain or improve their own well-being	Ongoing	£0	Governor phonecalls occurred and were warmly received. Feedback was overwhelmingly positive.
	<ul style="list-style-type: none"> Conduct initial staff well-being survey and continue half termly 	NJ/EW	Responses and data collected	SLT to understand the current picture of staff well-being. Continuous monitoring and appropriate actions taken as a result of surveys	May 2021	£0 NJ/EW leadership time	Staff absence rates were low.
	<ul style="list-style-type: none"> Introduce/continue well-being initiatives: <ul style="list-style-type: none"> ➤ Screen free days implemented when children and staff are working remotely ➤ PPA at home if staff wish to do so ➤ Introduce 'Golden Tickets' for staff to take a day/half day off to use for non-work purposes 	NJ/EW	Planning Email to staff re PPA and a check-in question in half-termly staff survey Xls to record Golden Ticket days and cover required	Levels of well-being are sustained or improving	Ongoing	Cover to be organised internally	Not actioned. Priority for 2021/22.

Provide opportunities for children to learn about mental health and wellbeing	<ul style="list-style-type: none"> Curriculum <ul style="list-style-type: none"> ➤ Provide regular assembly inputs related to mental health and wellbeing ➤ Ensure PSHE curriculum plan incorporates a regular and specific focus on wellbeing. ➤ Introduce and implement Jigsaw PSHE approach Intervention <ul style="list-style-type: none"> ➤ Provide a trained ELSA for each year group to target and work with children that are finding things difficult emotionally Parents <ul style="list-style-type: none"> ➤ Publicise strategies and avenues of support for parents and children through newsletters/ emails/ availability of Senco for support 	All Staff	Assemblies, planning	Children are able to talk about mental health and well-being (what makes me feel happy?)	NJ/EW leadership time	£0	ELSA training completed and offer has been well utilised over the academic year.
		JT & AH	Improved behaviour (fewer incidents) across school. Jigsaw assemblies, policies and awards incorporated into school ELSA logs and assessments	Children self-regulate, can talk about their feelings more coherently		£500	Assemblies continue to follow our values and are linked regularly in classrooms and SOTW. Need to carry out review of PSHE curriculum including RSE offer and delivery.
		SLT & Office	Newsletters NJ & EW to conduct a parent survey to investigate Parents informed of focus in PSHE/Jigsaw assembly through newsletter with opportunities to have input from home. E.g. activities/notes from home.	Early identification of needs (through use of PSHE curriculum) Parental awareness of strategies and support is increased. Parents involved and informed of approach and supporting aims outside of school	NJ/EW leadership time		Review carried out Sept 21. Research into options. Jigsaw PSHE identified as a whole school, all encompassing approach. Bought in October 2021. SLT to plan implementation of program and provide staff training – January 2022 'full launch'

Priority 2: Develop behaviour for learning culture and visible consistencies across the school.							
Success criteria: <ul style="list-style-type: none"> • Reduced number of fixed term exclusions • Reduction in number of children displaying extreme behaviours • Children know and can articulate the Milford rules • Reduction in number of playground incidents 							
Objective	Action	Who?	Evidence	Expected outcomes	When complete?	Cost	Monitoring
To embed specific positive praise in all areas of school	Ensure 'recognition boards' are up and working in line with policy in all classrooms (and in the hall)	All	Recognition boards in a prominent and visible place in each classroom across the school. During drop ins/lesson obs, recognition boards are being consistently used to promote positive behaviour.	Children are proud to be part of Milford. Positive role models grow and influence behaviour for learning (leading to improved outcomes)	Ongoing	Half day inset and regular SDM follow ups	July 2021 – following review of approach, staff agreed to move to 'Warm and Fuzzy' boards instead of recognition boards. More positive for all as doesn't highlight the names of the children chosen. Introduced across the school in Sept 21.
To embed the 3 school rules (kind, respectful, safe)	Regular explicit teaching of 3 rules through all areas of the curriculum and school life (inc. assemblies) Visible consistencies in place. Relentless routines are used and developed over the year.	All	These are seen and felt across the school. Recognition boards are used to explicitly promote and teach the rules, consistencies and routines in each class (based upon their specific class need)	Improved behaviour and attitudes in school. Learning and transitions improve	Ongoing	See above	July 21 – staff agreed to change 'kind' to 'ready' for 3 rules. Children and staff understand the rules and can recite them. Continue to embed so that children become more confident about recognising their own behaviours and impact of these.
To use microscripts to redirect and positively reinforce correct behaviours across the school (culture)	In staff meetings, regularly revisit behaviour approach. Ask staff to model their scripts regularly to see how they might develop over time and how staff might put their own slight personalisation to them.	All	Staff meeting notes. Drop ins/lesson obs notes 'Noticing' by SLT and other staff throughout the school day.	Calmer school environment of consistency and certainty leading to reduction in number of behaviour incidents across school = happy children = happy parents = happy staff.	Ongoing	See above	Introduced and being used in most classrooms. More consistency needed across the school with this. Revisit regularly throughout 21/22.

To develop staff confidence and skill in using new using behaviour policy approach	Revisit and embed use of micro scripts Staff meetings to refer to beh approach and policy throughout the year Audio books/reading to be provided and shared by and with staff Postcards for beh strategies – to be shared with all staff and available for anyone to notice and give to anyone.	All	Staff meeting notes. Postcards denoting strengths observed both formally and incidentally to be kept and shared with staff.	Staff feel well equipped to deal calmly with any incidence of poor behaviour Reduction in number of extreme behaviours due to consistency of approach and high expectations	Ongoing	See above	Postcards home have been sent out and are valued by the children and parents (feedback received). Regular revisiting in staff meetings. Further embedding required across 21/22.
To develop use of questioning to help children regulate and understand their learning behaviours	Pauses for reflection about effort and actions taken to be a theme in all lessons.	All	Drop ins/lesson obs Planning Link to recognition boards (from Sept 21 – warm fuzzy boards) in classrooms	Children are more able to concentrate for greater lengths of time. Reflect on their own learning (metacognition and self-regulation are high impact strategies as shown by EEF)	Ongoing	£0	This needs further embedding over 21/22 and will be dropped in as a reflection during staff meetings.
Playtimes and lunchtimes are active and happier times	Use some sports premium funding to train LSAs to deliver high quality activities to engage children.	Mel Wells / Laura Stanton	Playtime behaviour and accident books. Notes made by L.Stanton. Class teacher and LSA feedback.	Fewer accidents. Less 'lost lesson time' due to incidents during play times/lunch times. Healthy and active body = healthy mind.	Ongoing		As part of HLTA role, during 21/22, LSAs will support Laura to put in place some playground zones. This was well received in LSA meeting mid Oct 21. To be implemented and developed Nov 21 – July 22.

Priority 3: Develop the teaching and learning of English, leading to improved outcomes for all pupils, including SEND and disadvantaged.							
Success criteria: <ul style="list-style-type: none"> • Reading standards improve across both Year 1 and 2. • Year 1 phonics screening pass percentage to increase significantly • Writing standards improve in EYFS, maintain in Y1 and maintain in Y2. • Talk for Writing approach is embedded across all year groups and reflected in curriculum plans 							
Objective	Action	Who?	Evidence	Expected outcomes (Impact)	When complete?	Cost	Monitoring
To begin to embed Monster Phonics scheme	Parent information sessions to be regularly scheduled (initial one with Monster Phonics, then termly staff led sessions) Monitor consistency of approach and learning across year groups Further staff training and refreshers to implement new approach to phonics	LHeslop and LSmith	Lesson planning. Drops ins/lesson obs Displays around school References made on Google Classroom/newsletters Feedback from staff following second training session	Improved outcomes in phonics screening test within two years to be in line or above national average Reading outcomes improve (long-term) Staff confidence and knowledge of phonics approach and pedagogy is developed	Intro – 1 st Sept 2020 Training 2 – Oct 2020 Ongoing	£350 for scheme. Books to support - £1500	MP has been rolled out across the school. Staff are becoming more confident with the program. Sept 21-Jul 22 start to be creative with the program and bring it across all areas of the curriculum, both indoors and outdoors.
Improve links between reading books and new phonics approach	Amend book band labels for reading to include links to phonics scheme progression Parent virtual training sessions to support families to help their children with reading	L. Heslop / L.Smith?	Evaluation of training sessions from parents (to be carried out Nov 21 by AS) Book band labels work well alongside phonics scheme	Phonics and reading improves due to the structured and linked nature of the books and scheme.	Book band labels – complete Oct 2020	2 x SL release	Significant work has been undertaken by the English Lead to personalise the program and many of Milford's resources to support the Monster Phonics approach.
To continue to develop and implement Talk for Writing approach in all year groups	Year group plans to be updated and monitored to ensure T4W element at least one each term. Plans to be updated to include a non-fiction T4W element Develop the use of drama/role play to provide experiences to support the children's writing	All	Planning. Drop ins/lesson obs.	Improvement in storytelling experiences and vocabulary for all children. Writing to improve in both fiction and non-fiction genres.	July 2022	Cost for GLP for 2 years = Circa £20k	
To develop oracy across the school in all subject areas (with a	Weekly use of curiosity cubes to be embedded across all classes	L.Hesl, All	Planning Google Classroom content	Those with speech and language difficulties to make increased rates of progress.	Began May 2020. Complete – July 2022	£250 for cubes and	

focus on questioning)	Develop and provide training on the use of story sacks, bags, puppets (long-term) Foundations of speech and language to be supported by use of Google Classroom, 'keep up' pockets of time with teacher or LSA including pre-teach for those with EAL or EHCP (and others who might benefit) Story cubes (dice)					resources £350 Middle Leader training for staff member GC = free	
Broaden children's experience of reading stories and being read to	Adults reading a range of genres and texts to children every single day (timetabled and stuck to) Plan for the use of the library to support this.	All	Timetables End of the day stories visibly consistent in every classroom, every day	Children are exposed to and therefore able to use more story language themselves (orally and in writing)	Ongoing	No cost	
Articulate and write an agreed policy that reflects the Milford approach to Early Reading development.							

Priority 4: Continue to develop the Milford School Curriculum Success criteria: <ul style="list-style-type: none"> • Clear vision for curriculum articulated effectively to all stakeholders • Whole year group overviews complete with clear progression of knowledge and skills and links to other areas of the curriculum • Assessment of children's progress and attainment in achieving some key skills/concepts is monitored and reported on to governors 							
Objective	Action	Who?	Evidence	Expected outcomes	When complete?	Cost	Monitoring
To introduce and implement RSE policy	Consult with all stakeholders on RSE guidance. Launch policy. Organise planning and overview for school.	NJ/All	Consultation documents and feedback Policy itself Planning documents being used	Compliant Build upon PSHE prac. already in school Greater parental awareness and involvement in PSHE topics and issues	April 2021	Dep Head release time	
Develop provision for outdoor learning across curriculum	Create a working group to develop the outdoor area. Audit to be carried out Autumn to establish starting points and further action. Resource pond area to enable whole class teaching. Allocate a 'story telling area'. Train staff on effective use of outdoor learning provision. Create a portfolio of activities/ideas to support different subject areas (working document) 21/22 EYFS outdoor learning zones to be made clearer and more accessible to children. (focus on RWM) Re-develop the YR outside space. Year 1 outdoor learning space to be developed to ensure higher quality focus and activities available to pupils to support the curriculum and children's learning.	HSz LH/KS NB All	Planning inc use of outdoor areas. Attendance at online South Downs training by a member of staff. HSz and KS Helen to attend NAHT – Curriculum Design workshop – Dec 20 'Exceptional learning environments' checklist to reflect improvements made (SLT) Outdoor area is better fit for purpose and a strength.	Children become more engaged and aware with nature. (awe and wonder) Children talk positively and knowledgeably about the outdoors. Wellbeing of children and staff supported by safer outdoor working where appropriate. Children are able to access higher quality activities that extend and stretch their learning and development.	July 2022 YR – April 22. Y1 – Jan 22.	£3000 £9000 £tbc	Action plan created and developed with staff, Friends Chair and Surrey Outdoor Learning and Development trainer. Planned works to be scheduled to be carried out as soon as is practicable.

To develop and improve the teaching of music	Provide staff training session. Investigate and implement a music teaching approach across the school.	MW	Staff training session notes/handouts Music approach being used across school. Planning in place.	Improvement in numbers of children taking up musical instrument playing Confidence of staff in delivering Music lessons increased (qnaire?)	July 2022	SDM £109 subscription to Music Express	MW Music Lead introduced and led a staff session on teaching of music. Staff feedback was positive. Next steps 21/22 – continue to research music teaching approach, provide further CPD to staff and ensure Milford curriculum continues to develop and meets all requirements. Monitor teaching of music across the school.
Revisit and clarify purpose and uniqueness of Milford Curriculum	Staff meeting to encapsulate what is unique about our curriculum – purpose, impact. Update website to reflect our USP and structure of our curriculum. (complete but needs further amendments as curriculum continues to evolve) Reference Parklands School curriculum plans and magpie any useful themes/content.	All	Updated website Curriculum statement visible around school.	Access to whole curriculum for all pupils – ensuring a balance and continued focus on physical and mental wellbeing.	July 2022		Whole teaching staff curriculum development day carried out in Summer 21. Significant changes and improvements made to long term plans. Working documents and are being revisited constantly. Next steps 21/22 – revisit skills progression documents. Produce 'Curriculum Policy'. Update website with changes made to the Milford Curriculum. Inform parents about our curriculum.

Strengthen and further develop the use of cross-curricular links to build upon prior knowledge and apply skills in different areas of the curriculum.	Further development of topic overviews to include cross-curr links wherever possible. Ensure links are relevant e.g. if using English to convey understanding in History, is OLI linked to History curr. with high expectations for English?	ALL	Planning. Learning in books.		July 2022		Whole teaching staff curriculum day improved and strengthened overviews. Still further development to be carried out – use of themes to build/stack knowledge and skills for children over time so that they ‘know more and can do more’
Develop use of questioning across all subjects	All Subject Leader action plans to consider and promote development of questioning techniques. All staff training to cover relevant questioning considerations for the specific area covered.	All Subject Leads	SDM minutes/agendas. Action plans.	Deeper understanding shown by children due to questioning. Higher percentage of children attaining well, particularly in speech and language.	July 2022		

Priority 5: Develop effective use of assessment and data to enhance progress for all learners							
Success criteria: <ul style="list-style-type: none"> Succinct termly assessment criteria produced and being used effectively by all staff. Interventions planned and delivered to meet identified gaps in learning for pupils/groups leading to good or better progress Assessment policy, procedures and system developed further (with involvement from staff) 							
Objective	Action	Who?	Evidence	Expected outcomes	When complete?	Cost	Monitoring
Strengthen use of data systems	Investigate best practice in assessment. Consider alternative approaches to recording and analysing data (ie SIMs, excel) – to save money and make system more ‘our own’	NJ/All	Assessment policy Effective assessment procedures in place Reports produced by DHT for HT, staff and governors.	More accurate data sets across the school, meaning better predictions. Earlier intervention and mostly class based due to use of data.	July 2021 and ongoing	Part of switch to new MIS	<p>Assessment package bought with our new MIS Arbor. Training carried out by SLT 20/21 and cascaded to staff through staff training meetings.</p> <p>Next steps 21/22 – investigate how the information produced is being actively used to improve outcomes for pupils. Introduce the new EYFS framework (Sept 21)</p>
Ensure assessment processes work well	Review termly expectations/skill progression documents in Reading, Writing and Maths. Monitor assessment and produce meaningful data analysis for staff to use. Organise set assessment procedures for whole school inc. timings. Plan for standardisation of assessments made between classes and yr groups.	All	Standardisation meeting notes Data reports/analysis Assessment dates/planned approach	Impact of intervention, whether provision in class or additional is measured accurately and leads to tangible improvements for all pupils. Every child makes at least expected progress from their starting point each year, with many making accelerate progress. (this was true for 20/21 with only one or two exception across the school. Clear narrative to explain)	July 2022		<p>Use of new MIS and deployment of HLTA and SENCO means that all intervention activities are now being fully costed to ensure value for money and impact.</p> <p>21/22 – provide information to governors in HT report</p>

Develop link between Senco and assessment	Look at how SEND processes and data feed into classroom practice. Evaluate impact of actions for SEND/PP learners. Provide counsel and support with SEND practice to impact SEND/PP learners (QfT primarily but also intervention where appropriate – EARLY intervention) Consider what next if actions are having little or no impact.	EW/N J	Report from SENCO regarding impact of provision/actions for SEND/PP learners. (for HT, governors)	More robust monitoring of standards, particularly for PP/SEN pupils leading to improved outcomes with measurable impact. Earlier and most effective intervention/QfT practice to be highlighted and provided – raise achievement.	July 22 – for full cycle to be complete		Governors are yet to have this report provided as the SEN team (Senco and HLTA) have been populating the system and test running during 20/21 academic year.
To plan and implement an assessment policy/guide	Using the above actions, devise a policy/guide to assessment at Milford School for implementation	NJ	Policy and procedures documents.	Staff and stakeholders clear on processes, rationale behind them and use the information productively. Impact – on quality of education and therefore outcomes for children.	Jan 22	na	
Link assessment closely to performance management	Set up appraisal profiles and targets on Arbor MIS, enabling triangulation of information: observations/monitoring – assessments – CPD – appraisal objectives and progress.	AS	Arbor MIS reporting to SLT and Governors to show key information around appraisal target (progress towards), percentage of lessons observed including quality rating, impact of interventions organised and implemented by class teachers reported with associated costs.	Centralised and simplified appraisal and performance management process.	Aut 22	na	Summer 21 – some staff had their appraisal moved onto MIS system as part of a test run. This worked well and enables observations and evidence to be linked on the portal to staff performance. 21/22 – all new appraisals to be set up on the system. Governors to be provided with the information in Summer 22/Autumn 22.