

**St Margaret's CE Primary School  
2020-2021**

**School Improvement Plan**

**KEY PRIORITIES FOR IMPROVEMENT**

**Autumn 2021**



## St Margaret's CE Primary School 2 KEY PRIORITIES FOR IMPROVEMENT

### OVERALL EFFECTIVENESS: HOW GOOD IS THE SCHOOL?

#### **PRIORITY 1: Improve the quality of teaching and assessment in order to improve pupils' progress by:**

- ❖ Ensuring that accurate assessment information is shared with governors and is used to plan learning that meets pupils' needs
- ❖ Raising teachers' expectations so that they challenge most able pupils to reach greater depth in their learning
- ❖ Providing more opportunities for pupils to write at length
- ❖ Developing pupils' arithmetic skills in mathematics
- ❖ Ensuring that pupils have regular opportunities to practise their reading skills
- ❖ Using pupil premium funding to make sure that the progress of disadvantaged pupils accelerates until the difference between their achievement and that of other pupils nationally diminishes

### HOW EFFECTIVE IS LEADERSHIP & MANAGEMENT?

#### **PRIORITY 2: Improve the effectiveness of leadership and management by:**

- ❖ Developing the role of middle leaders so that they are responsible for the difference their actions make to pupils' progress
- ❖ Ensuring that leaders with responsibility for SEN and/or disabilities use additional funding appropriately to help pupils make strong progress

### HOW EFFECTIVE IS EARLY YEARS?

#### **PRIORITY 3: Improve the effectiveness of the early years by:**

- ❖ Ensure that pupil progress in Nursery is carefully tracked including groups of pupils
- ❖ Accelerating children's progress, particularly in literacy and numeracy, so that a greater proportion are well prepared for their learning in Year 1

**An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.**

SLT	Priority	Success Criteria
Jill	Raising teachers' expectations so that they challenge most able pupils to reach greater depth in their learning	<ul style="list-style-type: none"> <li>High expectations for all children are embedded across the school</li> <li>More children achieve GD in in R, W &amp; M</li> </ul>
Harriet	Improve the attainment in writing through use of a rigorous spelling programme	<ul style="list-style-type: none"> <li>Daily opportunities to learn spellings and practice spellings</li> <li>Spelling to be accurate in extended writing</li> </ul>
Chris	Developing pupils' skills in mathematics	<ul style="list-style-type: none"> <li>Arithmetic starters part of the weekly maths teaching and learning</li> <li>Reasoning opportunities in other NC subjects</li> </ul>
Laura	Ensuring that pupils have regular opportunities to practise their reading skills	<ul style="list-style-type: none"> <li>Opportunities for extended writing happens every two weeks</li> <li>Writing opportunities in other NC subjects also allow for extended writing</li> </ul>
Han	Using pupil premium funding to make sure that the progress of disadvantaged pupils accelerates until the difference between their achievement and that of other pupils nationally diminishes	<ul style="list-style-type: none"> <li>Every disadvantaged pupil makes at least good progress every half-term</li> <li>Improve attainment of disadvantaged pupils so it is closer to the national figure</li> </ul>
Sam	Developing the role of subject middle leaders so that they are responsible for the difference their actions make to pupils' progress.	<ul style="list-style-type: none"> <li>Middle leaders are proactive in promoting the core group expectations</li> <li>Middle leaders present information and data to governors and SLT that demonstrates improved pupil achievement</li> <li>MTP and LTP will show more links to other NC subjects</li> <li>Subject leaders will be able to demonstrate cross curricular coverage throughout the year</li> </ul>
Billy	Leaders with responsibility for SEN and/or disabilities help pupils make strong progress.	<ul style="list-style-type: none"> <li>Children with SEND make progress at least in-line with their peers the same age.</li> <li>Each class teacher can evidence progress in their children's ILPs with assess, plan, do and review: Each class teacher has a green RAG rating in ILP monitoring.</li> <li>SENCO Subject Monitoring shows all identified actions are actioned.</li> </ul>
Jill/Ginny	Raising standards in RE, monitoring and pupil leadership.	<ul style="list-style-type: none"> <li>Evaluations of all worships</li> <li>Monitoring and support for RE teaching</li> <li>Pupils planning for class worship</li> </ul>
Jo/Harley	Ensuring that leaders check the progress of children in the Nursery	<ul style="list-style-type: none"> <li>Staff have regular meetings to moderate observations</li> <li>Pupil Progress Meetings robustly check progress of all groups in Nursery</li> </ul>
Jill	Accelerating children's progress, particularly in literacy and numeracy, so that a greater proportion are well prepared for their learning in Year 1	<ul style="list-style-type: none"> <li>Outside opportunities for literacy and numeracy learning are maximised</li> <li>Planning includes children's own interests</li> <li>Self regulation</li> <li>SALT</li> </ul>

## Basic characteristics 2021-22

## November 2021

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Nur	21	10 (47.6%)	11 (52.4%)	3 (14.3%)	0 (0%)	16 (76.2%)	21 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Rec	56	22 (39.3%)	34 (60.7%)	13 (23.2%)	9 (16.1%)	20 (35.7%)	10 (17.9%)	4 (7.1%)	4 (7.1%)	0 (0%)	0 (0%)	0 (0%)
Y1	60	30 (50.0%)	30 (50.0%)	10 (16.7%)	9 (15.0%)	17 (28.3%)	11 (18.3%)	7 (11.7%)	6 (10.0%)	0 (0%)	1 (1.7%)	0 (0%)
Y2	57	32 (56.1%)	25 (43.9%)	14 (24.6%)	13 (22.8%)	24 (42.1%)	13 (22.8%)	11 (19.3%)	11 (19.3%)	0 (0%)	0 (0%)	0 (0%)
Y3	61	40 (65.6%)	21 (34.4%)	10 (16.4%)	8 (13.1%)	18 (29.5%)	9 (14.8%)	10 (16.4%)	7 (11.5%)	0 (0%)	3 (4.9%)	2 (3.3%)
Y4	50	29 (58.0%)	21 (42.0%)	14 (28.0%)	14 (28.0%)	15 (30.0%)	7 (14.0%)	10 (20.0%)	8 (16.0%)	0 (0%)	2 (4.0%)	0 (0%)
Y5	59	31 (52.5%)	28 (47.5%)	8 (13.6%)	6 (10.2%)	17 (28.8%)	9 (15.3%)	8 (13.6%)	8 (13.6%)	0 (0%)	0 (0%)	0 (0%)
Y6	61	29 (47.5%)	32 (52.5%)	12 (19.7%)	12 (19.7%)	16 (26.2%)	4 (6.6%)	13 (21.3%)	9 (14.8%)	0 (0%)	4 (6.6%)	0 (0%)
All	425	223 (52.5%)	202 (47.5%)	84 (19.8%)	71 (16.7%)	143 (33.6%)	84 (19.8%)	63 (14.8%)	53 (12.5%)	0 (0%)	10 (2.4%)	2 (0.5%)

## Governor responsibilities:

Raising teachers' expectations so that they challenge most able pupils to reach greater depth in their learning	Stephen
Providing more opportunities for pupils to write at length	Jo and Christine
Developing pupils' Arithmetic skills in mathematics	Jonathan
Ensuring that pupils have regular opportunities to practise their reading skills	Jo and Christine
Using pupil premium funding to make sure that the progress of disadvantaged pupils accelerates until the difference between their achievement and that of other pupils nationally diminishes	Mike
Ensuring that 'Quality First Teaching' is embedded across the school with a focus on progress of prior middle attaining children	Stephen
Ensure that subject leaders exercise their full responsibilities for the content, skills and sequencing of learning in their subjects	Luke
To further develop the rigor and effectiveness of the governor's analytical evaluation of the school as a church school and its Christian vision.	Sam
Developing the role of middle leaders so that they are responsible for the difference their actions make to pupils' progress	Luke
Ensuring that leaders with responsibility for SEN and/or disabilities use additional funding appropriately to help pupils make strong progress	Kate
Ensuring that leaders check the progress of children in the Nursery	Jeremy
Accelerating children's progress, particularly in literacy and numeracy, so that a greater proportion are well prepared for their learning in Year 1	Jeremy

# Teaching, learning and assessment

1.Priority development Jill	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
Raising teachers' expectations so that they challenge most able pupils to reach greater depth in their learning	<ul style="list-style-type: none"> <li>JH to monitor the identified MA pupils and track on TT</li> <li>JH to monitor identified pupils working just below s+ in one area</li> <li>AHTs-Teaching and Learning to model and support teachers so more pupils achieve GD</li> <li>Identify and target Year 6 GD writers</li> </ul>	MA children are identified and targeted through challenges.	100% of observations show that staff are challenging MA more effectively.	Book scrutiny for MA show increased opportunities for choice, decision conversations		JH AHT: LD, CMcG	Half termly
		Identify and target Year 6 GD writers.	33% of Year 2 children will have completed RWI and are on VIPERS.				
		Regular monitoring shows that both in books and in practice there is a challenge for all pupils.	The impact from strategies shared at staff meetings is evident in both book looks and monitoring.	GD in line with national percentages in RWM for Year 2 & 6. (2019 figures) S+ for RWM to have increased from the end of previous year.			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
JH, SW Governors: Stephen	<ol style="list-style-type: none"> <li>School Improvement Plan reviewed</li> <li>Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>Support and monitoring plan reviewed</li> <li>Discussion with staff and evaluation</li> <li>Analysis &amp; comparison of data</li> <li>Governor visits including use of PP passports</li> </ol>	<b>Autumn 1</b> Children are named in planning form Year 2 up. Year 1 and EYFS will add names during the year. All staff are aware. Year 6 GD writers to be named	<b>Spring 1</b>	<b>Summer 1</b>	<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>		

		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
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<b>2.Priority development Harriet</b>	<b>Actions</b>	<b>Milestones</b>			<b>Budget</b>	<b>Who</b>	<b>Time by</b>
		<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>			
Improve the attainment in writing	<ul style="list-style-type: none"> <li>Implementation of a rigorous spelling programme (Years 2-6)</li> <li>Monitoring the continued provision of RWInc from Nursery to Year 1</li> <li>Weekly monitoring of writing in books to include spelling and grammar</li> <li>Ensure that spelling and grammar are taught discreetly and in the back of English books</li> <li>Daily handwriting in all year groups</li> <li>Termly assessments of spelling</li> </ul>	<p>Spelling programme in place in all years</p> <p>New spelling, grammar and handwriting lesson to be taught daily</p>	<p>Improved Parallel spelling scores</p> <p>Spellings are identified in every piece of extended writing</p> <p>Presentation standard show clear improvement</p>	<p>Improved Parallel spelling scores</p> <p>All new daily spelling, grammar and handwriting has collectively had a positive impact on writing progress and attainment</p>	Staff release	HC	Half Termly July 2021
		Monitoring the teaching of spelling through book looks and drop-ins.	<p>Track and analyse spelling data from Parallel spelling tests.</p> <p>Monitoring of spelling in books, planning and in drop ins.</p>	<p>Ensure that spelling, grammar and handwriting is embedded and evident in the books.</p> <p>Monitor progress in books and data.</p>			

Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors
Core team SLT Governors: Jo and Christine	<ol style="list-style-type: none"> <li>1. School Improvement Plan reviewed</li> <li>2. Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>3. Lesson Study and feedback session</li> <li>4. Support and monitoring plan reviewed</li> <li>5. Discussion with staff and evaluation</li> <li>6. Analysis &amp; comparison of data</li> <li>7. Governor visits including use of PP passports</li> </ol>	<b>Autumn 1</b>  New spellings system being used by Year 3 - 6  Monitoring of spelling identified some gaps with the teaching of grammar regularly which is being closely monitored.  Spelling and grammar has been adapted for LA children.	<b>Spring 1</b>	<b>Summer 1</b>	<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>
		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	



3.Priority development Chris	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
<p>Rapidly increase pupil's <i>arithmetic</i> skills.</p> <p>Continue to develop pupils' skills in mathematics</p> <ul style="list-style-type: none"> <li>Reasoning</li> <li>Mental skills</li> </ul>	<ul style="list-style-type: none"> <li>Ensure arithmetic sessions provide challenge for all and allow for revisiting prior learning - <i>yesterday, last week, last month, last term (books/Seesaw/drop-ins)</i></li> <li>Monitor provision of challenge and feedback for more able and PP children (books/Seesaw/drop-ins)</li> <li>Create and manage a 'Maths is all around us' Google drive folder for collecting examples of good practise maths in other NC subjects</li> <li>Analyse findings. <u>Implement support where required.</u></li> <li>Register school for Sussex Maths Hub training and support.</li> <li>INSET and staff meeting for <b>June 2020 guidance</b>, how it links to school resources and schemes (<i>WR, LBQ, TYM...</i>)</li> </ul>	<p>Aligned with June 2020 guidance, all staff will be confident in delivering <u>appropriate challenge</u> through <b>arithmetic and the quick recall of prior learning</b></p>	<p>Aligned with June 2020 guidance, all staff will be confident in delivering <u>appropriate challenge</u> through <b>reasoning</b></p>	<p>Aligned with June 2020 guidance, <b>reasoning in other NC subjects is appropriate.</b></p>	AHT release time	CM AC EM	Termly  July 2020
		<p>Moderation across school will show arithmetic is pacy and challenging for all, providing opportunities for recalling previous learning over time.</p>	<p>Moderation across school will show good differentiation and feedback for all children - focus on PP and more able.</p>	<p>Year 2 &amp; 6: Maths ARE to be in line or above with National (2019: 76/79%) Rest of school: 75% EYFS: Maths GLD to be in line with National (2019)</p>			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
<p>Core team SLT Governors: Jeremy</p>	<ol style="list-style-type: none"> <li>1 School Improvement Plan reviewed</li> <li>2. Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>3. Lesson Study and feedback session</li> <li>4. Support and monitoring plan reviewed</li> <li>5. Discussion with staff and evaluation</li> <li>6. Analysis &amp; comparison of data</li> <li>7. Governor visits including use of PP passports</li> </ol>	<p><b>Autumn 1</b> Arithmetic is being delivered with appropriate challenge, <b>with Year 3 receiving support - monitoring will continue Autumn 2.</b></p> <p>Prior learning is revisited through</p>	<p><b>Spring 1</b></p>	<p><b>Summer 1</b></p>		<p><b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1: Video meeting with JW and AC</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b></p>	

		<p>arithmetic sessions and use of 'flashback 4'.</p> <p>LBQ and White Rose helping to ensure challenge is aligned with new guidance.</p> <p>Sussex Maths hub registration complete. Initial visit taken place, and self evaluation completed.</p>			
			<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>

4.Priority development Laura	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
Ensure daily opportunities to practice reading skills	<ul style="list-style-type: none"> <li>Assess ALL Year 1, 2 and 3 children using the RWI phonics assessment.</li> <li>Group children into phonics group and plan phonics interventions for catch up and recovery for lowest 20%</li> <li>Assess vulnerable children in KS2 using Sandwell assessment and plan interventions accordingly</li> <li>Providing opportunity for daily reading to take place</li> <li>Library training for the reading leader</li> <li>Weekly library time to continue</li> <li>Reading comprehensions VIPERS to continue</li> <li>PoR quality texts used as key text for English planning</li> <li>Class book daily</li> <li>Vulnerable readers heard daily (lowest 20%)</li> <li>All children to be heard weekly by CT or TA</li> </ul>	<p>All children assessed and in relevant groups</p> <p>Seesaw intervention reading tracked and recorded on Seesaw.</p> <p>Established home reading routines for selecting home reading texts.</p>	<p>Monitoring shows that children have made progress in RWInc: tracking expectations of progress on the portal. Effective interventions planned for those children who are not.</p> <p>In KS2, children are making significant progress in reading-monitored through Target tracker and Sandwell testing where appropriate.</p>	<p>In EYFS/KS1, All children have progressed at least four levels in phonics groupings.</p> <p>KS2 pupils are communicating home reading responses linked to content domain areas.</p>		Core Team SLT	Termly July 2020

	<ul style="list-style-type: none"> <li>Investigate the use of Seesaw online journal to record intervention reading. This will provide consistent record keeping in school and consistent records in home/school reading diary</li> <li>Parent workshops to develop home reading behaviours and responses through Seesaw</li> <li>Reading sessions will be planned for</li> <li>Continue to select home reading texts for vulnerable pupils, recording how to read the text and key questions</li> </ul>	By December all children should have completed: Reception-Know set 1 sounds and how to blend. Year 1- Know Set 2 sounds.	Monitor threshold mark February and April for RWI Year 1 phonics assessments.  By April all children should have completed: Reception-Red level Year 1-Yellow level Year 2-Off programme	Year 2 &6: Reading to be in line or above with National (2019: 75%/73%) Rest of school: 75% or above EYFS: Reading GLD to be in line with National (2019)		
<b>Monitoring</b>	<b>Monitoring Strategy</b>	<b>Evaluation</b>			<b>Date Reported to Governors</b>	
Core team SLT Governors: Jo and Christine.	<ol style="list-style-type: none"> <li>School Improvement Plan reviewed</li> <li>Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>Lesson Study and feedback session</li> <li>Support and monitoring plan reviewed</li> <li>Discussion with staff and evaluation</li> <li>Analysis &amp; comparison of data</li> <li>Governor visits including use of PP passports</li> </ol>	<b>Autumn 1</b> All classes planning matches the learning in books  Well differentiated  77% of pupils progressed up a level in RWI groups. Those that didn't move up a level are practising fluency within group.  RWI interventions support SEND. Pupils in Y3, 4 and receiving intervention have all moved up a group. Home reading supports the text they are reading within class.	<b>Spring 1</b>	<b>Summer 1</b>	<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>	

		<p>Y3 Guided reading session timetable of rotated activities changed to accommodate whole class reading of the text and explanation of tasks. All children read with by an adult over the week.</p> <p>Y2 Phonics screening prediction for passing are not high enough. Additional class phonics, intervention and alien cards sent home. Phonics screening to take place late December.</p>			
			<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>

5.Priority development Han	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
Using pupil premium funding to make sure that the progress of disadvantaged pupils accelerates until the difference between their achievement and	<ul style="list-style-type: none"> <li>Paperwork on website is current, accurate and reviewed for prior years</li> <li>Up date detailed strategic overview of PPG strategy for 2021-22 using the new format as advised.</li> <li>Have a strategic overview of financial planning for PPG spending at the whole school and individual level for this academic year</li> </ul>	<p>PP Provision for all new children to the school set up.</p> <p>Barriers to learning, Venns, Passports and</p>	<p>Weekly AHT monitoring for planned areas involving book scrutiny, planning and pupil voice will show that PP</p>	<p>Review Passports and interventions.</p> <p>RWM for disadvantaged</p>		HW	<p>Half termly review of milestones</p> <p>July 2021</p>

<p>that of other pupils nationally diminishes</p>	<ul style="list-style-type: none"> <li>• Address staff development and training requests to support Quality First Teaching through the use of the PPG.</li> <li>• Barriers to learning document set up and maintained</li> <li>• Set up pupil passports with entry and exit data and review these in line with termly data drops</li> <li>• Closely monitor interventions for those receiving PPG through a triangulation of books, planning and data.</li> <li>• Align appraisal procedures with whole scholarship of priority (PP)</li> <li>• Develop the role in the Governing body in the implementation and leadership of PPG funding through meeting termly meetings</li> <li>• Close tracking of PP children for attainment and progress. Monitoring of planning and books (weekly). Observations of interventions (half termly).</li> <li>• PP focus at data meetings, with pupils discussed first.</li> <li>• Clear milestones and expectations for PP identified on plans and shared with staff a to help increase rapid pace of improvement</li> <li>• Attendance and punctuality of PP children is monitored and measures put in place if it becomes a cause for concern. Learning catch-up takes place on return to school in RWM</li> </ul>	<p>interventions in place.</p> <p>Financial planning will be in place.</p> <p>Learning catch-up on return to school for all PP chn</p> <p>Priority marking for all PP chn</p> <p>Teacher to be using pre-teach/post teach model for all PP chn</p> <p>Weekly AHT monitoring for planned areas involving book scrutiny, planning scrutiny and pupil voice. Staff development and training wishes are planned for and delivered. The impact of these are evident through monitoring.</p>	<p>pupils are appropriately planned for and are making progress.</p> <p>Pupil Progress Meetings will show PP pupils are making steady progress (2-4 steps), and interventions are altered as needed.</p> <p>Staff development and training wishes are planned for and delivered. The impact of these are evident through monitoring.</p>	<p>data gaps to be decreasing.</p> <p>PP governor report will highlight that the gap is closing.</p> <p>Staff development and training wishes are planned for and delivered. The impact of these are evident through monitoring.</p>			
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		<p>Exit data will show all PP children will have made progress from their starting points.</p> <p>Attendance and Punctuality of PP vs Non PP compared</p>	<p>Data shows that gaps are closing for disadvantaged</p> <p>PP Gov to attend book/planning scrutiny and PP learning walks Monitor PP interventions</p> <p>Attendance and Punctuality of PP vs Non PP compared</p>	<p>End of year data shows good progress for all PP pupils and the gap is closing between PP and Non-PP pupils.</p> <p>Attendance and Punctuality of PP vs Non PP compared</p>		
<b>Monitoring</b>	<b>Monitoring Strategy</b>	<b>Evaluation</b>			<b>Date Reported to Governors</b>	
JH and SW Governors: Mike	<ol style="list-style-type: none"> <li>School Improvement Plan reviewed</li> <li>Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>Support and monitoring plan reviewed</li> <li>Discussion with staff and evaluation</li> <li>Analysis &amp; comparison of data</li> <li>Governor visits including use of PP passports</li> </ol>	<p><b>Autumn 1</b> All supporting documentation established- passports, Venns, Barriers and updated in line with new arrivals. Interventions up and running to addition needs above and beyond the standard PP strategy. Spending mapped out including Recovery Curriculum.</p> <p>New Strategy format developed and approved at Governors along with policy update.</p>	<b>Spring 1</b>	<b>Summer 1</b>	<p><b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b></p>	

		<p>Monitoring of Reading, topic driver foundation subjects and writing taken place and fed back to individuals or as a collective through staff meetings. Whole school focus on differentiation being addressed through INSET- Autumn 2.</p> <p>Met with PP Governor to feedback to FGB with changes.</p>			
		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	

6.Priority development Sam	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
Ensuring that 'Quality First Teaching' is embedded across the school	<ul style="list-style-type: none"> <li>Through staff meetings ensure that all staff and support staff know what QFT teaching means and looks like</li> <li>Feedback from observations focuses on QFT issues if necessary and swift action is taken to address any shortcomings</li> <li>HT and DHT swiftly follow up any issues identified in planning scrutiny and book looks</li> <li>Further develop the use of in-house strength and expertise to nurture and develop outstanding teaching and learning across school</li> <li>PPM will focus on all groups to ensure they are making at least good progress</li> </ul>	<p>All staff aware of QFT through staff meetings.</p> <p>Pre and post teaching models are evident</p> <p>ECT supported through new ECT Framework</p>	<p>Continued support and development of ECT.</p> <p>Observations and monitoring show consistent QFT. Issues are addressed and rectified within 2 weeks</p>	<p>Groups are making at least good progress.</p> <p>Teaching is observed as consistently good across all year groups. Support in place where needed</p>			<p>Half termly</p> <p>July 2020</p>

		In house training is having an impact.	100% observations will show that all CTs are delivering QFT learning.	All children will have made 6 steps (or equivalent) of progress from their starting points.		
<b>Monitoring</b>	<b>Monitoring Strategy</b>	<b>Evaluation</b>			<b>Date Reported to Governors</b>	
JH and SW Governors: Stephen	<ol style="list-style-type: none"> <li>1. School Improvement Plan reviewed</li> <li>2. Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>3. Support and monitoring plan reviewed termly</li> <li>4. Discussion with staff and evaluation</li> <li>5. Analysis &amp; comparison of data</li> <li>6. Governor visits including use of PP passports</li> </ol>	<b>Autumn 1</b> Staff meetings have made expectations clear and scrutiny of books and planning show differentiation, pre/post teach and progress  ECT making excellent progress	<b>Spring 1</b>	<b>Summer 1</b>	<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>	
		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>		



6.Priority development Jill/Ginny	Actions	Milestones			Budget	Who	
		Autumn Term	Spring Term	Summer Term			
<p>To ensure the continued improvement of:</p> <p>The effectiveness of monitoring and evaluation strategies,</p> <p>Secure greater consistency in the new approaches for religious education (RE) to raise the quality of teaching, learning and assessment.</p> <p>Develop pupil leadership so that they have increased responsibility for and greater ownership of collective worship.</p>	<ul style="list-style-type: none"> <li>HT to meet with Ruth Cummings to discuss ways forward.</li> <li>GF to meet with RC in November.</li> <li>Staff meeting and Inset day to develop Godly Play</li> <li>GF to lead staff meetings for RE focusing on assessment</li> </ul>	<p>Staff all using new planning sheet for class worship. Pupils are planning for worships at least half termly in KS2.</p> <p>All worships are evaluated.</p>	<p>Pupils are planning for worships at least half termly in Year 2 and most weeks in KS2.</p>	<p>Pupils are planning for worships every week in Year2 and KS2. Some pupils are contributing ideas for worship in Year 1 and R.</p>			
		<p>GF monitoring of RE teaching shows that 70% of teaching is good.</p> <p>GF to support where needed.</p>	<p>GF monitoring of RE teaching shows that 85% of teaching is good.</p> <p>GF to support where needed</p>	<p>GF monitoring of RE teaching shows that 100% of teaching is good.</p>			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
JH and SW Governors: Stephen	<ol style="list-style-type: none"> <li>School Improvement Plan reviewed</li> <li>Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>Support and monitoring plan reviewed termly</li> <li>Discussion with staff and evaluation</li> <li>Analysis &amp; comparison of data</li> <li>Governor visits including use of PP passports</li> </ol>	<p><b>Autumn 1</b> All classes from Year 1-6 are planning for class worships. This will change after half term due to the vicar leading worship weekly.</p>	<p><b>Spring 1</b></p>	<p><b>Summer 1</b></p>			<p><b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b></p>

		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
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## Leadership and Management

1.Priority development Sam	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
Developing the role of curriculum middle leaders so that they are responsible for the difference their actions make to pupils' progress	<ul style="list-style-type: none"> <li>• Rigorous appraisal targets</li> <li>• Assessment for all subjects is clear and impactful</li> <li>• Reporting to governors and SLT</li> <li>• Middle leaders are identified and roles are clear</li> <li>• Pupil progress for disadvantaged groups improves</li> <li>• DHT developing role for subject leads</li> <li>• Portfolios set up for current academic year</li> <li>• Monitoring schedule set up</li> </ul>	Action plan shows planned developments and milestones through the year	All middle leaders will have monitored their subjects.	Books show progress	Release time provided PPA teacher	SLT All middle leaders	Half termly  July 2021
		Skills and knowledge progression and subject overviews are established.	Pupil voice captured	Lesson observations by curriculum leads give clear next steps to teachers			
		Knowledge organisers are used to assess foundation subjects. Summative tests show progress	Knowledge organisers are used to assess foundation subjects. Summative tests show progress	Middle leaders have reviewed their actions plans, updated the website and their three Is			

Improving the balance of the curriculum to ensure that it increases pupils' knowledge and progress in all national curriculum subjects	<ul style="list-style-type: none"> <li>• Intent and implementation discussed with all staff and all staff clear on our curriculum</li> <li>• Termly overviews and knowledge organisers/knowledge builders show progression shows coverage of all NC subjects</li> <li>• Subject leaders to keep their Google Drive Curriculum folders up to date</li> <li>• Subject Leaders to monitor termly</li> </ul>	Staff will keep their curriculum areas on the school website	Subject leaders will be able to articulate the implementation of their subject and demonstrate progression of skills.	Knowledge and skills are monitored by curriculum leaders termly.		
		Curriculum 3 I document to be reviewed and updated.	Book looks show impact of teaching and learning	Middle leaders have shared their subject development with governors		
<b>Monitoring</b>	<b>Monitoring Strategy</b>	<b>Evaluation</b>			<b>Date Reported to Governors</b>	
SLT Governors: Mike	<ol style="list-style-type: none"> <li>1. School Improvement Plan reviewed</li> <li>2. Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>3. Support and monitoring plan reviewed</li> <li>4. Discussion with staff and evaluation</li> <li>5. Analysis &amp; comparison of data</li> <li>6. Governor visits including use of PP passports</li> <li>7. DHT to review action plans and other key curriculum documents</li> </ol>	<b>Autumn 1</b> Monitoring of foundation shows knowledge organisers are being used consistently.	<b>Spring 1</b>	<b>Summer 1</b>	<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>	
		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>		

2.Priority development SEND Billy	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
Leaders with responsibility for SEN and/or disabilities help pupils make strong progress.	<ul style="list-style-type: none"> <li>• SENCO termly monitors ILPs.</li> <li>• SENCO monitors core subjects weekly (triangle)</li> <li>• SENCO names sample children in subject leader's monitoring, and meets with subject leaders termly to focus on SEND provision.</li> <li>• Co-produce SEND info report with parents.</li> <li>• Co-implement thrive, precision teaching, internal S&amp;L, OT and PT interventions.</li> <li>• Create flowchart to identify SEND</li> <li>• Create separate policy and send info report.</li> </ul>	SENCO RAG rates 70% of teachers for SMART target setting; assess plan do and review; and high expectations.	SENCO RAG rates 85% of teachers for SMART target setting; assess plan do and review; and high expectations.	SENCO RAG rates 100% of teachers for SMART target setting; assess plan do and review; and high expectations.	-	BM	JULY 2021
		SENCO Subject Monitoring shows 70% in green reading, writing and maths, and red/amber concerns are evidence to be improving/ed.	SENCO Subject Monitoring shows 85% in green reading, writing and maths, and red/amber concerns are evidence to be improving/ed.	SENCO Subject Monitoring shows 100% in green reading, writing and maths, and red/amber concerns are evidence to be improving/ed.			
Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors		
SLT Governor: Kate	<ol style="list-style-type: none"> <li>1. SENCO monitoring of lessons, planning and books.</li> <li>2. SENCO liaises with subject leaders for SEND provision in subjects.</li> <li>3. SENCO names sample children in each subject to track each half term.</li> <li>4. Enhanced visits booked.</li> <li>5. SENCO ILP monitoring</li> </ol>	<b>Autumn 1</b>  85%. Almost all teachers required some feedback. Two teachers required additional feedback (15%). Improvements made. Targets Smart. Review for Next year: Close ILPs for end of JULY. Start new ones in SEP.	<b>Spring 1</b>	<b>Summer 1</b>		<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>	

		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
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## Early Years provision: quality and standards

1.Priority development Jo/Harley	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
<p>Ensure the new EYFS framework is fully introduced so the curriculum is coherently planned and accurately assessed.</p> <p>Improve assessment and moderation systems on entry and throughout year across EYFS.</p> <p>Monitoring with other settings to ensure progress is carefully tracked and is in line with the framework</p>	<ul style="list-style-type: none"> <li>Wow books used to record progress</li> <li>Wow stars are used for parents to share the Wow moments from home with us.</li> <li>Regular assessments continue</li> <li>Baseline assessments and termly progress discussions during staff supervisions.</li> <li>Nursery staff informally assess the progress of their key children each day, and carry out planning and target setting accordingly</li> <li>Progress tracked for full time and part time children</li> <li>Groups (SEND, PP, Gender ) are all tracked</li> <li>Nursery manager continues to rigorously analyse progress</li> </ul>	<p>New assessment for EYFS set up</p> <p>Groups are tracked.</p>	<p>Progress monitored at PPM meetings.</p> <p>First small group of children set for the beginning of RWInc</p> <p>Moderate with all nursery staff.</p>	<p>Moderation with school and other Nursery Schools show children's progress is carefully tracked.</p> <p>Introduce RWInc to the rest of the Summer 21 cohort.</p>	No cost	SLT Jo Hiscock	Half Termly
		<p>Baseline data has been agreed for all children.</p> <p>Progress monitored at PPM meetings.</p> <p>Moderation with school and other Nursery Schools show children's progress is carefully tracked.</p>	<p>Progress monitored through wow books, tracking sheets and observations on Seesaw.</p> <p>Moderation with school and other Nursery Schools show children's progress is carefully tracked.</p>	<p>All Nursery children and groups have made progress with Phonics (RWInc assessments).</p>			

Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors
SLT Governors: Jeremy	<ol style="list-style-type: none"> <li>School Improvement Plan reviewed</li> <li>Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>Lesson Study and feedback session</li> <li>Support and monitoring plan reviewed</li> <li>Discussion with staff and evaluation</li> <li>Analysis &amp; comparison of data</li> <li>Governor visits including use of PP passports</li> </ol>	<b>Autumn 1</b> New system setup and staff starting to populate. Will need to be reviewed through half term.	<b>Spring 1</b>	<b>Summer 1</b>	<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>
		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	

2.Priority development Jill	Actions	Milestones			Budget	Who	Time by
		Autumn Term	Spring Term	Summer Term			
Accelerating children's progress, particularly in literacy and numeracy, so that a greater proportion are well prepared for their learning in Year 1	<ul style="list-style-type: none"> <li>Baseline is moderated across both classes</li> <li>Monitor to see that balance of activities is equal</li> <li>Monitor to ensure staff are used effectively across the setting</li> <li>Monitor classroom and outside environments to ensure both are set up to meet children's needs</li> <li>Planning is effective and is finely tuned to meet children's needs and interests</li> <li>Groups (SEND, PP, Gender) are all tracked</li> </ul>	Baseline assessments completed.	Review learning environments.	Locality and in house moderation shows that progress is at least good.	Reception staff to visit other local settings with good practice.  Supply covered internally.	SLT	Half Termly
		Intervention groups organised and staff ready to work with children after half term.	Moderation shows that progress is at least good.				
		Observations show that the learning environment is meeting children learning needs and interests	PP meeting shows that all children are making expected progress and some are making accelerated progress.	GLD has risen from 64%and is in line with national.  Progress for R, W and M will be at least 95%			

Monitoring	Monitoring Strategy	Evaluation			Date Reported to Governors
SLT Governors: Jeremy	<ol style="list-style-type: none"> <li>1. School Improvement Plan reviewed</li> <li>2. Monitoring by learning walks , lesson observations, PPM, book and planning scrutiny</li> <li>3. Lesson Study and feedback session</li> <li>4. Support and monitoring plan reviewed</li> <li>5. Discussion with staff and evaluation</li> <li>6. Analysis &amp; comparison of data</li> <li>7. Governor visits including use of PP passports</li> </ol>	<b>Autumn 1</b>  Baseline assessments completed.  Intervention groups set up	<b>Spring 1</b>	<b>Summer 1</b>	<b>Autumn 1:</b> <b>Autumn 2:</b> <b>Spring 1:</b> <b>Spring 2:</b> <b>Summer 1:</b> <b>Summer 2:</b>
		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	