** MOBBERLEY PRIMARY SCHOOL **

**SCHOOL IMPROVEMENT (RECOVERY) PLAN 2020/21**

During 2019/20, the education for children at Mobberley School was significantly disrupted due to Covid19 and lockdown. Whilst the school remained open for keyworkers and some key year groups (in the last few weeks of the summer term) a virtual school was quickly established and remote teaching was provided.

Clearly, the disruption to learning will have had a detrimental impact on their learning and personal wellbeing. The full impact of this pandemic, and potential ongoing disruption is still being assessed. However, in formulating school improvement priorities for 20/21, consideration has been given to our recovery journey so that we can build on learning from the Summer term.

With this in mind, our principles for school improvement in 20/21 are encompassed in the 5Rs which are detailed opposite.

The school has received £9k of ‘catch up’ funding to support learning and help children regain levels of learning to those previously expected.

It is inevitable that there will be gaps in children’s knowledge and understanding. We need to re-teach key skills and concepts, making effective links, to bridge this gap and raise standards.

**RE-TEACH**

**RE-MAP**

**RETRIEVE**

**RELATIONSHIPS**

**ROUTINES**

Navigating our school through unknown territory is difficult. However, we must ensure that we re-map, against any new expectations, confidently, in order to demonstrate our effectiveness.

We need to retrieve our position as quickly as possible. We need to take effective action, both in and out of the classroom, to close gaps and build on the success previously achieved.

After such a long period of living in a ‘virtual world’, we need to ensure individual pupils are supported in overcoming anxiety and regaining a balance in pupil mental health.

It is important that routines at school adapt and change to keep our community safe. We need to support children to adjust to routines quickly so they are settled and able to learn at school.

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| **Mobberley C of E Primary School - School Improvement Plan 2020/21** |
| **Quality of Education** | **Success criteria:**1. Increasing numbers of children identified as being ‘slightly behind’ or significantly behind’ move to the ‘broadly in line’ category over the Autumn and Spring term
2. Pupil attainment levels are significantly improved from Sept baseline
3. Pupil Premium attainment over Autumn and Spring is at least in line with their peers
4. High levels of phonic understanding is evident from various groups in Rec/Y1/Y2
5. Reading interventions are proven to be effective
6. Reading underpins all curriculum activities
7. Place value understanding is secure and calculations are increasingly accurate
8. Connections with prior learning in Shape, Space and Measure and problem solving are effectively made to underpin new knowledge
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| **Objective 1** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| High quality, targeted teaching of Reading ensures that many pupils ‘catch up’ from lower Sept baselines. | * Virtual Reading workshops for Rec/KS1/KS2 parents arranged by staff
* Phonics lead to monitor and support the delivery of phonics within the group arrangement
* Phonics lead to extend the tracking of pupils so that all relevant pupils are routinely checked for phonic understanding (inc. KS2 pupils)
* Phonics lead to work 1:1 with LA KS2 pupils to boost understanding of phonics
* Borderline Y1 and Y2 groups are targeted early and supporting materials communicated with home for reinforcement
* Rec and KS1 teachers to attend ‘Gaining Greater Depth and ARE’ in Reading courses
* All teachers to use Book Unit modelled planning and resources within planning
* English lead to monitor and evaluate direct teaching of reading within planning and book scrutiny
* Reading leaders (Y5and Y6) to work with children in Y1 and Y2 to develop reading
* English Lead to monitor pupil progression
* within book bands across the school
* Greater use of the Cheshire Library Service resources to ensure all classes have ample supporting topic books
* Greater use is made of class readers, inc. Empathy Lab books
 | Autumn TermOngoing – termly reviewOngoing – termly reviewOngoing – termly reviewOngoingAutumn TermTermlyTermlyWeeklyTermlyHalf termly | * Reading has a high priority for all children within school
* A culture of reading for information as well as enjoyment is fostered within school
* Children are systematically taught to read through well sequenced phonics sessions
* Those children who have phonic gaps (in all key stages) are quickly identified and are taught by the most effective staff to ensure they catch up quickly
* Teachers are well supported by relevant courses and resources to deliver high quality teaching of reading
* English lead and Phonics lead are instrumental in ensuring all children have best possible access to the curriculum
* All children are inspired to read widely – to inform their studies and for pleasure
 | Phonics tracker1:1 Phonics teaching resources‘Gaining greater depth’ course for Infants and EYFS staffCheshire Library ServiceEmpathy Lab books |
| Impact |
| **Objective 2** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| High quality, targeted teaching of Maths ensures that many pupils ‘catch up’ from lower Sept baselines. | * Performance management has clear targets for Maths Attainment including P.Premium and SEND (to be revisited termly to check children’s progress)
* Analyse PUMA and PIRA papers to identify key areas for year groups to address
* Use White Rose revision unite to revisit objectives from the previous year where needed – other more confident pupils to begin current year objectives
* Revisit Mobberley Maths Calculation and Marking policies and progression in Maths vocabulary staff meeting
* Share Maths vocabulary progression and correct terminology to be used in Maths lessons Rising Stars Maths Vocabulary – observe use in lessons observations; on planning, on Maths Working Walls and through children’s explanations in Maths books – half termly
* Order Maths dictionaries for each class – to be easily accessible by all children in class
* Identify children who require intervention (Dynamo) – Assess and 10 minutes daily intervention with allocated TA –measure impact regularly
* Regular pupil progress reviews to identify children not making expected progress to ARE
* Analyse data (work scrutinies and termly summative assessments – White Rose Maths assessment (KS1/KS2), Arithmetic and Mental Maths) to confirm that MA pupils, Average pupils and LA pupils are making consistently good progress from their starting points (termly) and are in line to reach ARE or more than.
* Keep governors and SLT up to date with data analysis
* Increase children’s engagement and enjoyment in maths and improve attainment through ACTIVE MATHS – Maths of the Day. Teachers to teach once a week – EYFS to Year 6.
* Pupil Voice and teacher voice to measure engagement and enjoyment.
 | Oct 20Oct 20Autumn TermAutumn TermAutumn TermSept 20Oct 20Half termlyHalf termlyTermlyTermlyTermly at Curriculum meetingsTermly | * Effective use of assessments to identify key aspects of misunderstanding
* Planning is well informed of significant ‘gap’ areas
* Increasing numbers of children reach broadly expected levels over Autumn and Spring terms
* Revised Marking policy ensures greater use of highly effective codes impacting positively on pupil learning
* Pupil confidence and accuracy in calculations is increased.
* Pupils can use a range of Mathematically appropriate language within discussions and within written work
* Calculations are underpinned by secure knowledge of number bonds and times tables
* Pupils identified as ‘behind’ are well supported by additional resources and targeted, direct teaching
 | PIRA, PUMA, Rising Stars AssessmentsCalculation and Marking PoliciesRising Star MaterialsMaths DictionariesDynamo InterventionWhite Rose Maths MaterialsActive Maths Materials |
| Impact |
| **Objective 3** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| To improve pupil progress in reading, writing and maths from their starting points to end of KS2 to be closer to positive score. | * Robust moderation of KS1 data by SLT and Y2 pieces of work within local cluster to ensure highly accurate baseline for KS2.
* Performance management to have clear numerical targets around ‘in year’ progress for teachers to clarify expectations.
* Subject leads ensure progressive and sequenced programmes of study are impacting on pupil outcomes.
* Robust monitoring by SLT and subject co-ordinators ensure that provision is closely matched to the needs of pupils
* SLT identify pupils making lower than expected progress and support class teachers to target short/medium term learning goals for individual pupils
* Individual teachers to liaise with home to ensure supporting tasks are re-enforced through homework/additional reading, etc.
* M.Knowles to undertake emotionally supportive ELSA work with ‘vulnerable’ pupils who are making lower than expected progress
* Teaching assistants to undertake interventions to boost targeted pupils with spelling, number issues, e.g. word wasp, etc.
 | TermlySeptemberOngoingWeekly learning walksOngoing/ TermlyOngoingOngoingOngoing | Greater challenge is evident in R, W &M across school to accelerate pupil progress.Progress measures are good or better in R, W & M in KS2, i.e. all pupils (exc. SEND) make min 5 points progress across the year. Pupils with SEND achieve the best possible outcomes in each subject.Pupils meet required end points, including least and most able, across all subjects.Challenge for most able is evident in planning and procedures. | Cornerstones curriculum materialsPUMA assessment materials |
| Impact |
| **Objective 4** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| High quality curriculum planning is embedded, consistent and ensures content is taught in logical progression, systematically and explicitly across the whole curriculum, enabling pupils to acquire the intended knowledge and skills. | * SLT and curriculum leaders provide weekly support for planning in core and foundation subjects during PPA
* Through leaders’ support, colleagues develop excellent subject knowledge and strengthen practice in sequencing learning.
* One page topic overviews and assessments are embedded linking previous knowledge and future learning
* Subject co-ordinators scrutinise topic vocabulary words to ensure logical progression
* SLT regularly analyse the sequence of learning alongside other staff looking at effective/ineffective learning
* Pupil voice identifies where sequence of learning is effective/ineffective
 | WeeklyOngoingHalf-termlyHalf-termlyWeekly learning walks/ongoing | Curriculum plans for work (with cross-curricular links and opportunities for SMSC) are consistent and result in work of good quality sequential learning as evidenced through leaders’ monitoring. This is impacting on pupil progress.Use of one-page plans are sequencing learning and supporting staff to develop expertise. Pupil work across all subjects is of good quality. | Cornerstones curriculum resourcesTopic ‘one-page’ overviews and assessments |
| Impact |
| **Objective 5** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| The impact of subject leader/ teacher assessments is ensuring the embedding of knowledge, through the checking of pupils’ understanding which informs planning and teaching to further improve pupil outcomes. | * Puma and Pira assessments to be fully embedded in a comprehensive yearly overview of attainment and progress
* K.Whalley to ensure assessment overview is consistently applied by all staff
* Learning walks by curriculum leads monitor the consistency of planned activities and progression in knowledge, vocab., skills, etc.
* Termly SPAG assessments purchased and embedded to identify gaps in knowledge
* One page assessments for foundation subjects fully embedded to check sequential knowledge and gaps in learning
* Gaps in learning feed into subsequent planned topic activities
* SLT to monitor that teacher assessments are being used effectively to inform planning
* Teachers compile data from foundation assessments to form judgements about individual pupils
* Pupil judgements are moderated by phase leaders and local cluster moderation to ensure consistency
 | TermlyTermlyWeekly learning walksTermlyOngoingHalf termlyOngling/ weekly learning walksOngoingTermly | Assessment systems are clear across each subject, they highlight gaps, highlight groups of pupils to inform planning and support sequenced learning and challenge.Use of one-page expectations are supporting identification of gaps in learning and therefore informing planning and teaching.Pre-learning opportunities are used when there is a gap in knowledge to support understanding.Pupils develop detailed knowledge and skills across the subject and as a result, achieve well.Pupils reach required end points in the subject including least and most able.  | Cornerstones curriculum resourcesTopic ‘one-page’ overviews and assessmentsGAPs SPAG assessment resources |
| Impact |

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| **Behaviour and Attitudes** | **Success criteria:**1. All children will come to school aware of the new routines and what they can do to reduce risks of Covid
2. Numbers of ‘bubbles’ needing to be sent home can be minimised
3. ‘Bullying’ is well understood and a culture of zero tolerance is developed
4. Children in all year groups know more about online safety and can take practical steps to protect themselves
5. Engagement and enjoyment is increased through playground activities
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| **Objective 1** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| To ensure that all children are well informed and compliant with the new (Covid) routines. The behaviour of children maintains safety for all | * Clear communication to Parents/pupils around new routines
* Clear communication to staff around routines and staffing rotas
* Comprehensive risk assessment documentation for all to refer to
* Physical barriers, one way systems, etc introduced and explained
* Hand washing routines with external hand washing stations/hand gel introduced and monitored
* Clear communication with External providers for safety precautions after school
* All staff to regularly address issues of compliance within class weekly within circle time, etc.
* SLT to monitor compliance of all classes throughout the school day
* High profile SLT presence at drop off and pick up to ensure routines are being followed
 | Sept 20Sept 20Sept 20Sept 20Sept 20Sept 20WeeklyOngoingOngoing | Children are aware of safe/risky behaviour choicesPupil behaviour is compliant with new rules and routinesHighly visible staff presence ensures the new routines are well policed and things such as ‘bubble crossover’ doesn’t happenExternal providers are fully compliant with the new routines and do not jeopardise safety | Risk AssessmentsSchool lettersHand gel, Cleaning products,  |
| Impact |
| **Objective 2** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| To ensure there are highly effective and well understood strategies for both pupils/parents to identify and prevent bullying. | * Class circle times to define and gain a deeper understanding of bullying
* Anti-bullying week to be held in November with assemblies and class activities
* Pupil surveys to suggest ways to make school ‘bully-free’ zone
* Pupil Council to re-design playgrounds to make them more engaging and structured
* Pupil Council to carry out playground surveys to assess levels of happiness, approaches to bullying, etc.
* Communication to parents around the systems in place to counter bullying
* Guidance materials about identifying bullying and reporting it on school website
* ‘Buddy bench’ to be installed on infant playground and re-establish bench on junior playground
 | OngoingNovemberAutumn TermAutumn TermSpring TermSpring Term | * Pupils have a clear understanding of what constitutes ‘bullying’, how to identify it and what to do to raise the alarm
* Awareness of ‘bullying’ is high among pupils and parents
* Pupils are instrumental in making classrooms and playgrounds ‘bully-free’
* Playtimes are more engaging for children of all ages with more opportunities for interaction
* Pupil voice indicates that children feel safe and are happy on the playgrounds
 | Newly purchased playground equipmentPupil surveysParental letters |
| Impact |
| **Objective 3**  | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| To improve specific guidance to keep Children safe online both at school and online | * Parental guidance for safer gaming distributed to parents
* Parental guidance on setting parental controls on internet search content/kids you tube, etc. distributed to parents
* Internet safety monitors appointed and given termly responsibilities to lead initiatives
* PCSO to visit school to lead internet safety assemblies in KS1/KS2 and after school club
* SLT/ICT Link governor to lead learning walks investigating internet safety on school ipads, laptops and desktops
* Internet safety section of the website to store safety guidance and quick links to CEOP and other sites providing help/support
* Assemblies delivered to all Key Stages during Internet Safety Week
* Internet safety scenarios to be discussed/acted out during class circle time
 | Autumn TermAutumn TermAutumn TermSpring termOngoing UpdatesFebruaryHalf termly | * Robust School systems ensure children cannot access harmful content online in school time
* Children are clear about appropriate/inappropriate internet use and what might place them in danger
* Parents feel well supported in keeping children safe online
* Parents can easily access guidance and professional services should the need arise
* Website becomes a key signposting service for children and parents re: internet safety
 | Gaming parental guidancePCSOWebsite linksInternet scenarios for staff use |
| Impact |
| **Objective 4** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| To improve playground spaces and activities further to provide more structure and positive interaction in infant/junior playground behaviour.  | * Pupil Council to design engaging play spaces for infant and junior children
* Playground resources to be purchased, stored securely on both playgrounds
* New Playground supervision rota to be drawn up for Mid-day assistants
* Pupil Council to speak to Mid-day assistants about their expectations for the new playground areas
* Mid-day assistants to oversee the new use of equipment and designated areas
* Pupil council to undertake a learning walk to evaluate effectiveness of the new arrangements
 | Autumn TermAutumn TermAutumn TermSpring term | * Playtimes provide more opportunity for positive pupil interaction
* Pupil voice indicates that children feel safe and playtimes are enjoyable
* Playtimes are viewed positively by parental body
* Playground organisation is not conducive to potential ‘bullying’
 | Newly purchased playground equipmentPupil surveysMid-Day assistant rotas |
| Impact |

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| **Personal Development**  | **Success criteria:**1. Pupils return to a healthy, balanced state of mental health and Covid anxieties are much reduced
2. Through ‘Goodness 2 Greatness,’ pupils are much more informed about healthy minds and bodies and can take practical steps to improve physical/mental health
3. The Y6 cohort develop leadership skills and impact positively on the local community
4. All pupils increase their knowledge and understanding of sustainable development and current global issues
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| **Objective 1** Pupils are well supported emotionally as they return to school and deal with Covid anxieties | **Actions****(Led by)*** All pupils given opportunities to talk about experiences of lockdown and about issues important to them in circle times, etc.
* All pupils given opportunities to express positive/negative feeling about the current situation through range of creative activities
* Pupils struggling with anxieties to have regular contact with Maddy Knowles (ELSA lead)
* Increased use of pupil worry box with MK following up issues, liaising with staff
* Younger pupils supported by Julie Eadie especially at morning handover (separation anxieties)
* Increased use of Mindfulness box and activities where appropriate
* Student council to survey pupils around experiences and effectiveness of provision
 | **Frequency****(dates)**Autumn TermAutumn TermOngoing | **Outcomes**Pupils can express their feelings and can rationalise their emotions through interaction with classmatesPupils can access more personalised support if needed throughout the yearSeparation anxiety is reduced at morning handoverChildren have practical strategies to employ if they become stressedPupil voices is central to inform provision | **Resources**Variety of creative activitiesELSA resources |
| **Objective 2**The ‘Goodness to Greatness’ initiative leads to improved awareness of health/wellbeing and ‘real life’ changes for pupils in all classes. | **Actions****(Led by)*** J.Wade to launch the 2019/20 initiative to all classes in assembly in Sept
* Y6 children to be fitness tested using heart rate monitors from Univ.of Chester
* Junior children to undertake food, sleep, screen times diaries over Oct half term
* Findings of survey shared with parental body
* Taught sessions on hydration, body image, nutrition, screen time, etc. to be delivered by J.Wade/teaching staff to junior children
* 2 Whole School Nutrition days held in Autumn term – no toast but fruit platters to be distributed at breaktime, J.Wade/local nutritionist to undertake healthy smoothie making with all classes
* Walk to Tokyo initiative launched to encourage pupils to be active during/outside of school
* Nutrition guidance given to all sports teams
* Guidance on hydration, nutrition, screen time distributed to all parents
* Y6 Nutrition monitors established to promote healthy eating during break and lunchtime
* Whole school ‘Mobberley Olympics’ to feature in Summer term
 | **Frequency****(dates)**SeptemberAutumn TermAutumn TermAutumn TermAutumn TermSpring TermSpring TermSpring TermSummer Term | **Outcomes*** Pupils have strong knowledge about health/wellbeing lifestyle choices
* Children evaluate and question their own lifestyles – diet, nutrition, sleep, screen time, etc. and make informed healthier choices
* Informed pupils stimulate discussions in the home around healthy lifestyles
* Healthier options are evident in lunchboxes, in breaktime snacks, etc.
* Higher levels of pupil activity are evident in school/at home
* Pupil voice indicates pupils are more active and feel healthier
* Parents feel well supported in making healthier choices for their family
 | **Resources**James WadeUniversity of ChesterLocal NutritionistActive Cheshire Staff and resourcesSchool kitchenWalking monitorsHeart rate monitorsVarious guidance sheetsNutrition monitorsVarious sports equipment for Olympic event on school field |
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| Impact |
| **Objective 3**The Young Leaders Programme ensures all Year 6 pupils build character and make a significant contribution to the local area | **Actions****(Led by)*** Weekly Young Leader Sessions are delivered to Y6 cohort by S.Franklin
* Young Leaders undertaker walk of local area to identify possible community projects
* YLs to undertake Remembrance Poppy carpet to be used during local community services – Link with local knitting club
* YLs to lead the whole school ‘Wrap Up Manchester’ coat donation scheme
* YLs to lead one fundraising activity per term to establish funds to undertake main community project – Summer term
* YLs to present an overview of their work to the whole school/parents in an awards assembly
 | **Frequency****(dates)**WeeklyAutumn TermNovemberNovemberTermlySummer term | **Outcomes*** Year 6 pupils have a strong knowledge of the qualities of leadership
* YLs have a positive impact in the local area by undertaking a series of initiatives
* YLs have increased ethical and social awareness
* YLs are regarded highly in the local community
* YL work is shared within North West CofE conference as model of good practice
* YLs are ready for high school with increased confidence and resilience
 | **Resources**YL Workbooks and teaching materialsPoppy resources – felt, glue, hessian, etc. |
| Impact |
| **Objective 4**The focus on Sustainable Global Devt. Goals ensures all pupils deepen their environmental awareness in both local and global contexts.  | **Actions****(Led by)*** Strengthen links with our partner school in Nepal with both schools delivering sessions in PSHE/P4C about key global dates and then sharing their work with each other.
* EM to scrutinise planning and evaluate provision
* Children to write penpal letters and skype with the children in Nepal to establish friendships and share experiences
* Establish an Eco Team of Y5/6 pupils
* Eco Team to meet with Knutsford Mayor and local cluster schools to undertake ‘Plastic free’ awards scheme for local businesses
* Planned Nepal themed day (sustainable goals) in early Spring.
* Year-long Whole school focus on SDG 12 (responsible consumption and production) School re-cycling initiatives a key element
* Staff to use new empathy lab books to teach about Global issues
* A Whole school enrichment day planned to further learning about SDG 12
* Create a fairtrade display and promote sale of Fairtrade
* Y5/Y6 to complete the individual audits, giving them the chance to review their own understanding about global learning. (April 20)
* To gain the Fairactive award by raising awareness of fairtrade in the local community (July 20)
* To establish ourselves at the lead ‘hub’ school for a new local cluster of global schools
 | **Frequency****(dates)**Termly TermlyTermly Autumn TermSpring termYear-longSpring termSpring termSummer termSummer termSummer term | **Outcomes*** All pupils have heightened levels of environmental and cultural awareness through direct links with Nepal
* Pupils value cultural difference and celebrate this
* All pupils have a strong knowledge of the sustainable development goals
* All pupils are more aware of global issues, e.g. plastic use, and what we can do locally to reduce this.
* Pupils have more opportunities to make informed environmental choices around school, e.g. re-cycling
* Children have a deeper knowledge of global social economic issues and what we can do here to impact this, e.g. Fairtrade goods
* Children have increased levels of empathy with others both locally/globally
* Children work collaboratively with other local schools to drive local sustainable initiatives
* To be recognised on a regional and national level as a model of good practice
 | **Resources**PSHE/P4C resourcesPenpal lettersEco TeamEmpathy lab booksFairtrade resources and goods to sell |
| Impact |

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| **Leadership and Management**  | **Success criteria:**1. Senior leadership is highly effective and has a very strong impact on the Quality of Education.
2. Middle leadership is highly effective and has a very strong impact on the Quality of Education.
3. Governance is highly effective, members are very well informed and can systematically hold school leaders to account.
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| **Objective 1** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| Develop capacity at senior leadership level so that they can evidence their impact on school improvement (New member of SLT) | * SLT meetings are well informed by data/monitoring and are sharply focused on pupil progress.
* SLT (other than HT) given opportunities to observing lessons and giving accurate feedback which will improve practice for KS1 and KS2. Guidance from HT.
* SLT (other than HT) given opportunities to lead departmental meetings which review provision and challenge less effective staff practices. Guidance from HT.
* SLT (other than HT) given opportunities to monitor/review performance indicators so that these can be reported to Governors.
* SLT to take a lead in liaising with governors to ensure robust and insightful learning walks.
 | WeeklyTermlyOngoing/Half termlyOngoing/half termlyOngoing/termly | * Systematic monitoring by members of SLT
* Systematic data scrutiny by members of SLT
* Increased ability to professionally support and challenge underperformance
* Increased opportunities to demonstrate best practice
* Increased opportunities to give feedback to colleagues
* Increased accountability through governor learning walks and governor reporting
 | School performance dataVarious evidence trails |
| Impact |
| **Objective 2** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| Develop capacity at middle leadership level so that they can evidence their impact on school improvement | * SLT to take a lead in liaising with governors to ensure robust and insightful learning walks.
* SLT to support staff in writing effective action plans
* Action plans submitted to HT and Governors
* Clear expectations for co-ordinators are established
* Co-Ordinators provide clarity on subject specific expectations (knowledge, skills, etc.) in each year group feeding into ‘one page’ overviews
* Active calendar of monitoring, evaluation and review in place
* Co-Ordinators use information from evaluation and review to challenge lower levels of progress within each year group.
* Co-ordinators meet with SLT/SIP/Governors to account for subject development and their effectiveness as leaders against their action plans
 | Ongoing/termlySeptemberHalf-termlyOngoing weeklyHalf termlyHalf termly/ongoing | * Action plans are specific, measurable and impacting positively on school outcomes
* Co-Ordinators have strong subject files showing curriculum breadth, progression in skills and knowledge
* Co-Ordinators provide systematic challenge to colleagues, highlighting underperformance and drive forward with substantial and sustained progress from the implementation of their action plans
* Co-Ordinators are regularly held to account for their effectiveness as leaders
* Pupils are systematically tracked in phonics and borderline pupils identified early with appropriate boosters
 | Action plansSubject lead filesPhonics tracker |
| Impact |
| **Objective 3** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| Ensure governors have a full and realistic picture of the impact of school improvement  | * All governors have direct communication contacts with linked subject co-ordinators
* Governors receive and evaluate curriculum ‘one page overviews’
* Subject specific learning walks are undertaken by governors in the context of the Intent and Implementation aspects of the new inspection framework
* Findings from Learning Walks are related back to the curriculum sub-group and full governing body through the relevant meetings and critically discussed
* Governors compile an evidence base of learning walks and store these centrally on governor hub
* Governors can articulate an informed view of the effectiveness of school improvement
 | OngoingOnging in curriculum gov. meetingsHalf termlyHalf termlyOngoingWhen necessary | * All governors are well informed in their link area and are comfortable to discuss the main strengths/weaknesses
* Governors are comfortable leading learning walks (alongside staff) and can find evidence of performance
* Governors provide increased challenge to members of SLT(other than HT) and Curriculum Co-Ordinators
 | Cornerstone curriculum materialsCurriculum overviewsEvidence from learning walksGovernor Hub |
| Impact |

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| **EYFS** | **Success criteria:**1. Outstanding EYFS provision is maintained
2. CM/SF are well supported and is highly effective in thier work
3. Pupils display high levels of engagement
4. Pupil outcomes remain high
5. Pupils are well prepared for the next stage of learning
6. EYFS outcomes are moderated for accuracy
 |
| **Objective 1** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| The EYFS Teachers are well supported to deliver high quality provision (Job share + return of staff member after long term sickness)  | * Head to support with planning of/preparation of indoor/outdoor provision
* EM to support CM with modelled phonic teaching and phonic provision within continuous provision
* CM to be supported by relevant training courses and EYFS guidance
* Head to monitor EYFS outcomes with CM/SF to quality assure outcomes
* English/Maths leads to liaise with CM/SF to share expertise in early English/Maths
 | Sept/OngoingSept/OngoingTermlyTermlyTermly/Ongoing | * CM/SF both feel confident in planning high quality provision using continuous provision and effectively using TAs to support learning
* Both staff have deeper understanding of recent, high quality EYFS provision through CPD
* Evidence trail including classroom observation supports high quality EYFS provision
* Outcomes are comparable to previous years
* Outcomes are moderated to authenticate credibility
 | EYFS Guidance documentsEY2P BriefingsExemplification materials |
| Impact |
| **Objective 2** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| New Pilot Baseline assessments are undertaken successfully  | * Head to support CM/SF with including technical set up of assessments
* Head/CM/SF to liaise to ensure correct population of initial Pupil data
* Head/CM/SF to liaise to ensure effective online tutoring
* Head/CM/SF to undertake joint assessments
* Head/CM/SF to liaise to ensure effective reporting of cohort data
 | All actions Sept | * New baseline assessments are successfully set up with accurate pupil details
* CM/SF is well trained feels confident in undertaking new baseline tests
* Tests are undertaken with consistency
* Data generated is recorded accurately and uploaded to the EYFS portal
 | New EYFS PortalNew EYFS Assessment resources  |
| Impact |
| **Objective 3** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| Direct teaching of reading leads to very effective early decoding and increased fluency | * Daily high quality phonic sessions taught by CM/SF and Rec TAs
* All pupils tracked and weaker pupils supported through reinforcement of basic phonic sounds
* EM (Phonics lead) to monitor progress and support pupils where necessary to ensure required progress
* Virtual Reading workshop delivered by CM/SF to parents to encourage use of appropriate reading strategies at home
* Daily home/school reading given high priority
* SLT to monitor progress in book bands
* SLT to undertake regular learning walks to ensure pupils are being well supported in their early reading
 | DailyWeeklyHalf termlyAutumn TermOngoingTermlyOngoing | * CM/SF and Rec TAs are confident in delivering Phonics to groups of Rec children
* Staff are well supported by the phonics lead to guide teaching
* Pupils are accurately tracked and prioritised accordingly
* Parents are engaged with early reading and support at home
* Home/School communication is strong around reading
* Phonic book/ Book Band Reading is carefully tracked and checked regularly
 | Phonic Pupil TrackerIndividual home/school ‘booster’ resources |
| Impact |

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| **BUILDING DEVELOPMENT** | **Success criteria:**  |
| **Objective 1** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| Formally approach Cheshire East with plans to expand current hall provision and boiler replacement | * Use provisional drawings from Paul Hewitt (Halliday Meecham), Boiler report from Jim Lee and additional site drawings to present to CE
* Arrange follow-up meeting with Jo Prophet/Phil Yeomans to plan way forward
* Technical advice from Jo Prophet/Phil Yeomans is incorporated into the proposal
* Liaise with visiting site personnel to ensure all planning documents accurately map out requirements
 | Sept – July  | * Formal proposal for Hall expansion and boiler replacement is put to CE
* All planning documentation required for formal capital project is accurately completed and submitted
* All relevant parties are consulted and contribute to the proposal
 | Building plans,CE Bid/Proposal forms  |
| Impact |
| **Objective 2** | **Actions****(Led by)** | **Frequency****(dates)** | **Outcomes** | **Resources** |
| Formally submit Capital bid for refurbishment of Boys/Girls toilets  | * Obtain relevant quotes from recommended DBE contractors
* Use comments from pupil voice to inform design features
* Incorporate energy saving measures to improve our overall efficiency rating
* Take technical advice from CE prior to submitting bid
* Formally submit bid with School Dev. Plan and pictures of relevant areas.
 | Autumn/Spring term | * An appropriate design is created taking into consideration views from all relevant parties
* Specifications are fully costed and mapped out
* A formal bid is submitted to CE
 | Pupil voice notes,Contractor quotes, formal Capital bid papers  |
| Impact |