



School Development Plan

2017- 2018

Constructed by: SLT September 2017

Shared with Governors: September 2017

Shared with all Staff: September 2017

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use both human and material resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Staff and Governors meet termly to review how successful our improvements have been and agree priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone.

There are five Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Professional development INSET days are an important part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year in order to further their own professional development and to strengthen the subject expertise on the staff.

Subject Leaders develop their own Subject Leader Plan which identifies key areas for development within their own curriculum area for the academic year.

Our Vision

We are committed to **improving the quality of the educational provision** for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives. High quality education at St Nicholas CE First School will be achieved by:

- positive, caring and clearly focused leadership from the senior leadership team
- the whole staff team working together to do its best for our children's confidence
- the whole staff team having high expectations of our children's social, behavioural and academic performance
- well planned, exciting and challenging teaching that develops lively, enquiring and open minds in our children
- creating stimulating and attractive learning environments in which our children can take a pride
- fostering a calm, secure and purposeful working atmosphere that nurtures a positive esteem and self-image in all our children
- promoting respect for other people and their property
- working in partnership with parents, governors and the local community to enrich opportunities for our children

We will continually strive to achieve the school's aims through the formal curriculum and through all the other experiences offered to our children. High quality education will **raise the children's standards of attainment**, enabling them to:

- develop their use of English and Maths which provide the foundation for all their other learning
- learn social skills that encourage agreeable interactions between their peers as well as adults
- treat everyone in an equal manner, irrespective of gender, race, class or disability
- develop personal and moral values that are respectful of others, leading to their appreciation and toleration of other religions and other ways of life
- learn in a safe and secure environment, in keeping with Health and Safety Regulations that are in the interests of all whom work in the school.

School Context

This is a larger than average two form entry first school with a 52 place Nursery and Wraparound Care facility. The number of pupils has remained steady since the last inspection and is over subscribed. New building developments within Codsall will put increased pressure on school places in the next few years. The percentage of pupils entitled to free school meals (disadvantaged) has been consistently around 14% over the last few years and is less than is found nationally. Our data for Ethnicity indicates 15.3% of our children belong to other ethnic groups which is lower than the national average. We have a consistent 2% of learners attending the school with EAL roll. Many pupils have learning difficulties, disabilities and additional needs (20%) which is above local and national averages.

Significant changes since the last inspection November 2013 - the most significant change has been the number of staff changes. A new and strengthened Leadership team has been established – a new Headteacher (April 2014) and 2 new Assistant Headteachers (appointed internally from within leadership/ teaching team - Nov 2016) , the appointment of a Pupil Premium Leader/new SENCO. Since the last inspection only 6 class based teachers remain. The Chair of Governors since the last inspection remains on the FGB, with a new Chair appointed in 2015. There have been a number of changes to the membership of the Governing Body to ensure a balance of skills and professions. In addition to this in October 2016 the school converted to academy status, as part of Codsall Multi-Academy Trust, consisting of two schools, soon to be three. Almost 100% of pupils remain within the Trust's schools from Nursery to Year 6.

Analysis of Data (**National Comparison**)

| EYFSP | Expected + | | | | GLD – | | | | Average | | | |
|-----------------------|------------|-----------|------|------|----------------|------|------|------|---------|------|------|------|
| | 2017 | 2016 | 2015 | 2014 | 2017 | 2016 | 2015 | 2014 | 2017 | 2016 | 2015 | 2014 |
| Listening & Attention | 83 | 98.3 (86) | 93.3 | 91.7 | 75 71.6 | 80 | 81.7 | 71.7 | | 2.55 | 2.47 | 2.27 |
| Understanding | 85 | 95 (86) | 93.3 | 91.7 | | 80 | 81.7 | 71.7 | | 2.52 | 2.43 | 2.28 |
| Reading | 78 | 83.3 (77) | 88.3 | 81.7 | | 80 | 81.7 | 71.7 | | 2.23 | 2.25 | 2.13 |
| Writing | 75 | 80 (73) | 85 | 81.7 | | (69) | (66) | (61) | | 2.15 | 2.17 | 2.10 |
| Number | 82 | 86.7 (79) | 86.7 | 90 | | | | | | 2.27 | 2.23 | 2.18 |
| Shape & Space | 83 | 90 (82) | 91.7 | 91.7 | | | | | | 2.38 | 2.27 | 2.23 |

Girls Boys PP

| Year 1 Phonic Check | | | | | | | | | | | |
|---------------------|----|----|---------------|----|----|--------------|----|----|--------------|----|----|
| 2017 90% | | | 2016 90% (81) | | | 2015 90 (77) | | | 2014 66 (74) | | |
| 94 | 86 | 86 | 86 | 94 | 75 | 89 | 91 | 83 | 81 | 57 | 40 |

| Year 2 Phonic Check Re-check | | | | | | | |
|------------------------------|--|--------------|--|--------------|--|------|--|
| 2017 95% | | 2016 92 (91) | | 2015 97 (90) | | 2014 | |
| | | | | | | | |

| Key Stage 1 | Level 2+ | | | EXS + | | Level 2B+ | | | GDS | | Level 3+ | | |
|-------------|----------|------|------|-------|-------|-----------|------|------|------|----------|----------|------|------|
| | 2015 | 2014 | 2013 | 2017 | 2016 | 2015 | 2014 | 2013 | 2017 | 2016 | 2015 | 2014 | 2013 |
| Reading | 97 | 98 | 98 | 90 | (74%) | 92 | 98 | 98 | 49 | 33(24%) | 53 | 58 | 60 |
| Writing | 92 | 98 | 98 | 75 | (65%) | 82 | 93 | 93 | 20 | 27(13%) | 37 | 38 | 36 |
| Maths | 97 | 100 | 98 | 87 | (73%) | 87 | 100 | 97 | 39 | 23 (18%) | 47 | 43 | 41 |

| EYFS to Key Stage 1 | Reading 2017 | | Reading 2016 | | Writing 2017 | | Writing 2016 | | Maths 2017 | | Maths 2016 | |
|------------------------|--------------|-----|--------------|----------|--------------|-----|--------------|----------|------------|-----|------------|----------|
| | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS | EXS+ | GDS |
| 1 - Emerging | | | 36(36%) | 0 (2%) | | | 25(30%) | 0 (1%) | | | 33 (36%) | 0 (2%) |
| 2 - Expected | | | 87 (85%) | 23 (20%) | | | 66 (82%) | 9 (13%) | | | 74 (86%) | 15 (18%) |
| 3 - Exceeding | | | 100 (99%) | 68 (65%) | | | 100 (98%) | 18 (52%) | | | 100 (99%) | 73 (59%) |

| % at EXS in R,W & M | | | | % Level 2B+ in R,W & M | | | |
|---------------------|--|------|--|------------------------|--|------|--|
| 2017 | | 2016 | | 2015 | | 2014 | |
| 75 | | 62 | | 80 | | 93 | |

| % at GDS in R,W & M | | | | % Level 2B+ in R,W & M | | | |
|---------------------|--|------|--|------------------------|--|------|--|
| 2017 | | 2016 | | 2015 | | 2014 | |
| 20 | | 20 | | 33 | | 38 | |

| | Year 2 – Working at the expected standard + 2017 | | | | | Year 2 – Working at the expected standard + 2016 | | |
|---------------|--|---------|---------|-------|-----|--|-----------|-----------|
| | Number of pupils | Reading | Writing | Maths | RWM | Reading | Writing | Maths |
| All | 61 | 90 | 75 | 87 | 75 | 82 (74%) | 67 (65%) | 77 (73%) |
| Boys | 32 | 91 | 72 | 84 | 72 | 76 (70%) | 59 (59%) | 76 (72%) |
| Girls | 29 | 90 | 79 | 90 | 79 | 88 (78%) | 77 (73%) | 77 (74%) |
| Pupil Premium | 9 | 78 | 44 | 78 | 44 | 71 (78%) | 43 (37%) | 57 (77%) |
| Non P Premium | 52 | 92 | 92 | 88 | 87 | 83 (78%) | 70 (70%) | 79 (77%) |
| SEN | 8 | 25 | 13 | 25 | 13 | 20 (74%) | 20 (65%) | 20 (73%) |
| Non SEN | 53 | 100 | 85 | 96 | 85 | 89 (82%) | 72 (73%) | 83 (80%) |
| Non EAL | 61 | 90 | 75 | 87 | 75 | 81 (74%) | 66 (65%) | 76 (73%) |
| EAL | 0 | 0 | 0 | 0 | 0 | 100 (74%) | 100 (65%) | 100 (73%) |

Analysis of Attainment and Progress of ‘disadvantaged pupils’ (Pupil Premium)

| Performance of Disadvantaged Pupils at END of EYFS | | | | |
|--|------|------|------|------|
| | 2017 | 2016 | 2015 | 2014 |
| % of PP pupils achieving GLD | 66 | 71 | 86 | 50 |
| % of PP pupils achieving expected in Reading | 66 | 71 | 86 | 50 |
| % of PP pupils achieving expected in Writing | 66 | 71 | 86 | 50 |
| % of PP pupils achieving expected in Maths | 66 | 71 | 100 | 50 |

| Performance of Disadvantaged Pupils at Phonic Check | | | | |
|---|------------|-----------|-----------|-----------|
| | 2017 | 2016 | 2015 | 2014 |
| % of PP pupils achieving Phonic Standard Year 1 | 86 | 71 | 86 | 40 |
| % of PP pupils achieving Phonic Standard Year 2 | 100 | 86 | 91 | |

| Performance of Disadvantaged Pupils at END of KS1 | | | | |
|---|-----------|-----------|-----------|------------|
| | 2017 | 2016 | 2015 | 2014 |
| % of PP pupils achieving the expected standard and above in Reading (EXS 17/16, 2b+ 15/14) | 78 | 71 | 91 | 90 |
| % of PP pupils achieving the expected standard and above in Writing (EXS 17/16, 2b+ 15/14) | 44 | 43 | 55 | 80 |
| % of PP pupils achieving the expected standard and above in Maths (EXS 17/16, 2b+ 15/14) | 78 | 57 | 73 | 100 |

Review of Key Priorities of School Development Plan 2016 - 2017

| Ofsted Key Judgement | Whole School Action | Proposed Outcomes | Milestones July 2017 |
|--|---|--|---|
| <p>Effectiveness of Leadership & Management</p> | <p>To ensure leaders monitor and demonstrate the impact of their actions, challenge and support on pupil outcomes</p> | <ul style="list-style-type: none"> • Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports. • The broad and balanced curriculum inspires pupils to learn. • Leaders have a clear understanding of how their areas of responsibility impact on individual pupils and their progress and attainment. | <ul style="list-style-type: none"> • CPD highly effective as quality of teaching never less than good – Internal promotions of teachers and support staff • Retention of the best staff • Curriculum reviews are positive, pupils inspired to learn, attitudes positive – curriculum leaders monitor and sees impact throughout school • Maintained standards and in some areas exceeded throughout the school. |

| Ofsted Key Judgement | Whole School Action | Proposed Outcomes | Milestones July 2017 |
|--|--|---|--|
| <p>Quality of Teaching, Learning and Assessment</p> | <p>To increase the proportions of pupils making accelerated progress in Reading, Writing and Maths</p> | <ul style="list-style-type: none"> • Teachers plan lessons very effectively and the content is progressive and demands more of pupils. • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. • Lessons provide challenge and hold children to account for their outcomes. • Almost all pupils make expected rates of progress and | <ul style="list-style-type: none"> • Triangulation and Book Scrutiny demonstrate nothing less than 'good' progress – relevant curriculum taught. • Performance Management - staff on track to meet targets. • 100% of teaching good or better. • Approx 25% of teaching is outstanding. • Pupil engagement is high as lesson observations and drop ins confirm this. • Subject Leaders have accurate picture of what achievement is like in their subject • Assessment policy embedded throughout school • Increased % of pupils making expected progress or better from 2016 to 2017, most significantly so in Reading and Maths. |

| Ofsted Key Judgement | Whole School Action | Proposed Outcomes | Milestones July 2017 |
|---|--|--|---|
| <p>Personal development, behaviour and welfare</p> | <p>To lay strong foundations for future success in learning and social development</p> | <ul style="list-style-type: none"> • Pupils value their education. • Pupils can explain accurately and confidently how to keep themselves healthy and safe. • Parents, staff, the community and pupils are positive about both behaviour and safety. • Pupils behave impeccably as school strategies promote high standards of behaviour. • Improved behaviour of pupils with BESD needs. | <ul style="list-style-type: none"> • Attendance - July 2017 96.79% • Parent surveys highlight that parents have confidence in the school's ability to resolve behaviour issues. • Summer 1 (2017) –2 concerns raised as Bullying, these were resolved as either friendships issues/ falling out or one off behaviour incidents • 0 exclusions in 2016-2017. Of those in previous years, pupils have continued to display a high level of need at their next school, due to factors outside of school and have had further exclusions. • Revision of the PSHE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy. • School council is highly effective in giving children a voice. • Children with a wide range of talents and skills are recognised for these, including and beyond English and Maths. • Behaviour for learning is always Good and more often Outstanding. |

| Ofsted Key Judgement | Whole School Action | Proposed Outcomes | Milestones July 2017 |
|-----------------------------------|--|--|--|
| <p>Outcomes for pupils</p> | <p>To improve pupil achievement and standards in Writing</p> | <ul style="list-style-type: none"> • The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 shows sustained improvement. • Seek to increase the % of pupils reaching GDS in Reading and Writing. • Cohort and group progress is never less than '3 steps' to ensure sustained progress for pupils. | <ul style="list-style-type: none"> • Year 1 Phonic Check –90 % met standard • Year 2 Phonic Check – 95% met standard • Reading GDS increased by 17% • Increased rates of progress of Pupil Premium pupils in writing across the school. • Increasing % of pupils making expected progress at least across Y1-4. |

| Ofsted Key Judgement | Whole School Action | Proposed Outcomes | Milestones July 2017 |
|--|--|--|--|
| <p>Effectiveness of the Early Years</p> | <p>To ensure children in Early Years are 'school ready'.</p> | <ul style="list-style-type: none"> • School GLD is in line with National GLD • Expected level in Reading is at National • To ensure there is provision for challenge as appropriate within the Nursery curriculum (three star challenge) • Nursery children are equipped with the essential pre-writing experiences • Improved provision and teaching in Wraparound care targets and consolidates learning for pupils, impacting upon their progress. | <ul style="list-style-type: none"> • Much improved Nursery setting – monitoring evidence as a result of decisive actions and support of EYFS leader. • Improved staffing deployment has strengthened Nursery teaching. • Development of staff to facilitate their ability to lead across the Nursery and WAC. • Pre-writing skills are developed integrally within the Nursery year, not as an add on. The need and desire to write makes sense to children. |

| Ofsted Key Judgement | Whole School Action | Proposed Outcomes | Milestones July 2017 |
|----------------------|--|---|---|
| Safeguarding | To improve systems for safeguarding in line with KCSIE Sept 2016 | <ul style="list-style-type: none"> • Communication of new requirements to all staff • Organisation and management of staff training • Development of the role of the Safeguarding governor • Develop staff and governor understanding of the EHA • To review all safeguarding files to monitor drift | <ul style="list-style-type: none"> • All staff understand and have accessed training re :KCSIE • Thorough staff induction • Safeguarding governor challenges practice, has oversight of systems and reviews SCR • Governors and staff are aware of EHA • All safeguarding files have been reviewed and will continue to be done at least 6 monthly. • CPD maintained. |

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| <p>What do you see as our achievements this year?</p> <p><i>Please also see 3 year journey document</i></p> | <p>Ensuring the quality of teaching is high, through coaching, support, sharing best practice and effective staff meetings to develop strategies, practice and subject knowledge</p> <p>Developing a more accurate assessment system across school, beginning to implement standardised tests also</p> <p>Increased staff awareness of safeguarding best practice</p> <p>Increasing progress from 2016 to 2017 in all areas</p> <p>Increasing the love of reading – pupil feedback – Big Read/Reading Buddies</p> <p>Forest School to improve confidence of PP pupils as well as all.</p> <p>Three star/tiered challenge and the expectation that children act upon feedback given in marking has increased pupils ownership and accountability yfor learning.</p> <p>Increased awareness and honed provision for PP children</p> <p>Children’s understanding of democracy, tolerance and respect through RE and PSHE curriculum</p> <p>Assessment procedure in place for foundation subjects</p> <p>Refining of the new curriculum – developed Inspiration days</p> <p>In year progress made by children evidenced in pupil books</p> <p>Improved KS1 SATs results</p> <p>Successful moderation and validation of practice</p> <p>Helping and supporting children who require 1:1 support</p> |
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| | <p>Learning environments- all staff have worked hard to maintain stimulating and engaging environments.</p> <p>Behaviour- staff using restorative language more has helped improve behaviour. Consistent use of the zone board approach whereby children have a chance to make a good choice has de-escalated classroom based behaviour incidents</p> <p>Thriving before and after school provision, as well as Little Nics (+£20000 profit)</p> <p>Plans and funding accessed for better school space and organisation</p> <p>External validation of sustained improvements in EYFS</p> |
| <p>What are our areas for improvement?</p> | <p>Ensure all staff adhere to all policies within school all of the time- marking and feedback, behaviour</p> <p>Streamlining communication and systems</p> <p>Guided Reading- ensure it meets the demands of the curriculum expectations</p> <p>Improving the role of the adult in play at playtimes (modelling play, resolving falling outs)</p> <p>Improving writing attainment across the school, particularly with PP children</p> <p>Ipads/ computers working properly</p> <p>More time for subject leaders to monitor their subject</p> <p>Improving leadership calendar and schedule of monitoring</p> <p>Improving system for P.M and ongoing teacher reflection</p> <p>Embed British Values further</p> <p>Continue to embed safety/safeguarding in to all aspects of teaching, learning and the curriculum</p> <p>EYFS outdoor area – new spaces to develop</p> <p>Raising the profile and development of Science including the use of the school site</p> <p>Embedding Understanding Christianity</p> |

Overview of Key Priorities of School Development Plan 2017 - 2018

| Ofsted Key Judgement | Whole School Action | Proposed Outcomes | Key Priorities |
|--|--|--|---|
| <p style="text-align: center;">Effectiveness of Leadership & Management</p> | <p>The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence.</p> | <ul style="list-style-type: none"> • The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils. • Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports. • The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart. • Safeguarding is highly effective. • The school’s work is underpinned by it’s Christian distinctiveness which permeates actions, thoughts and words of school leaders and staff. | <ul style="list-style-type: none"> • Develop further the provision for Pupil Premium children and SEN pupils to ensure that all interventions are fully focused, measurable and have demonstrable impact on pupil progress and wellbeing. • To utilise research and innovative approaches to narrow the gap for PP pupils (PP teacher champion in each year group). • Leaders to implement the standards for teachers’ professional development and link to Blue Sky PM. • Continued development of British Values and key drivers within our effective broad and balanced curriculum. • To develop systems for monitoring more accurately pupil’s health, well-being and safety is monitored effectively. |

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| <p style="text-align: center;">Quality of Teaching, Learning and Assessment</p> | <p>To ensure all teaching and learning is Good and increase Outstanding practice. All teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.</p> | <ul style="list-style-type: none"> • Teachers plan lessons very effectively and the content is progressive and demands more of pupils. • Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. • Teachers embed Reading, Writing, Science and Computing across the curriculum. • Full use of the school grounds is made to ensure that all children are motivated and Dyslexia friendly learning styles are planned for. • Lessons are Active and Active Maths and Active Literacy is developed within the teaching sequence. | <ul style="list-style-type: none"> • To ensure English reading writing is taught consistently in line with the English Policy 2017. • Continued implementation and improvement of Guided Reading, ensuring effective questioning develops reading skills and comprehension. Focus on use of assessment within the session to inform next steps. • To develop the Maths policy to ensure pupils develop mastery & depth and acquire reasoning & fluency skills. • To continue to improve basic skills: handwriting, spelling and number fact recall. • Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential. • To ensure teaching is dynamically responsive to pupil need, teachers reshape and refine the lesson as a result of AfL. |
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| <p style="text-align: center;">Personal development, behaviour and welfare</p> | <p style="text-align: center;">To enable pupils to behave impeccably at all times, especially at unstructured time.</p> | <ul style="list-style-type: none"> • Pupils value their education and absence rates reduce across the whole school. • Pupils can explain accurately and confidently how to keep themselves healthy and safe. • Parents, staff and pupils are positive about behaviour and safety. • Reduced number of lunchtime incidents as school strategies support pupils ability to self- discipline. • Pupils are equipped to be thoughtful, caring and active citizens in school and in wider society. • Pupils are safe online and digital leaders have a positive influence on pupils and parents in understanding how to be responsible digital citizens. | <ul style="list-style-type: none"> • Attendance monitored and tracked to ensure persistent absence rates reduced. • The Science and PSHE curriculum enables pupils to explain accurately how to keep themselves safe and healthy. • Pupils feedback that they have happy, healthy and safe lunchtimes . • The highly effective School Council represents the views of pupils and helps children have ownership of their school and decisions that affect them. • Further develop the #Besties and anti-bullying strategy. |
| <p style="text-align: center;">Outcomes for pupils</p> | | <ul style="list-style-type: none"> • The % of pupils overall, including boys, PP | <ul style="list-style-type: none"> • Enhanced phonic provision and monitoring |

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| | <p>To ensure 'outcomes' remain good by pupils making substantial and sustained progress.</p> | <p>children and SEN children rises in Writing and the gap between attainment in Reading and Maths compared with Writing is diminishing.</p> <ul style="list-style-type: none"> • The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 continues to be maintained. • The gap between the attainment of pupils in Writing at EYFS and KS1 widens positively when compared with National. • Increase the % of pupils reaching national expectations in R,W and M (EYFS, Y1-4) • 85% of pupils make expected progress and 30% make greater than expected progress across all year groups. | <p>of pupils to maintain increased standard.</p> <ul style="list-style-type: none"> • Embed the thorough and systematic approach to teaching Reading across EYFS & KS1. • To ensure Reading is taught consistently across the whole school skills are embedded throughout and pupils foster a love of books. • To ensure pupils attain the best outcome by targeted and individual support. • Writing is embedded across all curriculum areas and pupils write for real purposes. • Progress of pupils demonstrates 'substantial and sustained' progress across all years. |
| <p>Effectiveness of the Early Years</p> | <p>To ensure children in Early Years</p> | <ul style="list-style-type: none"> • School GLD is above 80% • The gap between boys and girls is negligible. • ELG attainment in Writing, Reading and | <ul style="list-style-type: none"> • Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and out. |

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|--|---------------------|--------------------------|--|
| | are 'school ready'. | PSED is above 80% | <ul style="list-style-type: none">• Reading and Writing is a priority – children taught to read effectively – focused adult directed teaching.• Provision and planning reflects the needs of the boys to ensure maximum progress, adapt to meet the needs of different groups specific to the cohort: term of birth, gender etc.• Focus on ensuring opportunities to talk are developed– adult planned experiences required. |
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Whole School Action:

Led by:

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| The continued pursuit of excellence to successfully create a culture of high expectations, aspirations and scholastic excellence. | Jodie Parker, Sally Pugh, Suzanne Robb, Lucy Abbiss, Jo Sollom and Claire Hammond |
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Overview of Key Priorities:

- Develop further the Pupil Premium champion to ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils. Children have extra access to high quality first teaching, rather than always being taken out of class for support.
- New PM software MAT wide to implement the standard for teachers’ professional development.
- Continued development of British Values and School Christian Values within our effective broad and balanced curriculum.
- Introduction of Lunchtime pastoral lead to ensure pupils access healthy and positive experiences at lunchtimes.

Proposed Outcomes

- The gap is closing between the attainment and progress of Disadvantaged pupils and National other pupils.
- Quality of teaching is highly effective across school with precise professional development that encourages, challenges and supports.
- The broad and balanced curriculum inspires pupils to learn with fundamental British Values at the heart.
- Safeguarding is highly effective.

| Priority Developments | Actions | Resources & Costs | Personnel | Timescale | |
|---|--|--------------------------|----------------------------------|-------------------------|--------------------------|
| | | | | S | E |
| <ul style="list-style-type: none"> • Develop further the Pupil Premium provisions to ensure schools actions secure substantial | <ul style="list-style-type: none"> • Appointment of Pupil Premium teacher champion across each year group • Further develop and refine system to identify and track disadvantaged pupils. • Ensure all staff can identify and understand provision for PP pupils. • Monitor interventions / additional provision for PP pupils | <p>£3600</p> <p>Time</p> | <p>To be appointed</p> <p>LA</p> | <p>Aut1</p> <p>Aut1</p> | <p>Sum 2</p> <p>Sum2</p> |

| | | | | | |
|--|---|--|--|--|--|
| <p>improvement in progress and attainment of disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Access relevant training relating to Pupil Premium / Disadvantaged pupils • Feedback relevant updates to staff • Train and support staff as necessary dependant on findings • Ensure funding is spent effectively to narrow the attainment gap | <p>Time Time As req'd Time Time £PP budget</p> | <p>JP LA LA As req'd JP LA SR SP JP LA JP LA</p> | <p>Aut1 Aut2 As req'd Aut2 As identified</p> | <p>Aut 2 Sum1 Sum2 </p> |
| <ul style="list-style-type: none"> • Professional Development Lead to implement the new Blue Sky technology to support teacher professional development, self-evaluation and nurturing of talent. | <ul style="list-style-type: none"> • Standard for teachers professional development shared and changes discussed and explored. Staff migrate to use Blue Sky PM software. • Audit skills of staff in early stage of career and investigate relevant training • Teachers requiring support as identified through Performance Management access relevant CPD opportunities • Ensure professional development opportunities (internal and external) impact on improving pupil outcomes | <p>Time £1000 Time £1000 £MAT training budget</p> | <p>JP SP SR JP JP SP SR JP PB</p> | <p>Aut1 Aut2 Aut 1 Ongoing</p> | <p>Sum2 Sum2 Sum2 </p> |
| <ul style="list-style-type: none"> • Continued development of British Values and School Christian Values within our effective broad and balanced curriculum. | <ul style="list-style-type: none"> • Ofsted Handbook shared and changes noted • Whole staff training to understand reason for School Christian Values and the Context of school • Curriculum Map identifies School and British Values in different year groups • School Christian Values are taught explicitly within daily school life and school worship. • Visitors from other faith, ethnic or community groups invited in to school to celebrate inclusivity and diversity. • Monitor the 'Creative Curriculum' ensuring Values have been planned for • Evaluate the findings and address any arising concerns as per Evidence Trails | <p>Time Time Time Time</p> | <p>JP SS SR JP SR SP JP SR</p> | <p>Aut1 Aut1 Aut1 Aut 1 Ongoing</p> | <p>Aut1 Aut1 Aut1 Aut 1 Sum 2</p> |

| | | | | | |
|--|--|---|--|---|---|
| | <ul style="list-style-type: none"> School Christian Values & British Values to be 'High Focus' around school Enterprise week – Year 2 Fiver Challenge School Council work | <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> | <p>SR JP</p> <p>SR JP</p> <p>JP</p> <p>ZG</p> | <p>Aut2</p> <p>Aut 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Sum2</p> <p>Spr2</p> |
| <ul style="list-style-type: none"> Development of positive physical and mental health strategies across school to ensure pupils health, well-being and safety is monitored effectively. | <ul style="list-style-type: none"> Staff input to explore and discuss what we do to support health and wellbeing of children, plan what we could do better Monitor effectiveness of provision across school Arrange further training for key staff and whole school Evaluate impact Pastoral lunchtime lead to further develop lunchtime provision for mental health, wellbeing and physical health and use of #Besties Continuation of SJA First Aid initiative Lunchtime Nurture Support (2x 0.5 hrs) Free PP club per pupil per year Pupils access outdoor learning through a rich and varied Science and PE curriculum. The outdoor area is developed throughout the school (incl. but not only Forest School). Active Maths and Active Literacy is planned for to increase physical activity levels, alleviate any passive behaviours and ensure children are motivated and invigorated in lessons. | <p>Time</p> <p>Time</p> <p>£500</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>£600</p> <p>£400</p> <p>£3500</p> <p>£6500 FS</p> <p>£10000 (outdoors)</p> | <p>JP SS</p> <p>JP SR SP LA</p> <p>JP</p> <p>JP</p> <p>SL</p> <p>KJ and CC</p> <p>DS</p> <p>JP</p> <p>JP SP AM</p> <p>JP SP PTFA</p> | <p>Aut 1</p> <p>Ongoing</p> <p>Spr 1</p> <p>Ongoing</p> <p>Aut 1</p> <p>Aut 1</p> <p>Aut 1</p> <p>Aut 1</p> | <p>Aut 2</p> <p>Spr 2</p> <p>Sum 2</p> <p>Sum 2</p> <p>Aum 2</p> <p>Sum 2</p> |

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|--|--|------|-------------|-------|-------|
| | | £600 | SR RG JS LA | Aut 2 | Spr 2 |
|--|--|------|-------------|-------|-------|

| Whole School Action: | Led by: |
|---|---|
| To ensure all teaching and learning is Good and increase Outstanding practice. All teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all. | Jodie Parker, Sally Pugh, Suzanne Robb, Lucy Abbiss, Jo Sollom and Claire Hammond |

| Overview of Key Priorities: |
|---|
| <ul style="list-style-type: none">• To ensure English reading writing is taught consistently in line with the English Policy 2017.• Continued implementation and improvement of Guided Reading, ensuring effective questioning develops reading skills and comprehension. Focus on use of assessment within the session to inform next steps.• To develop the Maths policy to ensure pupils develop mastery & depth and acquire reasoning & fluency skills.• To continue to improve basic skills: handwriting, spelling and number fact recall.• To raise the profile and improve the teaching of Science and Computing, embedding opportunities throughout the curriculum as well as in discrete lessons for cross applications of skills.• Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential.• To ensure teaching is dynamically responsive to pupil need, teachers reshape and refine the lesson as a result of AfL. |

| Proposed Outcomes |
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| <ul style="list-style-type: none">• Teachers plan lessons very effectively and the content is progressive and demands more of pupils.• Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.• Teachers embed Reading, Writing and communication across the curriculum.• Full use of the school grounds is made to ensure that all children are motivated and Dyslexia friendly learning styles are planned for.• Lessons are Active and Active Maths and Active Literacy is developed within the teaching sequence. |

| Priority Developments | Actions | Resources & Costs | Personnel | Timescale | |
|---|---|--------------------|---|--|---|
| | | | R | S | E |
| <ul style="list-style-type: none"> To ensure English writing is taught consistently in line with the new English Policy 2017. | <ul style="list-style-type: none"> Amend English Policy to meet the needs and expectations of National Curriculum for writing and pupils. Staff training regarding procedures and changes Monitor impact and effectiveness of these changes on pupil progress Monitor teaching to ensure effective delivery of guided reading Feedback, train and support staff as necessary dependant on findings | Time | JS CH JS CH JS CH SR JS CH JS CH | Aut1 Aut1 Aut2 Aut 2 Spr2 | Aut1 Aut1 Sum2 Sum2 Spr1 |
| <ul style="list-style-type: none"> Continued implementation of Guided Reading, ensuring effective questioning develops reading skills and comprehension. | <ul style="list-style-type: none"> Audit and purchase resources Staff training to ensure all staff understand whole school approach to reading. Individual and Guided Reading File Resources set up for whole school to ensure consistency. Training for support staff to ensure effective teaching of reading skills Regularly monitor the teaching of Guided Reading and individual reading acting upon findings External training for teaching staff to further develop the teaching of reading skills | £10000 Time | JS CH JS CH JS CH JS CH JS CH As req'd from monitoring | Pre- Aut 1 Aut 1 Aut 1 Aut 1 Aut 2 | Aut 1 Aut 1 Aut 1 Aut 1 Spr 1 |
| <ul style="list-style-type: none"> To develop the Maths policy to ensure pupils develop | <ul style="list-style-type: none"> Evaluate and amend Maths Policy to meet the needs and expectations of National Curriculum for maths | Time | SR | Aut 1 | Aut1 |

| | | | | | |
|--|--|-----------------------|------------------------------|--------------------------|--------------|
| <p>mastery & depth and acquire reasoning & fluency skills.</p> | <ul style="list-style-type: none"> • Staff continued in house moderation and support in planning for, delivery and assessment of mastery and depth as well as means of developing fluency and reasoning. • Monitor impact and effectiveness of these changes on pupil progress and development of reasoning and fluency skills • Monitor teaching and feedback, train and support staff as necessary dependent on findings • Development of Active Maths approaches | <p>Time</p> | <p>SR RG</p> | <p>Spr 1 Ongoing</p> | <p>Spr 1</p> |
| | | <p>Time</p> | <p>SR</p> | <p>Aut 2</p> | <p>Spr 2</p> |
| | | <p>Time £300</p> | <p>JP SR LA SR</p> | <p>Ongoing</p> | |
| <ul style="list-style-type: none"> • Evaluate and develop further the school assessment policy, providing pupils the maximum opportunity to progress and reach their end of year potential. | <ul style="list-style-type: none"> • Continue to use SSAP tracking system to monitor progress against new curriculum, implement the new assessment grid for Reading and Writing • Testing arrangements to be carried out termly using published materials as well as internal tracking grids. • Implementation of standardised testing for Reading (Salford), Spelling (SWST) and Maths (PUMA) • Ensure all new staff understand school’s assessment procedures • Analysis to be completed by all staff to ensure planning reflect needs of pupils (whole class teaching and interventions) • Whole school, cross SSAP and cross phase moderation • Monitor and review as necessary | <p>Time</p> | <p>JP SR</p> | <p>Ongoing</p> | |
| | | <p>Time £2000</p> | <p>JP</p> | <p>Termly</p> | |
| | | <p>Time</p> | <p>JP SR SP</p> | <p>Aut 2</p> | <p>Sum 2</p> |
| | | <p>Time PPA</p> | <p>SR RG CH Teachers</p> | <p>Aut 1 Termly</p> | <p>Aut 2</p> |

| | | Time Time | All SR JP SP | Termly Ongoing | |
|---|--|---|--|---|---|
| <ul style="list-style-type: none"> To continue to improve basic skills: handwriting, spelling and number fact recall. | <ul style="list-style-type: none"> Cursive handwriting to begin in Reception and Year 1 to support spelling acquisition, as well as a uniform and consistent handwriting style. Monitor the impact of handwriting scheme. Revised approach to spellings communicated and understood by staff, pupils and parents. Daily number recall focus within lessons and outside of lessons. Regular drill and practice. | <p>£300</p> <p>Time</p> <p>Time</p> <p>Time</p> | <p>SP SR JS CH</p> <p>JS CH</p> <p>JS CH</p> <p>SR</p> | <p>Aut 1</p> <p>Aut 2</p> <p>Aut 1</p> <p>Aut 1</p> | <p>Sum 2</p> <p>Sum 2</p> <p>Aut 1</p> <p>Sum 2</p> |
| <ul style="list-style-type: none"> To raise the profile and improve the teaching of Science and Computing, embedding opportunities throughout the curriculum as well as in discrete lessons for cross applications of skills | <ul style="list-style-type: none"> To audit the long term Science plan and its effectiveness. To develop the practical element to Science teaching and improve resourcing of this. (PTFA Funding request) To develop the provision for the use of the outdoors (greenhouse, planting areas, sustain gardening club etc). To embed Scientific opportunities and opportunities to test hypotheses within other curriculum areas. To increase pupil access to IT within the lesson and develop the Computing curriculum through access to an expert and staff CPD. | <p>Time</p> <p>£1000</p> <p>Co-op time, School Council Time</p> | <p>SP</p> <p>SP and JP</p> <p>SP ZG SL</p> <p>SP</p> | <p>Aut 2</p> <p>Aut 2</p> <p>Spr 1</p> <p>Spr 1</p> | <p>Spr 1</p> <p>Sum 2</p> <p>Sum 2</p> <p>Sum 2</p> |

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|--|---|-------------|----------------|-------|-------|
| | | Time | RG and Concero | Aut 1 | Sum 2 |
| <ul style="list-style-type: none"> To ensure teaching is dynamically responsive to pupil need, teachers reshape and refine the lesson as a result of AfL. | <ul style="list-style-type: none"> Teachers actively encouraged to come off plan where children need to take a step back or move forward more quickly within an objective. Teachers use formative assessment, through well planned questioning or assessment of pupils work to maximise impact of teaching time so that children are challenged but not overwhelmed and switched off. Teachers take ownership of curriculum time and have the flexibility to reorganise sessions to block out if that better meets the needs of the curriculum being taught. | Time | JP | Aut 1 | Sum 2 |
| | | Lesson time | Teachers | Aut 1 | Sum 2 |
| | | Time | Teachers | Aut 1 | Sum 2 |

| Whole School Action: | Led by: |
|---|---|
| To enable pupils to behave impeccably at all times, especially at unstructured times. | Jodie Parker, Sally Pugh, Suzanne Robb, Shelley Lowe, Jan Currall |

| Overview of Key Priorities: |
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| <ul style="list-style-type: none">• Attendance monitored and tracked to ensure persistent absence rates reduced.• The Science and PSHE curriculum enables pupils to explain accurately how to keep themselves safe and healthy.• Pupils feedback that they have happy, healthy and safe lunchtimes .• The highly effective School Council represents the views of pupils and helps children have ownership of their school and decisions that affect them.• Further develop the #Besties and anti-bullying strategy. |

| Proposed Outcomes |
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| <ul style="list-style-type: none">• Pupils value their education and absence rates reduce across the whole school.• Pupils can explain accurately and confidently how to keep themselves healthy and safe.• Parents, staff and pupils are positive about behaviour and safety.• Reduced number of lunchtime incidents as school strategies support pupils ability to self- discipline.• Pupils are equipped to be thoughtful, caring and active citizens in school and in wider society.• Pupils are safe online and digital leaders have a positive influence on pupils and parents in understanding how to be responsible digital citizens. |

| Priority Developments | Actions | Resources & Costs | Personnel | Timescale | |
|--|--|-------------------|--------------|-----------|-------|
| | | | R | S | E |
| <ul style="list-style-type: none"> Attendance monitored and tracked to ensure persistent absence rates reduced. Whole school initiatives introduced to promote higher attendance rates. | <ul style="list-style-type: none"> Attendance Information shared with all stakeholders Attendance rewards to promote good attendance Attendance high profile across school – all teachers involved RAG letter sent out termly Targeted informal meetings with families Parental Support Worker to work with identified families Whole school reward at the end of the year for pupils who have 100%, two terms 100% and 1 term 100% (allowing a fresh chance for good attendance after illness) | Time | JC JP | Termly | |
| | | £300 | JP | Termly | |
| | | Parents Eve | All teachers | Termly | |
| | | Time | JC | Termly | |
| | | As req'd | JP | | |
| As req'd | JP referrals to LST | As req'd | | | |
| | | £500 | JP JC | Sum 2 | Sum 2 |
| <ul style="list-style-type: none"> Develop the Science and PSHE curriculum to enable pupils to explain accurately how to keep themselves safe and healthy. | <ul style="list-style-type: none"> Identify key areas to focus on using up to date Ofsted guidance Long Term Plan evaluated and adapted for all years ½ Termly themes promoted in all classrooms and main hall Monitor implementation and impact through Evidence Trails Termly pupil conversations demonstrate pupils understanding | Time | SR | Aut1 | Aut1 |
| | | Time | SR and SP | Aut1 | Aut1 |
| | | Time | JP | Aut1 | Sum2 |
| | | Time | JP | Aut1 | Sum2 |
| | | Time | JP | Aut1 | Sum2 |

| | | | | | |
|--|---|---|---|---|--|
| <ul style="list-style-type: none"> Pupils feedback that they have happy, healthy and safe lunchtimes. | <ul style="list-style-type: none"> Share with staff expectations and relevant requirements needed. Ensure pupils understand the role and importance of all adults across school, including lunchtime supervisors Audit lunchtime provision and systems then provide training for lunchtime staff and support where needed School council to be involved in gathering pupil views to ensure routines at lunchtimes continue to improve JP or other SLT member available and visible at lunchtimes providing feedback and support to staff where required #Besties in operation to promote positive behaviours and kindness Anti-bullying is inherent to the school's ethos. No incidents of bullying will be tolerated. | <p>Time</p> <p>Time</p> <p>£500</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> | <p>SL</p> <p>JP to lead</p> <p>SL</p> <p>ZG</p> <p>JP</p> <p>SL</p> <p>JP</p> | <p>Aut1</p> <p>Aut1</p> <p>Aut1</p> <p>Aut1</p> <p>Aut1</p> <p>Aut 1</p> <p>Aut 2</p> | <p>Aut1</p> <p>Sum2</p> <p>ongoing</p> <p>Sum2</p> <p>Sum2</p> <p>Sum 2</p> <p>Sum 2</p> |
| <ul style="list-style-type: none"> The highly effective school council represents the views of pupils and helps children have ownership of their school and decisions that affect them. | <ul style="list-style-type: none"> Ensure School Council has representation of children from a range of groups within school. School council feeds back to class council and represents the views of the pupil community. School council contributes fully to the betterment of school life for pupils (pupil voice interviews). | <p>Time</p> <p>Time</p> <p>Time</p> | <p>ZG JP SR SP SL LA</p> <p>Classes</p> <p>JP</p> | <p>Aut 1</p> <p>Aut 1</p> <p>Aut 1</p> | <p>Aut 1</p> <p>Sum 2</p> <p>Aum 2</p> |

| Whole School Action: | Led by: |
|--|--|
| To ensure 'outcomes' are good by pupils making substantial and sustained progress. | Jodie Parker, Sally Pugh, Suzanne Robb, Lucy Abbiss, Jo Sollom, Claire Hammond |

| Overview of Key Priorities: |
|---|
| <ul style="list-style-type: none">• Enhanced phonic provision and monitoring of pupils to maintain increased standard.• Embed the thorough and systematic approach to teaching Reading across EYFS & KS1.• To ensure Reading is taught consistently across the whole school skills are embedded throughout and pupils foster a love of books.• To ensure pupils attain the best outcome by targeted and individual support.• Writing is embedded across all curriculum areas and pupils write for real purposes.• Progress of pupils demonstrates 'substantial and sustained' progress across all years. |

| Proposed Outcomes |
|---|
| <ul style="list-style-type: none">• The % of pupils overall, including boys, PP children and SEN children rises in Writing and the gap between attainment in Reading and Maths compared with Writing is diminishing.• The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 continues to be maintained.• The gap between the attainment of pupils in Writing at EYFS and KS1 widens positively when compared with National.• Increase the % of pupils reaching national expectations in R,W and M (EYFS, Y1-4)• 85% of pupils make expected progress and 30% make greater than expected progress across all year groups. |

| Priority Developments | Actions | Resources & Costs | Personnel | Timescale | |
|---|---|------------------------------|--|---|--|
| | | | R | S | E |
| <ul style="list-style-type: none"> Enhanced phonic provision and monitoring of pupils to maintain the increased standard | <ul style="list-style-type: none"> Develop further the phonic scheme and early interventions for Year 1 Monitor progress of pupils throughout the year by use of evidence trails, tracking pupil data Respond to findings as appropriate Set up Intervention groups as necessary Target Year 2 pupils and ensure teachers are aware of who did not pass standard | | SR KW ST KJ SR JP CH JS ST KJ LA JS KB TM | Aut 1 Aut 2 Ongoing Aut 1 Aut 1 | Sum 2 Spr 2 Sum 2 Spr 2 |
| <ul style="list-style-type: none"> Embed the thorough and systematic approach to teaching Reading across the school and that skills are embedded throughout, as well as a love of books. | <ul style="list-style-type: none"> Staff training to ensure new guidance is understood and implemented Class reading files set up and used effectively and regularly Reading Partnership continues with Y2 and Y4 Regularly monitor the teaching of reading and home reading acting upon | Time Time Time Time | CH JS CH JS SS JS LA RG JW CH JS | Aut1 Aut 1 Aut1 Ongoing | Aut1 Aut1 Sum2 Ongoing |
| <ul style="list-style-type: none"> To ensure pupils attain the best outcome by targeted and individual support. | <ul style="list-style-type: none"> All staff to consistently use the marking and feedback policy to ensure pupil progress All staff to analyse data and select pupils who are off track to plan for appropriate, targeted intervention Regularly review, monitor and measure impact of interventions | Time Time | JP SR SP SR to support | Aut1 Aut1 | Sum2 Sum2 |

| | | | | | |
|--|---|--------------------|-------------|---------|-------|
| | <ul style="list-style-type: none"> Pupil Progress meetings held to identify pupils causing concerns | Time | JP LA SR | Ongoing | |
| | | Time | JP LA SR SP | Aut1 | Sum2 |
| <ul style="list-style-type: none"> Writing is embedded across all curriculum areas and pupils write for real purposes. | <ul style="list-style-type: none"> All teachers and support staff understand the need to drive up standards in writing and the difference between the attainment of Writing when compared with Maths and English. Develop EYFS and KS1 teacher understanding of Y2 ITAFs and their role in laying strong foundations for these to be met. Increase frequency of school based moderation of writing. Implement the new tracking grid to support the analysis of gaps in pupil writing. All interventions for PP and SEND pupils to be directed towards improving writing and narrowing the gap. | Time | JP | Aut 1 | Aut 1 |
| | | Time | JS CH | Aut 1 | Spr 2 |
| | | Time | JP | Ongoing | |
| | | Time | JS CH | Aut 1 | |
| | | Time and PP budget | JP LA | Aut 1 | Sum 2 |
| <ul style="list-style-type: none"> Progress of pupils demonstrates 'substantial and sustained' progress across all years. | <ul style="list-style-type: none"> Analyse data and select pupils who are off track in R,W & M Pupil Progress meetings held termly to identify pupils causing concerns Analyse data for SEND and PP pupils and implement appropriate interventions Review and measure impact of findings To narrow any gaps in standardised assessments between pupil's chronological age and test age. | Time | SR LA | Aut1 | Sum2 |
| | | | All staff | Aut 1 | Sum2 |
| | | | LA JP | Aut2 | Sum2 |
| | | | JP | ongoing | |

| | |
|--|---|
| Whole School Action: | Led by: |
| To ensure children in Early Years are 'school ready' | Jodie Parker Sally Pugh Lucy Abbiss Zoe Griffiths |

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| Overview of Key Priorities: |
| <ul style="list-style-type: none"> Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and out. Reading and Writing is a priority – children taught to read and write effectively – focused adult directed teaching. Provision and planning reflects the needs of the boys to ensure maximum progress, adapt to meet the needs of different groups specific to the cohort: term of birth, gender etc. Focus on ensuring opportunities to talk are developed– adult planned experiences required. |

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| Proposed Outcomes |
| <ul style="list-style-type: none"> School GLD is above 80% The gap between boys and girls is negligible. ELG attainment in Writing, Reading and PSED is above 80% |

| Priority Developments | Actions | Resources & Costs | Personnel | | Timescale | |
|--|--|-------------------|-----------|---|-----------|-------|
| | | | R | I | S | E |
| <ul style="list-style-type: none"> Outstanding practice observed in the EYFS – by providing stimulating and engaging learning environment both in and | <ul style="list-style-type: none"> Monitor the quality of teaching and learning and act on the findings providing support and training as necessary | Time | SP | | Aut1 | Sum2 |
| | <ul style="list-style-type: none"> Develop staff through dialogue, coaching, training, mentoring and support. Continue to support staff in the planning procedures using the EYFS framework. | Time | SP JP | | Spr 1 | Sum 2 |

| | | | | | |
|--|--|---------------------------------------|--|-----------------------------|--------------|
| <p>out.</p> | <ul style="list-style-type: none"> Enhance outdoor provision substantially to provide children with a wider range of opportunities To continue to review, monitor, share ideas and improve all areas of provision, inside and outside. | <p>Time</p> <p>£15000</p> <p>Time</p> | <p>SP</p> <p>SP CB ZG SM TC FB EH JG</p> <p>SP</p> | <p>Aut 1</p> <p>Ongoing</p> | <p>Spr 2</p> |
| <ul style="list-style-type: none"> Reading and Writing is a priority – children taught to read and write effectively – focused adult directed teaching. | <ul style="list-style-type: none"> Review and monitor teaching of reading and writing to ensure progression and challenge throughout the year for all individuals Review timetables to ensure reading opportunities are maximised Monitor teaching of reading and writing, evaluate finding and feedback as appropriate Review and monitor teaching and application of reading and writing skills in all aspects of the provision (not just phonics) | <p>Time</p> | <p>SP</p> | <p>Aut1</p> | <p>Sum2</p> |
| <ul style="list-style-type: none"> Provision and planning reflects the needs of the boys to ensure maximum progress, adapt to meet the needs of different groups specific to the cohort: term of birth, gender etc. | <ul style="list-style-type: none"> Support all staff in managing areas of provision outside and inside to ensure they engage all different groups in meaningful and exciting learning opportunities. Review and monitor regularly practice and provision. Adapt as necessary. Pupil conversations to ensure planning and provision reflects their interests | <p>Time</p> | <p>SP JP</p> | <p>Aut1</p> | <p>Sum2</p> |

| | | | | | |
|--|---|------|----------|---------|-------|
| <ul style="list-style-type: none"> Focus on ensuring opportunities to talk are developed– adult planned experiences required. | <ul style="list-style-type: none"> Review planning to ensure all potential learning experiences are maximised and that progression and challenge are evident. With a specific focus on knowledge and understanding the world | Time | SP | Aut 2 | Spr 1 |
| | <ul style="list-style-type: none"> Ensure all adults are actively engaged with children and demonstrate an awareness of where children are and their next steps as a result of effective observation, particular strategies and focus will be on PSED. | Time | SP | Aut 1 | Spr 2 |
| | <ul style="list-style-type: none"> Monitor the use of children’s Learning Journals ensuring that relevant, sufficient evidence is gathered to support assessment judgements. | Time | SP JP | Ongoing | |
| | <ul style="list-style-type: none"> Ensure planning provides opportunities for visitors and real life experiences | Time | SP | | |
| | <ul style="list-style-type: none"> Ensure wide range of books in areas of provision promote the range of people in the different communities. | Time | SP JS CH | Aut 2 | Spr 2 |
| | <ul style="list-style-type: none"> Ensure early enquiry skills are developed and planned for (Science/Understanding The World) | Time | SP | Spr 1 | Sum 2 |