

Quality of Education

Priority 1		Rationale: The school's curriculum is designed to ensure that the children are exposed to a range of cultural learning experiences that will support their development in core and non core subjects.						
Action	Responsible	Outcomes	Timescale	Monitoring	CPD /Resource	Milestones		
						AUT 21	SPR 22	SUM 22
Develop Curriculum Intent	Esther Derrien Louisa Jeffery	All staff are aware of the intent within our curriculum	Autumn Term	N/A	INSET	All staff are aware of how the school has designed it's curriculum to develop cultural capital	N/A	N/A
Developing Curriculum implementation - coverage of Essentials Curriculum in KS - Vehicles - Drivers - Knowledge Organisers - Smashing the milestones together	Esther Derrien Louisa Jeffery	Planning allows learning to be purposeful, contextual, relevant and cohesive	Through the year	Book scrutiny Pupil Voice Planning Scrutiny	INSET Teacher meetings TA meetings Time with progress and CALT Leaders	All staff are aware of the Chris Quigley approach to planning Whole school vehicle completed by 13th September to support teacher's in understanding how to plan using a vehicle New Vehicle planning documentation in place to encourage staff to include all 5	Planning scrutiny shows that staff are including all 5 strands of implementation Planning documentation is reviewed Spring 1 - Pupil Voice is sharing that they are	Book scrutiny and Pupil Voice are evidence of a curriculum that shows high ambition and children's progress of knowledge and skills. Planning documentation to support workload is ready to commence for the new academic year

						strands of implementation Planning documentation is consistent	positive about their learning and what knowledge and skills they have learnt so far.	
Develop Curriculum Impact - Assessment of Foundation subjects - Pre and post assessment of topic - Use of Do It Now	Esther Derrien Louisa Jeffery	Accurate assessments are made to help inform planning	From Autumn Term	Data drops Use of RPM Book scrutiny	INSET DoL training for Foundation Subjects led by CALTs	INSET shared Pre- and post assessment info Pre and post assessment used Do it knows to be used weekly	CALT have monitored coverage and feedback to staff Pre and post assessment used Do it knows to be used weekly	Wider Curriculum files are up to date and all statutory milestones have been taught Pre and post assessment used effectively Do it knows to be used weekly
Develop Maths fluency across the school by improving fluency of number facts (bonds and multiplication/division) by introducing key instant recall facts	Hannah Oram	Most children have secure recall of key facts appropriate to their year group. These can be applied fluently in their independent work.	From Autumn Term	Snapshot and support (half termly) TTRS data Pupil Voice	TTRS (Y2-4) Numbots (R-Y4) £245.28 Fluent in Five Flashback Fours Lesson Study T and TA meetings	All classes have an additional 30 minutes over the week to explicitly teach and/or reinforce KIRFs. Parent workshop / stay & learn - KIRFS KS2 - half termly sound check Intervention/precision teaching in place for chd not achieving the half termly KIRF Intervention/precision teaching in place for chd not achieving the half termly KIRF	All classes have an additional 30 minutes over the week to explicitly teach and/or reinforce KIRFs. KS2 - half termly sound check Intervention/precision teaching in place for chd not achieving the half termly KIRF Home link - KIRFS	All classes have an additional 30 minutes over the week to explicitly teach and/or reinforce KIRFs. KS2 - half termly sound check Intervention/precision teaching in place for chd not achieving the half termly KIRF Home link - KIRFS

						Home link - KIRFS 1st Lesson study has been completed	2nd Lesson Study has been completed	3rd Lesson Study has been completed
Develop Handwriting skills	English CALT	Handwriting skills are back to where it was pre-COVID	From Autumn Term	Through Book scrutiny	ABC posters CPD to enforce modelling	Handwriting is being delivered 4x a week	Handwriting is being delivered 4x a week	Handwriting is being delivered 4x a week Handwriting in all books is consistent with that seen in handwriting books
Develop continuous provision approach to Learning in Year 1 to support good practice in Early Writing.	Louisa Jeffery Laura Gillott	Writing skills in Year 1 is developed	Autumn Term to continue through year	Half termly monitoring by Louisa Jeffery and Laura Gillott	Early Excellence Training to staff	Training completed Effective continuous provision setup	Book scrutiny/Tapestry show that continuous provision is showing children have lots of opportunities for writing	More children at ARE than at end of EYFS
Continue Transforming Reading and Writing in KS2 and Year 2 with Pie Corbett - using shared, guided and modelled reading and writing	Jenny Young Esther Derrien	Attainment outcomes will be at least in line with the cohort's data from end of year 2019	Revisit CPD in Autumn Term and continue through year	Half termly monitoring by English Lead and Assessment DH	KS staff meeting time Leadership time for monitoring	CPD for staff has been completed Planning scrutiny shows opportunities for a range of shared/guided/modelled writing and reading	Book scrutiny/Pupil Voice/Catch up interventions show progress made by children	More children at ARE than at end of previous year

Embedding RWI in EY and KS1	Alice HW	The percentage of children achieving RWI flight path increases	From Autumn Term	Weekly drop in sessions by RWI and EY leaders	Training	Training for all new staff Children identified for 1:1 tutoring Daily RWI phonics delivered in Y2 Children in Y2 to have completed phonics test and 90% of cohort have met the standard	Data informs catch up interventions	Children in Year 1 have completed RWI test and cohort have met national standard
Develop RWI in KS2 for SEND pupils who require this strategy	Alice HW Hannah Oram	Reading strategies are being used appropriately to develop children's reading	Introduced in Autumn Term and continue	Half termly monitoring by RWI lead through drop in sessions. Reading analysis	RWI resources £1,000 Time for drop in sessions	CPD completed for KS2 staff. RWI baseline taken place and groupings organised.	Through monitoring strategies can be seen and heard by staff and children	RWI assessment shows that children have made progress in developing phonics skills.
Develop the vocabulary of pupils through the daily read and including more subject specific keywords	English CALT	Writing and reading moderation shows greater extent of vocab being used.	Autumn term staff meetings Word bank displays Use of Knowledge organisers	CALTs to use Foundation subjects Knowledge Organisers to monitor use of vocab	Spelling dictionaries £72.00 KS films made as apart of CPD to share with staff	KS2 spelling dictionaries used to collect Vocab 5 words KS1 Vocab 5 words are displayed	Vocab 5 words seen in children's independent writing	Vocab 5 words seen in children's independent writing
Develop reading fluency in Rec/KS1	Alice HW	Children move more rapidly from Green to purple and yellow to blue reading books	From Autumn Term	RWI Leader drop in sessions	Monitoring time and support CPD from the portal/in	Fred in your head and Green words are completed daily as part of RWI	Fred in your head and Green words are completed daily as part of RWI	A higher % of children reading in line with the RWI flight path

					house observations			
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Evaluation (Reported to Governors)

Behaviour and Attitudes

Priority 2		Rationale: The school advocates a therapeutic approach which underpins our relationships policy.						
Action	Responsible	Outcomes	Timescale	Monitoring	CPD /Resource	Milestones		
						AUT 21	SPR 22	SUM 22
To develop STEPS Behaviour philosophy throughout the school community	Jenny Young	All staff are able to use the Steps approach to behaviour consistently All parents and governors understand that the Steps philosophy underpins relationship at our school	By end of Autumn Term	Jenny Young	Training Parent Workshop Governor Meeting	Staff training has been completed School policy has been updated and agreed Parent and Governor Workshop has happened Documentation for children who have have required a protective consequence for learning outside the classroom has been set up	Further staff, parent and Governor training has been completed. Steps vocab can be heard around the school	Documentations shows a reduction in the number of children needing a protective consequence outside of their classroom Steps vocab can be heard at the school gate/in parent meetings by parents
As part of the STEPS school policy to develop a clear procedure for consequences	Jenny Young	All staff are clear on the appropriate protective and educational consequence for any behaviours	By end of Autumn Term	Jenny Young	Training	School Policy has been agreed and understood STEPS - standing Meeting Agenda item	STEPS - standing Meeting Agenda item Staff are able to make decisions about consequences across the school	Appropriate consequences are used consistently across the school as policy is followed

To develop staff and children's ability to notice a child's 5 point scale and the provision required in order to support them to regulate	Jenny Young Hannah Oram Clair Bolland Class Teachers	Staff and children are aware of the need for support when required	From Autumn Term	Jenny Young Hannah Oram Clair Bolland	Training Support for completing documentation	Anxiety Mapping and Predict and prevent plans to be set up Visuals being on staff lanyards Portraits to be set up and shared with all staff	Anxiety Mapping and Predict and prevent plans have been amended on a regularly appropriate basis	Anxiety Mapping and Plans have been amended accordingly through the term
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Evaluation (Reported to Governors)

This area is currently blank, intended for the evaluation report to be submitted to the Governors.

Personal Development

Priority 3

Rationale: To prepare the children to move confidently onto the next stage in their educational journey providing both breadth and depth into stimulating learning experiences. To inspire our children to be lifelong learners; engaging and exploring the world around them - both within and beyond our school gates.

Action	Responsible	Outcomes	Timescale	Monitoring	CPD /Resource	Milestones		
						AUT 21	SPR 22	SUM 22
For staff to use the vocab of our school vision and values, including British Values intentionally during all areas of teaching and across the school day See Vision and Values revisit Sheet	Mel Wall	Staff and children are aware of the school vision, values, including British Values and how they are portrayed in school life and through the curriculum	From Autumn Term	Through Governor Learning walk and staff/pupil voice CALT and SLT during a daily basis with a listening ear	Display Children's vision represented Lead through CW on Vision, Values and British Values	Learn and Grow display linked to Vision, values and British Values	Children and staff are using the vocab of vision and values through the school day at key times e.g. play, assembly, PHSE and beginning to sue this during other subjects too	CHildren and staff are using the vocab of our vision and values at more times during the whole school day
To develop cultural capital through trips, visitors and Pupil passports	Esther Derrien Louisa Jeffery Joe Allen	Children have had a wide range of experiences in order to enrich their cultural capital	From Autumn Term	Progress Leaders	Passports	Autumn 1 -Year group pupil passports are written to broaden our children's cultural capital Children will have started completing their passport	Children continue to complete their passports	Children's passports will have been completed Pupil Voice will review the passport and any changes made for the following year

To develop a graduated response to Thrive	Louisa Jeffery Tina Hill Clair Bolland Nicki Clark Class Teachers	All children receiving the relevant level of intervention when needed	From September	Through termly data analysis Monitoring of groupings	Thrive training	A graduated response for Thrive to be written and shared with staff Class Thrive assessments completed and groupings organised and started	Assessments monitored and provision reviewed	Assessments monitored and provision reviewed End of Year assessments completed and New groupings prepared for following academic year
To maximise opportunities to explore and teach Equality and Diversity	Jenny Young	To interleave equity and diversity into school life and the curriculum	From Autumn Term	TBC	DEI Training with DASP	Jenny has attended 3 x DEI training with DASP and disseminated key information to staff Completed remainder of SDP as a focus	TBC	TBC

Evaluation (Reported to Governors)

Leadership and Management

Priority 4		Rationale: The school has a philosophy of Leadership at all levels, with staff having an accurate understanding of the pedagogy used in our school for different year groups and subjects.						
Action	Responsible	Outcomes	Timescale	Monitoring	CPD /Resource	Milestones		
						AUT 21	SPR 22	SUM 22
Development of CALTs for accurate review and monitoring of subjects	Esther Derrien	Closer monitoring of all subjects allowing Leaders a clearer understanding of pupil progression of skills and knowledge	Staff CPD on RPM See RPM for timescales of each subject	See RPM for different subjects	RPM schedule Allocated teacher meeting time Allocated NCT £1,680	RPM schedule and wider curriculum folders shared with staff	CALT have monitored coverage and feedback to staff Pre and post assessment used Do it nows to be used weekly	Wider Curriculum files are up to date and all statutory milestones have been taught Pre and post assessment used effectively Do it nows to be used weekly
Improving staff's knowledge of subjects and relevant pedagogical approaches	Esther Derrien Louisa Jeffery	Subject knowledge and appropriate Pedagogy approaches has improved. High quality resources and artefacts are used in all lessons.	Autumn Term and ongoing	Book Scrutiny Lesson Observations	The Soak - Mary Myatt website. Teacher meeting focus - re RPM schedule	RPM schedule followed	RPM schedule followed	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

Evaluation (Reported to Governors)

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 and 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 feedback 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 did not 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

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.