School Development Plan 2019-2021

Introduction

This plan has been compiled with the aim of ensuring that the priorities identified will further improve learning outcomes for children and our wider school community.

The 2019/21 plan targets areas for improvement based on the following: ~

- The school's recent OFSTED Inspection recommendations
- Views of staff, governors, parents and pupils
- Rigorous and regular internal tracking and monitoring of the progress and attainment of all groups
- Detailed analysis of internal, local and national data (Dorset data packs for EYFS/ KS1/ Phonics and ASP)
- Local and national evidenced-based research into best practice (eg collaboration within DASP, use of EEF Toolkit, good practice recommendations)
- DASP Development Plan 2019/2020 (highlighted in green within our plan)

This is a working document, which is regularly reviewed, updated and amended within the context of our School Self-Evaluation Cycle.

ACTION PLAN REVIEW – Green indicates objective met or action completed, yellow indicates majority of objective met or action completed but further development still needed, red indicates that objective hasn't been met or action hasn't been completed.

Quality of Education

<table>
<tr><td colspan="2">Priority 1:
Rationale: Due to recent improvements in recent English and Maths data we would now like to focus on improving a broad and balanced curriculum whilst still maintaining high standards in core subjects.
Success Criteria:
Children have access to a broader and more balanced range of topics
Children have developed a broader range of essential characteristics of learners
A consistent assessment approach is used across all Foundation Subjects
Outcomes for children remain at least in line with National Expectations</td></tr>
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Intended Outcomes	Resp	Actions	Timescale	Monitoring	CPD/ Resource	Milestones			
						Nov 19	**Nov 20**	**March 21**	**Jun 21**
The school has a clear understanding of how to plan for a broad and balanced curriculum for knowledge and skills. Intent - We have a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage. Implementation We implement our school curriculum in a purposeful manner ensuring that we allow children access to a broad and balanced curriculum.	ED/LJ	Chris Quigley INSET day on Curriculum. An Intent statement is written ensuring that all staff understand the way the curriculum works at our school. The school has written their own school curriculum design that link to MPFS and its' community. Each subject has a clear overview of what is being taught in each year group. The school uses vehicles as a way of delivering both the school curriculum aims and the subjects of the national curriculum	23.7.19 9.10.19 March 2020 March 2020 Dec 2019	ED/LJ	INSET £1,500	Intent statement has been written and redrafted by staff and Governors Draft school curriculum design has been written Curriculum Map for first term completed Y4 Case Study analysed as a whole staff. Lessons learned Every year group has planned their first vehicle	Intent Statement has been redrafted if necessary and shared with school community School curriculum has been finalised Curriculum Map completed Parent meeting about Vehicles and website updated	- Whole School review of school curriculum Curriculum Map evaluated and reflections made by all teachers Whole staff celebration of vehicles and ideas for new vehicles for the next year considered	

Impact Our school curriculum has a positive impact upon the children in our school.	New planning grids designed for topic planning - overview sheet and weekly topic plan. Planning documents show cross curricular links and use of 'vehicles'.	Dec 2019			New planning documentation has been used and monitored by ED and LJ.	Planning documentation updated if necessary	Topic and weekly plans reflect our Curriculum aims policy. Update policy if any changes need to be made	
	School curriculum to be built upon drivers, values and the Essentials Curriculum.	Dec 2019			All staff promote the characteristics and breadth of study to be taken from the Essentials Curriculum in all subjects			
	CALT leaders to monitor coverage and progress for Maths and English.	Dec 2019	CALT leaders					
	CALT leaders to monitor coverage and progress for all subjects using milestones.	March 2020	CALT leaders		CALT leaders are beginning to gather an evidence bank to show that children are achieving the age related milestones - books, planning, lesson obs, discussions with pupils and staff etc.	CALT Leaders have set up wider curriculum folders as way of gathering evidence	Children can articulate in a clear and passionate manner the essential characteristics for each subject eg - of a historian, scientist	CALT leaders have a strong evidence base to show children are achieving age related milestones and can talk about what has been put in place for any children not achieving this.
	Oracy is being promoted throughout all subjects: *DASP oracy hints and tips shared with staff * Pie Corbett vocabulary acquisition e.g. daily read * Talk for Maths/ sentence stems	Dec 2019	English and Maths Leaders		First cycle of lesson study to be focussed on oracy in Maths. This was completed by March 2020	Lesson study format adjusted to fit COVID restrictions but are continuing	Second cycle of lesson study to be focussed on oracy in English.	Third cycle of lesson study to be focussed on cohort need.
	Using drivers, Community, Initiative and Growth to broaden the curriculum	Dec 2019	All teachers		New drivers added to new topic planning grids and	Evidence of promoting drivers can be seen on the school website and the	Greater evidence of promoting drivers can be seen	Greater evidence of promoting drivers can be seen

		and experiences for all children and families				opportunities planned in accordance with this.	Drivers noticeboard.		
		All children will be assessed against Foundation subject milestones in the essentials curriculum, allowing for children who have not achieved to be planned for again.	June 2020	LJ/ED CALT Leaders		A cohort monitoring grid has been developed.	An assessment system for Foundation Subjects has been implemented allowing CALT leaders more of an overview of the subjects in their CALT.	CALT leaders know which children have not achieved and what is being planned for them.	The school has a clear overview of the assessment of children in all subjects.
Staff can clearly identify where children are in their learning and use this to challenge children and move learning forward.	SLT	NC to share guidelines on how to use Integris.	Sept 2019	NC/ED		Guidelines shared and understood	-	-	
		Staff confidently use INTEGRIS to assess their children.	March 2020	NC/ED		Staff meeting for Integris planned in where staff will work together to input data and ED/NC and LJ can support.	Staff use INTEGRIS on their own.	-	
		Pupil Progress and Inclusion meetings take place.	Termly	ED/EB		Pupil Progress and Inclusion Meetings have taken place	Pupil Progress and Inclusion Meetings have taken place INSTEAD Venn diagram chats have taken place	Pupil Progress and Inclusion Meetings have taken place	
		Planning shows that assessments are being used to challenge children and move learning forward.	January 2020	ED/LJ/CALT Leaders		Teachers to use assessment milestone grids to assess progress and prepare for new planning.	Teachers refer to AMGs to plan further opportunities for previously unmet milestones, and to advance the learning of other children.	Teachers refer to AMGs to plan further opportunities for previously unmet milestones, and to advance the learning of other children.	
			October	NC/ED					

To develop a wider assessment of standards and progress of RE to ensure that pupils are sufficiently challenged to be the best they can be	MW	Appropriate interventions are in place and monitored for impact.

To design a whole school tracking document for RE.

To create regular assessment opportunities in Discovery RE that will inform future planning. | 2019 | MW | Non contact Time RE Schemes | All intervention documentation shared with staff. Intervention groups to have commenced. NC has monitored and acted upon findings.

Using schemes begin to set up a tracking document Using Discovery RE set up regular assessment points | Intervention groups continue. NC has monitored and acted upon findings.

Tracking document continues to be written | Intervention groups continue. NC has monitored and acted upon findings.

Tracking document with assessment points is written

Spring term assessments are completed and monitored by CALT | Some staff are trialing the tracking system

Summer term assessments are completed and monitored by CALT |
| Lesson Study is used to develop practice in the school related to Teaching and Learning branches and to support consistency. | LJ/ED | A model of Lesson study has been set up across all year groups allowing for teachers to plan, observe and reflect across their year group.

Lesson study format and expectations shared during staff meeting.

Progress Leaders responsible for keeping a lesson study journal detailing conversations and to fine tune their reflections. | Sept 2019

Sept 2019

Oct 2019 | LJ/ED/Progr ess Leaders

LJ/ED/Progr ess Leaders

LJ/ED | | Staff meeting carried out

Lesson study cycle 1 completed according to flow diagram. | Lesson study adjustments made in order for them to continue through COVID restrictions | Feedback staff meeting where teachers share their positive experiences and findings.

Lesson study cycle 2 completed according to flow diagram. | Feedback staff meeting where teachers share their positive experiences and findings.

Lesson study cycle 3 completed according to flow diagram. |
| Children are more fluent in key skills | BK

HO | Children in KS2 have a fluent handwriting style.

Children across the school are given frequent opportunities to develop Maths fluency/rapid recall within the four operations. | Dec 2019

Dec 2019 | BK

HO | | Handwriting Learning Walks have taken place and impact of recommendations can be seen.

Fluency in Maths is happening x3 wk across the school at Early | Staff are working on daily handwriting and presentation.

Parents are involved in developing Maths Fluency | Children's handwriting in KS2 is a strength

Staff feel their children are more confident and speedy in their | All children and staff can be seen to be taking pride in their presentation.

Staff feel their children are more confident and speedy in their |

							Bird.	(workshop)	maths fluency.	maths fluency.
Improved spelling seen in children's writing across the curriculum	BK			June 2020	BK		RWI spelling programme has started.		Staff feel that children are becoming more confident in their spellings.	Book scrutiny shows that children's spelling has improved.
		RWI Spelling programme is used from Year 2 upwards						Staff feel that children are becoming more confident in their spellings.		
Children have a love of reading, and fluent readers are able to read widely and deeply										
		Library accessible to all of our school community Organisation of books and running of library Using the library to enhance teaching of reading – not be seperate THIS WILL BE DEPENDENT UPON ENGLISH HUB REQUEST								

Evaluation (how will this be reported to GB)
The first 2 parts of the school's curriculum design have been completed and the Impact part of the curriculum design cannot be completed until further conversations have been had with staff.
Year curriculum coverage have been completed for this term (jigsaws puzzles) however the school is currently also working on producing curriculum maps for each year group.
Planning documentation has not been reviewed due to time constraints - vehicle planning grid are being used. The characteristics and breadth of study cannot be judged yet due to time constraints and the fact that the Planning Scrutiny has taken place.
Lesson Studies have undertaken research and the Lesson Study teaching cycle will be completed in Jan at the latest.
Inclusion Meetings have been unable to take place due to staff absence.
Assessment for Foundation Subjects is being researched to find the most effective way to assess our new school design curriculum.
Due to the Implementation of the new assessment system and changes in the role of data and standards leader.
Handwriting learning walk to take place on Weds 18th December 2019.

Behaviour and Attitudes

Priority 2:
Rationale: Recent staff questionnaires have noted that there is a feeling of inconsistency in behaviour across the school and how the School Behaviour Policy is applied. It was also noted that staff did not feel they had enough understanding of behaviour plans or confidence to deal with challenging behaviour from Key Children.

Success Criteria:
- School has achieved Attachment Friendly School Status
- New 'Relationship Policy' written and implemented based on the lasets research regarding behaviour and attachment
- Number of learning days lost to fixed term exclusions as a result of behaviour to be reduced
- 'The Hive' classroom as had a positive impact on both the learning and behaviour for Key Children (as evidenced from parent, staff and children feedback)
- Play leaders having a positive impact on behaviour at breaktimes

Intended Outcomes	Resp	Actions	Timescale	Monitoring	CPD/ Resource	Milestones			
						Nov 19	**Nov 20**	**March 21**	**June 21**
To have a consistent and effective approach to behaviour across all areas of school life which is underpinned by our school's shared values.	Assistant Head Inclusion Pastoral Team	Achieve Attachment Friendly Schools Accreditation (evidence research) Develop wholeschool Relationship Policy based on the latest research in behaviour management New role of Play leader created to support positive play during breaktimes	July 2020 Oct Oct Oct	EB EB EB EB	£270 £814 (Paul Dix Books)	Whole staff attending INSET on Attachment Awareness Attachment Champions identified Attachment Champions attend first additional attachment awareness day	Training with AM-W held for staff Behaviour Learning Walk carried out by Governors Attachment Friendly School Status achieved	Staff questionnaire on behaviour carried out monitored by Govs Children's questionnaire carried out to find pupil views on behaviour Behaviour Plans/PSP reviewed	Behaviour Learning Walk carried out by Governors Enhanced transition for Key Children in place All Annual Reviews held for children with an EHCP. Plans in place to how Key

		One Page Profiles available to all staff for Key Children A nurture classroom (The Hive) to be set up to support children with both academic and Social and Emotional needs. Key Children to access The Hive for various parts of their timetables on a daily basis. New Sports Ambassadors and Playtime Pals trained and in place to promote positive playtimes	Oct	EB		INSET held and Relationship Policy written as a result Role of Play Leader in place Teams' set up for all Vulnerable children in the school and all staff members aware of which adults make up each Key child's team Behaviour Plans/PSP in place for all Key Children One Page Profile in place for Key Children and made available to all staff The Hive classroom set up and supporting Key Children in both academic and Social and Emotional Development	Second day of Attachment Champions course completed Stop and Think meetings held to support Key Children in a timely manner as and when needed Behaviour Plans/PSP reviewed Family Workshops running to support key families in managing challenging behaviour	Annual Mental Health Awareness Week held	Children will be supported in the upcoming year Feedback gathered from Staff, Parents and Children regarding the success of provision in Group Dynamics and SEND classes over the last year and the impact it has had

Evaluation (how will this be reported to GB)	

Personal Development

Priority 3:
Rationale: Research shows that students and adults who have an understanding of Growth Mindset have reduced anxiety and symptoms of stress. They are also more likely to spend longer on tasks, work harder to solve problems and display more resilience in everyday life, therefore positively impacting on their Mental Health and Wellbeing.
Success Criteria:
- Mental Health and Wellbeing Policy in place
- Mental Health Awareness Week held with a whole school focus on Growth Mindset
- Supervision Sessions set up for all staff groups within the school
- Roots and Fruits programme used for planning Collective Worship with children taking role in leading Collective Worship regularly

Intended Outcomes	Resp	Actions	Timescale	Monitoring	CPD/ Resource	Milestones			
						Nov 19	**Nov 20**	**March 21**	**June 21**
Whole School Mental Health Strategy to be embedded across school with staff, pupils and parents aware of how they can access advice and support on their Mental Health and Wellbeing	Pastoral Team Science CALT Assistant Head Inclusion	Mental Health Action Group set up with stakeholders made up of all areas of school life. Mental Health and Wellbeing Policy in place A calendar of events to increase wellbeing and raise awareness of Mental Health created and shared Children's Mental Health Awareness Week held with a focus on Growth Mindset	Oct Nov February February April	EB		Mental Health and Wellbeing Action Group set up Calendar of events created and shared Sensory Garden set up and in use (Grasshopper Garden) Draft Mental Health Policy	Family workshops on supporting children's emotional wellbeing and GMS held Allotment area in use and planted	Whole school event held to promote the link between the outdoors and increased wellbeing Staff questionnaire carried out about the impact of Mental Health Strategy Children's Mental Health	

		Community Mental Health Awareness Week held Family Workshops on supporting Children's emotional wellbeing and Growth Mindset held	July			shared with staff, parents and governors for feedback		Awareness week held Community Mental Health Awareness fair held Mental Health Policy amendments made and agreed by Governors	
		Whole school event held to promote the link between the outdoor environment and Mental Health							
To provide regular opportunities for pupils to plan and lead Collective Worship to develop their independence and understanding of Anglican practice.	MW	To purchase the resource Roots and Fruits to support planning and delivery of Collective Worship. To set up a school community collective worship team including children that will lead on the project	December 2019 January 2020	Foundation Governor Foundation Governor	Non contact time Teacher meeting Roots and Fruits Scheme £58	Roots and Fruits purchased and shared with key members of staff		School community collective worship team has been set up, meet half termly and written an outline of what is required for an effective CW.	School community collective worship team to meet to plan, organise and evaluate 1 CW per half term Children to carry out evaluation of CW led by staff.
Staff will feel supported in the school through a regular Supervision session.	MP	To set up appropriate Supervision for all roles within the school. To give staff who lead supervision training.	December 2019 December 2019	MP	Training	Staff understand what Supervision means. All roles have had 1 supervision session. Staff who lead supervision have had relevant training.	Staff have received at least 2 supervision sessions, or more if required.	Staff have received at least 3 supervision sessions, or more if required.	

						All relevant documentation has been written.			

Evaluation (how will this be reported to GB)
The mental health and well being group and an event has taken place, although a calendar for the year is not yet in place.
The sensory garden set up has commenced and is currently being completed by staff and members of the community.
The mental health policy has not been written due to staff absence.
~~In relation to supervision Melanie has met with the lead education psychologist in order to write a project plan. The plan will commence i n the spring Term with the first meeting taking place on 13th Jan for Jo Rowe to lead staff in the writing of documentation~~ Due to changes in the provision for schools for EP services the school has reluctantly been unable to continue with these sessions. In order to support staff in some areas Clair Bolland was given additional hours to continue with the 'Butterfly' as this had worked well during Lockdown.

Leadership and Management

Priority 4:
Rationale: It is imperative that all stakeholders are involved and accountable in moving the school forward.
Success Criteria:
Subject Leaders have collected a strong evidence base to prove progress and attainment for their subjects
Governors understand the progress that children are required to make in all subjects and hold the school to account by asking challenging questions.

Intended Outcomes	Resp	Actions	Timescale	Monitoring	CPD/ Resource	Milestones			
						Nov 19	**Nov 20**	**March 21**	**June 21**
Leaders at every level are more involved in developing the quality of teaching and pupil progress within their subjects. They use this to inform action planning and drive school improvement priorities.	CALT Leaders	CALTs further develop portfolios to reflect the impact of their monitoring and evaluation of their subjects, including how to develop teaching and learning. CALTs can show the progress that has been made in their subject against the curriculum.	Dec 2019 June 2020	ED/LJ ED/LJ	Subject portfolios Contents sheet CALt responsibilities sheet	Revised contents sheet for portfolio is shared Revised responsibilities for CALT leaders is shared	Maths and English subjects can be shown to be monitored.	When monitored by CALT Leaders and ED all subject portfolios show that their subject is being monitored. It can be seen by portfolios	It can be seen from portfolios that leaders have a clear understanding of the impact of their subject. CALTs can show children

		Training for Middle Leaders by Geoff Pyke (SEP).			NCT weekly for CALT Leaders (£?) Training (2 half days/3 or 4 twilights £400)	All subjects have a portfolio in place		that Leaders have a good understanding of the intent and implementation of their subjects in all year groups. Training has taken place.	have made progress in their subjects.
Governance Developing an understanding of what progress looks like in subjects across the school.	SST	Developing an understanding of progress in all subjects.	June 2020	CALT Leaders/ED /LJ	£50	Order Assessment Booklets	-	Workshop for Governors on using booklets.	Workshop for Governors on using booklets.
To ensure the effectiveness of the new Christian Vision is robustly identified, monitored and evaluated by governors so that it regularly informs school improvement priorities	MW	To find out where the vision and values in the school are having the most impact. Where can it be seen and heard? To use the systems of other monitoring in school eg maths and english, for monitoring CW and RE and then look for key actions	June 2020 April 2020	MP/MW MW/CALT		To consider what are the things that are on SDP that link to the vision/values. Consider how they improve the SDP ------------------ --	-	Annual Learning Walk - what can be seen in respect of vision/values that are linked to our SDP. Monitor and evaluate RE - Share learning walk and book looks.	Ask the children about the vision/values do they know it , understand it, what is their favourite one and how has it affected them? Evaluate and monitor impact of CW. Invite a gov into work done with children about being a CW monitor
Maths and English Leaders have secured consistency in Teaching, Learning and Assessment in their subjects.	HO BK	The Leaders will be using the following to provide an overview - • Scrutiny of planning • Book Scrutiny, Pupil Voice • Book Looks • Lesson monitoring • Pupil Progress meeting feedback	Dec 2019	HO BK LJ ED	NCT given to staff	Set up a protocol for the infocus week HO and BK will have completed an in focus week	Staff to consider how in focus weeks can be completed with COVID restrictions.	In focus weeks have been used to set up as programme of support/CPD In focus weeks continue.	In focus weeks have been used to set up as programme of support/CPD In focus weeks continue.

		● Working wall resourcing From these the Leaders will provide feedback advice to ensure consistency.				for all year groups.			
Evaluation (how will this be reported to GB) Links with School Values and the SDP not yet completed.									

Recovery and Catch Up Curriculum

Priority 5:

Rationale: It is imperative that all pupils feel safe when coming back to school following school closures due to COVID-19. The school will build a Recovery Curriculum around the children to help support their needs.

Success Criteria:

All pupils are happy, confident, in good behaviour for learning routines and are making gains in catching up on lost learning time.

Intended Outcomes	Resp	Actions	Timescale	Monitoring	CPD/ Resource	Milestones		
						Nov 20	**March 21**	**June 21**
Children are back to achieving outcomes in line with National averages

Pupils mental health and wellbeing are supported | All staff | Recovery curriculum
- School to subscribe to Brilliant Schools wellbeing package.
- ED/LJ to attend Chris Quigley recovery curriculum training
- LJ/ED to lead INSET on how to deliver a recovery/catch-up curriculum | Ongoing | Assessment of classes/years/ key groups and individuals | New/additional PSHCE curriculum Brilliant schools

Covid catch-up funding

RWI extra?? | Children have been selected for interventions to ensure they get back in line with previous attainment

Staff have a good understanding of children's current achievements from previous years' curriculum | Children are on track to achieve previous attainment | Children achieve previous attainment and outcomes are in line with National Averages |

	- Staff, pupils and parents to access wellbeing zoom sessions from Brilliant Schools - Wellbeing questionnaire for staff and pupils to be completed. - Results from questionnaire to be analysed and used to create a plan for moving forward				School subscribed to Brilliant schools and all staff to have logins. ED/LJ have completed Chris Quigley training. INSET completed on delivering recovery/catch up curriculum and staff planning accordingly. Y2 -Y4 children accessing wellbeing zoom sessions.		
	Use of whole school theme for sense of community. - Here we are.				Staff accessing wellbeing zoom sessions during staff meeting time.		
	Catch Up Curriculum action Staff to determine subjects/knowledge missed and share with new year group School to use White Rose Maths				Wellbeing questionnaire completed. Results from questionnaire analysed and next steps planned. Catch up curriculum coverage maps have been	Year group planning shows that opportunities have been planned in for catch up previous years' curriculum subjects. White Rose Maths book are used and are filling the gaps in children's knowledge	Curriculum planning shows that all catch up curriculum subject have been covered. Assessments show that children have caught up on previous year's knowledge in maths

						written and shared To purchase and begin to use workbooks to support whole class maths teaching. New year group to consider how they might add in the areas that were missed in the previous year. Children have covered some aspects of knowledge missed		
Supporting children's physical health		Understanding what is different about school and how to navigate this environment Hand washing and hygiene measures Adapting to using areas of the school that may not be usual Keeping and maintaining social distancing. Catch it, kill it, bin it messages Health and hygiene sessions led by teaching				Children confident in how to stay safe in school and when travelling to and from school. Signage to support children and parents at drop off and pick up times. Handwashing signs up in all classrooms.	Children confident in how to stay safe in school and when travelling to and from school. Signage to support children and parents at drop off and pick up times. Handwashing signs up in all classrooms. Soap and hand sanitiser in all classrooms. Catch it, kill it, bin it signs up in	Children confident in how to stay safe in school and when travelling to and from school. Signage to support children and parents at drop off and pick up times. Handwashing signs up in all classrooms. Soap and hand sanitiser in all classrooms. Catch it, kill it, bin it signs up in classrooms

		staff, focusing on washing, being independent and looking after yourself. All staff to model good habits re hygiene. Extra 30 minutes of exercise every day in all classes.				Soap and hand sanitiser in all classrooms. Catch it, kill it, bin it signs up in classrooms and tissues readily available. Teachers ensure that 30 minutes of daily exercise is planned in.	classrooms and tissues readily available Teachers ensure that 30 minutes of daily exercise is planned in..	and tissues readily available. Teachers ensure that 30 minutes of daily exercise is planned in.
Supporting children to manage their feelings and behaviour (See Recovery Curriculum also)		Clear routines which are supported by visuals Social stories and use of visuals for additional rules due to COVID. Clear boundaries and therapeutic approaches to supporting behaviour and emotions. Regular circle time, targeted PSHCE lessons and supported play times. ELSA sessions will take place in bubbles for those children who need them. Systems in place for children to share their feelings/concerns/worries without having to directly approach an adult e.g. worry box.				Children are settled into school routines. Children understand the school rules. Children with a risk reduction plan follow their plans. Children feel safe to talk to their adults about any concerns. Children have had extra opportunities to talk through any concerns.	Children continue to be settled in school. The children are following school rules independently or with support as necessary. Children with a risk reduction plan follow their plans. Children feel safe to talk to their adults about any concerns. Children have had extra opportunities to talk through any concerns.	Children continue to be settled in school. The children are following school rules independently or with support as necessary. Children with a risk reduction plan follow their plans. Children feel safe to talk to their adults about any concerns. Children have had extra opportunities to talk through any concerns.
Robust remote home learning system to be set up to support with both catch up		Google Classroom (Y1-4) is set up in early October.	Ongoing	SST	Training needs	Starting in October R/W and M to be posted	R/W and M to be continued to be posted weekly in	R/W and M to be continued to be posted weekly in Y1-4 so that

and provision for children at home.		Tapestry in PreSchool and Reception like in previous Lockdown. Teachers to use phonecalls home to support parents with GC to ensure maximum engagement.		Progress Leaders	identified for new staff	weekly in Y1-4 so that parents can support Catch Up learning. KS Catch Up and Keep Up TopTips shared ½ termly.	Y1-4 so that parents can support Catch Up learning. Bespoke Catch Up learning shared with individual children receiving Catch Up learning at school.	parents can support Catch Up learning. Bespoke Catch Up learning shared with individual children receiving Catch Up learning at school.
		Children learning remotely will have the same curriculum that children in school are receiving.		MP		Children isolating set the same learning as those in school and responded to on a Remote Programme. Staff informed	Children isolating set the same learning as those in school and responded to on a Remote Programme. Staff informed	Children isolating set the same learning as those in school and responded to on a Remote Programme. Staff informed
		Office Staff to inform teachers daily of any children who are absent and need learning posted for whatever period of time. Curriculum Expectation Leaflets and Topic Leaflets shared on remote platforms. Key Stage half termly Catch Up and Keep Up Top Tips for English and Maths also provided on the remote platforms.				Leaflets shared on Remote Platforms to limit paper back and forth	Leaflets shared on Remote Platforms to limit paper back and forth	Leaflets shared on Remote Platforms to limit paper back and forth
Engagement with parents - GC, Tapestry, phone calls home		Half termly phone calls home to check in with parents. Private messages on GC and Tapestry to be used				2 lots of phone calls home to have taken place. Teachers responding to	Further phone calls home to have taken place.	Further phone calls home to have taken place.

		as a confidential way to communicate with parents. Parent consultation reports to be sent instead of face to face meetings.				private comments. Parent consultation reports to have been sent out.	Teachers continue to respond to private comments. Parent consultation reports to have been sent out.	Teachers continue to respond to private comments. End of year reports written and shared with parents.
Use of catch up funding - interventions/resources		Year groups to identify catch up children and what their gaps are. Interventions to be planned with smart targets to help children quickly achieve next steps. Key texts to be purchased to promote conversations about emotions to support children's wellbeing and provide safe opportunities for them to share any worries/concerns.				Children identified for intervention. Supply teachers booked and timetable and targets set up for catch up interventions. Key texts purchased and matching key questions written and shared with staff.	Interventions reviewed to measure impact and check whether different children now need this intervention. Review how the texts are working and if there are any gaps in what is being covered. More texts and appropriate resources purchased and set up for use across the school.	Children have received interventions and have achieved previous attainment.

OFSTED November 2018 recommendations

Recommendation

Leaders secure consistency in teaching, learning and assessment, particularly in writing and mathematics, to continue improvements in pupils' attainment

We have worked on -

Through PM the teaching staff are undertaking year group lesson studies to improve consistency across year groups in development of learning and teaching. This uses evidence based research as a way of improving practice and providing opportunities for reflection. This commenced in the second half of the Autumn Term 2019 and further cycles will be taking place this academic year.

Using Pupil Voice as a means of informing and monitoring teaching dnn learning in a number of subjects, but in particular maths and english. This also formed part of the book scrutiny which was beneficial in understanding strengths and weaknesses within a subject across year groups.

Updating our curriculum through the implementation of the Essentials Curriculum to ensure deep learning and progression across all curriculum subjects using the Key characteristics and milestones. The school has invested time in writing our own personalised Knowledge organisers that link to our curriculum and are used in Year 1 - Year 4 across all subjects. In addition as part of the curriculum design the school approached the delivery of topics through a 'Vehicle' which was not always subject based but helped develop children's cultural capital. Spending quality time working on the Intent, Implementation and Impact ensured that we focussed on what our school and our children required, so that we could deliver the best curriculum through personal drivers linked to our community. The school will continue to work on using the milestones in the curriculum to support the consistency of our assessments.

Trio lesson observations based upon our BAD model of teaching and learning was set up to allow SST to monitor consistency and quality of teaching and learning across a year group. The group review being fedback to teachers allowing them to reflect upon the teaching and delivery across the year group. In addition the SST did feedback to individuals to support their progression too. This supported teachers in delivering consistency across year groups and conversations about independent use of resources and materials etc.

Setting up a new Assessment system to enable us to monitor coverage of subjects but most importantly a consistent approach to assessment that will support teacher's planning and teaching.

With the result that -

Although it is early days, due to school closure, the staff felt that the Lesson studies were very useful in reflecting upon not only each other's practice but also their own, this promoted worthwhile professional discussions about the delivery and pupil responses that were observed. The school also feels that there is more evidence that teachers are referring to research when preparing reports and when leading meetings, which would impact also upon their planning.

As part of Pupil Voice Book scrutiny this was feedback to teachers so that it enabled them to work on a particular focus e.g. misconception that bigger numbers means that maths is harder … this has since shifted …….(QUOTE)

Our new curriculum has ensured that Foundation Subjects are refreshed and have a high priority in our school. The time spent means that all our teachers have a good understanding of what a child requires to be an effective learner of history, a good artist etc Also children have a great understanding of subject areas and the characteristics they need to be a good learner in this subject.

Trio Lesson Observations has supported teachers in delivering consistency across year groups, strengths were celebrated and actions points were worked upon through conversations. One of the areas this has impacted upon has been a discussion about independent use of resources and materials as noted in previous OFSTED.

Unfortunately partly due to timing of setting up a new system in the year that there was school closures, meaning we ddi not a have a full year of input, we are finding that that this system is not providing us with coherent data, as we do not have either a full year or a historic trend to compare with.   We are not able to use our system of Pupil tracker, previous system, as they are not comparative systems. We will continue to work on gathering assessments for our new system, however in addition SST will be investigating a further system that would link closely with our Curriculum.

Recommendation
Teachers, including those in the Early Years, make effective use of assessment information to plan teaching that challenges all pupils

We have worked on -
Setting up and using a new assessment package over the whole school. We now use INTEGRIS.
The school set up DNA activities for interleaving and retrieval practice.
Setting up and using Lexia as a tool for assessing and then personalising a learning reading programme for children, with an

element of SPAG too.

Wellcomm has been introduced as a speech and language assessment tool then allowing a personalised recommendation for children to support them.

TTRS and Numbots have been set up to support assessment of maths skills and then promoting fluency of maths (with a particular attention to pace in Y4)

Pupil Voice and Book scrutiny continues to be used in school as a means of assessing, moderating and improving teaching and learning.

Whole class feedback sheets were used during lockdown and are being looked at continuing now we are back in school.

School has continued to develop and improve upon our marking using blue for better.

With the result that -

However due to not having a full year with INTEGRIS it is currently difficult to say how effective this new system is.

DNA is working very effectively. It was used during lockdown on Google Classroom as well. IT is showing teachers that this method is helping children to retain this information and subject specific vocabulary. In Maths e.g. flashback fours it means teachers are more sure that calculations have not been forgotten.

Wellcomm -

Lexia is in its early days of implementation for us to review effectively the impact. However staff are saying that they feel it is a valuable tool. It is also used in our Middle School so this will support transition.

Last year TTRS/Numbots improved the children's fluency. It has helped us identify children who require intervention which has then been put into place. We feel that it has helped children to be challenged and to consolidate learning too.

Pupil voice and Book scrutiny in maths has shown all teachers that children wanted more challenge, this was then put into place and children rose to this challenge.

Teachers are beginning to understand the process of whole class feedback but it is too early to tell where this is leading to and how successful it will be in the future.

Blue for better has shown us that teachers have high expectations for children learning and provide a challenging curriculum.

Recommendation

Teachers in key stage 2 continue to develop pupils fluency in handwriting and accuracy of spelling

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We have worked on -

Staff were shared with the expectations and formations for handwriting using the RWI scheme for KS2 children. It was agreed

that teachers would model the handwriting to the children daily as part of the daily practice. Posters were visible of ABC to show children how to sit for the best handwriting.
RWI spelling was introduced in Y3 and Y4, including training from RWi specialists.
Lexia has been introduced.(see above)

With the result that -
Children are consistently forming letters but we do feel that their handwriting needs improvement. As a school we do feel that since lockdown the handwriting in the school has deteriorated. Pen licences have been introduced earlier to see if it is a skill or a will.
RWI spelling and Lexia are both in their early stages but staff do feel that this will have a positive impact and improve standards.

SIAMS 2019 recommendations
- Ensure that the effectiveness of the new Christian vision is robustly identified, monitored and evaluated by governors so that it regularly informs school improvement priorities.
- Develop wider assessment of standards and progress in RE to ensure that all pupils are sufficiently challenged to be the best that they can be.
- Provide regular opportunities for pupils to plan and lead collective worship to develop their independence and their understanding of Anglican practice.