** MOBBERLEY PRIMARY SCHOOL **

**SCHOOL IMPROVEMENT PLAN 2021-22**

After the very significant disruption of two national lockdowns, the School Improvement Plan of 2021-22 is based on the 5Rs which are detailed opposite.

The Summer ‘recovery’ term of 2021 was successful in many aspects and many children who were ‘slightly behind’ in their learning were brought more in line with Age Related Expectations.

Assessments in July 21 showed a much improved benchmark from April 21. However, there were some obvious gaps in knowledge and some key groups, principally Pupil Premium children, had been disproportionately impacted.

Some Year groups had also been more impacted than others, e.g. Year 1 pupils had missed out on significant amounts of the EYFS curriculum which could be seen in behaviour for learning and speech and language needs.

Writing across the board has been heavily impacted at both the Expected level and Greater Depth.

Some children (across the school) are dealing with ongoing anxieties around Covid, sickness and related family issues. Emotional support for individuals is very much part of this plan.

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 assess, target effectively and close gaps with key groups to build on the success previously achieved.

After such disruption, we need to ensure individual pupils are supported in overcoming anxiety and regaining a balance in pupil mental health and general wellbeing.

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

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| **Mobberley C of E Primary School - School Improvement Plan 2021-22** | | | | | |
| **Quality of Education**  **(Implementation aspect)**  **Key Priority**  **Ensure that staff are delivering high quality learning experiences across the curriculum to develop strong subject knowledge – this includes continued work to ensure pupils ‘make up ground’ in Reading, Writing and Maths, following the second lockdown.** | | | **Success criteria:**   1. Pupil attainment levels continue to recover from Summer term (post lockdown) data 2. Rec/Phonics/KS1/KS2 data all to be (at least) in line with national at EXS and GD 3. Pupil Premium attainment is at least in line with their peers 4. Pupil Premium pupils are targeted for accelerated progress 5. High levels of phonic understanding is evident from various groups in Rec/Y1/Y2 6. Reading interventions are proven to be highly effective – especially in Y4 target group 7. Reading underpins all curriculum activities 8. Place value understanding is secure and calculations are increasingly accurate 9. Connections with prior learning in Shape, Space and Measure and problem solving are effectively made to underpin new knowledge | | |
| **Priority 1** | **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 CPD and leaders’ support, colleagues develop strong 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 and teaching sequence * Subject leads are actively involved in monitoring teaching and learning to ensure appropriate teaching sequence * 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 | | Weekly  Ongoing  Half-termly  Half-termly  Weekly learning walks/lesson drop-ins, ongoing | * Curriculum plans for work (with cross-curricular links and opportunities for SMSC) are consistent and result in work of good quality. * Sequential learning is evidenced through leaders’ monitoring. This is impacting positively 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 resources  Topic ‘one-page’ overviews and assessments |
| Impact | | | | | |
| **Priority 2** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | | **Outcomes** | **Resources** |
| High quality, targeted teaching of  Reading ensures that targeted pupils ‘catch up’ from Sept baselines distorted by the Lockdown. | * Lexplore Assessments carried out for all children Y1-6 and Interventions delivered for target pupils * Reading workshops for Rec/KS1/KS2 parents arranged by staff * Phonics lead to support and monitor the delivery of phonics with all staff * 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 oversee 1:1 TA work 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 access Reading CPD to deepen subject knowledge * 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/SLT 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 Term  Ongoing – termly review  Ongoing – termly review  Ongoing – termly review  Ongoing  Autumn Term  Termly  Termly  Weekly  Termly  Half 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 tracker  1:1 Phonics teaching resources  ‘Gaining greater depth’ course for Infants and EYFS staff  Cheshire Library Service  Empathy Lab books |
| Impact | | | | | |
| **Priority 3** | **Actions**  **(Led by)** | | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| High quality, targeted teaching of  Maths ensures that targeted pupils ‘catch up’ from Sept baselines distorted by the lockdown. | * 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 * 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 * 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 21  Oct 21  Autumn Term  Autumn Term  Autumn Term  Sept 21  Oct 21  Half termly  Half termly  Termly  Termly at Curriculum meetings  Termly | * 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 Assessments  Calculation and Marking Policies  Rising Star Materials  Maths Dictionaries  Dynamo Intervention  White Rose Maths Materials  Active Maths Materials |
| Impact | | | | | |
| **Quality of Education**  **(Impact aspect)**  **Key Priority**  **Subject leads can evidence strong progress by all groups of pupils in Core and Foundation subject knowledge and skills. The curriculum is highly effective for all pupils.** | | | **Success criteria:**   1. High quality teaching and learning is evidenced across the school 2. New English lead has a successful induction and is supported to positively impact the English curriculum 3. EYFS framework is in place and provision is supporting improved outcomes for pupils 4. Subject leaders use assessments to ensure the quality of feedback impacts positively on improved outcomes 5. Subject leaders actively support and monitor outcomes, (challenging where necessary) to ensure appropriate sequencing and strong progress 6. CPD is planned and delivered to develop staff confidence, knowledge and expertise which is then impacting on pupil outcomes. Subject leads can measure the positive impact this training is having on outcomes. 7. SEND Lead develops a greater overview of class provision and increases opportunities for parental input into this. | | |
| **Priority 1** | **Actions**  **(Led by)** | | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| Pre and post assessment tasks are fully embedded in Foundation subjects and used to inform planning as well as evidence strong progress | * 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 | | Termly  Termly  Weekly learning walks  Termly  Ongoing  Half termly  Ongling/ weekly learning walks  Ongoing  Termly | * 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 resources  Topic ‘one-page’ overviews and assessments  GAPs SPAG assessment resources  Teacher assessments |
| Impact | | | | | |
| **Priority 2** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | | **Outcomes** | **Resources** |
| Subject leads are highly effective in monitoring teaching, learning and outcomes to ensure the curriculum impacts positively on all pupils. | * Subject leads regularly scrutinise planning looking for sequential learning and subject specific vocabulary * Subject leads formally (lesson obs.) and informally (drop-ins) monitor the effectiveness of teaching and learning * Subject leads regularly scrutinise books and undertake pupil voice to ensure appropriate coverage and sequencing of the curriculum * Formative assessment from regular Quizing in foundation subjects provides valuable feedback on pupil understanding for teachers. In turn, this feeds into planning. * Subject leads regularly scrutinise internal subject data at key assessment points. * Whole school writing outcomes are moderated for accuracy | Weekly/Monthly  Half termly/Monthly  Monthly  Weekly  Half termly  Termly | | * Subject leads have a detailed knowledge of whole school pupil strengths/dev. Points within subjects * Subject leads are highly effective in providing regular feedback to staff leading to improved teaching and learning * Teachers are well supported in delivering the curriculum * Pupils benefit from improved subject specific teaching * Pupils know more and remember more * Pupil outcomes are consistently strong Rec/KS1/2 | Pupil Books  Observation Findings  Formative assessment information/data  Planning  Learning walks |
| Impact | | | | | |
| **Priority 3** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | | **Outcomes** | **Resources** |
| Subject leads can use their monitoring evidence to provide professional challenge where teaching is less effective. | * Monitoring evidence allows subject leads to pinpoint areas for development in each class * Subject leads adopt an informal ‘little and often’ approach to feeding back to colleagues * All teaching staff share outcomes from books, pupil voice, etc. routinely within designated staff meetings and subject lead learning walks * As part of regular, professional dialogue, subject leads will raise issues with individual staff where outcomes are weaker * Subject leads will provide support and challenge with focused targets to improve less effective teaching – this may involve adapting the teaching sequence of a topic and support with planning * Where specific targets are not improving teaching, subject leads will inform SLT. The matter would then become part of a more formal provision plan. | Half Termly  Weekly  On Rota  Weekly/Monthly  Half termly  Termly | | * Subject leads have a detailed evidence base to inform their professional conversations * Accountability for outcomes is robust and shared * Sharing of outcomes (particularly in foundation subjects) and regular, ongoing feedback creates a more open and reflective practice * Consistency of approach and expectations is increased * Less effective teaching is minimised * Subject leads grow in their ability to spread good practice | Monitoring data  Monitoring evidence  Lesson Observations  Support plans |
| Impact: | | | | | |

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| **Behaviour and Attitudes**  **Key Priority**  **School policies, procedures and everyday practice ensures that children can flourish in a safe environment.** | | **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 | | |
| **Priority 1** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| To ensure that all children are well informed and compliant with necessary Covid measures. The behaviour of children maintains safety for all. | * Clear communication to Parents/pupils around all necessary routines relating to the current covid transmission rate, e.g. bubbles, etc. * Clear communication to staff around routines and staffing rotas * Comprehensive risk assessment documentation for all aspects of school life to be accessible and well communicated * Children are taught about the importance of good respiratory health and hand hygiene * Clear communication with external providers for safety precautions after school * All staff to regularly address issues of compliance and wellbeing 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 | Dependent on the local Covid case numbers at various points in the year  Weekly  Ongoing  Ongoing | * Children are well aware of new routine expectations and routines * Pupil behaviour is compliant with new rules and routines * Pupils know how to reduce risks of transmission * Highly visible staff presence ensures the necessary routines are well policed and things such as ‘bubble crossover’ doesn’t happen * External providers are fully compliant with the new routines and do not jeopardise safety * Parents are equally well informed and support their children to make appropriate choices. | Risk Assessments  School letters  Hand gel, Cleaning products,  CO2 Monitors |
| Impact | | | | |
| **Priority 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. | * Comprehensively revise Anti-Bullying policy * 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 | Ongoing  November  Autumn Term  Autumn Term  Spring Term  Spring 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 equipment  Pupil surveys  Parental letters |
| Impact | | | | |
| **Priority 3** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| To improve policies, procedures and everyday practice to keep Children safe online both at school and at home. | * Parental guidance for safer gaming distributed to parents * New daily safeguarding reports generated of attempted access to blocked sites, etc. * 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 * Termly learning walk with Safeguarding link Governor | Autumn Term  Daily  Autumn Term  Autumn Term  Spring term  Ongoing Updates  February  Half termly  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 guidance  PCSO  Website links  Internet scenarios for staff use |
| Impact | | | | |

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| **Personal Development**  **Key Priority:**  **Ensure that strong emotional support and positive learning attitudes lead to good outcomes for children** | | **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. All pupils increase their knowledge and understanding of sustainable development and current global issues | | |
| **Priority 1** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| Pupils are well supported emotionally to deal with Covid anxieties and Covid related family issues that impact them | * 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/class teachers following up issues * 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 | Autumn Term  Autumn Term  Ongoing  Weekly  Daily  Ongoing  Autumn Term | * Pupils can express their feelings and can rationalise their emotions through interaction with classmates * Pupils can access high quality, personalised support if needed throughout the year * Separation anxiety is reduced at morning handover * Children have practical strategies to employ if they become stressed * Pupil voices is central to inform provision | Variety of creative activities  Class Mindfulness box  ELSA resources |
| Impact | | | | |
| **Priority 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 present the G2G online portal to all classes in assembly in Sept * Junior children to undertake food, sleep, screen times diaries plus associated challenges using online portal * Findings of survey shared with parental body * Y6 children to be fitness tested using heart rate monitors from Univ.of Chester * 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/Spring 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)**  September  Autumn Term  Autumn Term  Autumn Term  Autumn Term  Spring Term  Spring Term  Spring Term  Summer 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 Wade  University of Chester  Local Nutritionist  Active Cheshire Staff and resources  School kitchen  Walking monitors  Heart rate monitors  Various guidance sheets  Nutrition monitors  Various sports equipment for Olympic event on school field |
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| Impact | | | | |
| **Priority 3**  The focus on Sustainable Global Devt. Goals ensures all pupils deepen their environmental awareness in both local and global contexts. | **Actions**  **(Led by)**   * To establish ourselves at the lead ‘hub’ school for a new local cluster of global schools * Further 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 and tree planting in locality * 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 empathy lab books to teach about Global issues * Create a fairtrade display and promote sale of Fairtrade * To gain the Fairactive award by raising awareness of fairtrade in the local community (July 21) | **Frequency**  **(dates)**  Autumn Term  Weekly  Monthly  November  November  Termly  Spring term  Ongoing  Summer 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**  YL Workbooks and teaching materials  Poppy resources – felt, glue, hessian, etc.  PSHE/P4C resources  Penpal letters  Eco Team  Empathy lab books |
| Impact | | | | |

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| **Leadership and Management**  **Key Priority:**  **Ensure leaders at all levels are highly effective in monitoring and influencing the curriculum.** | | **Success criteria:**   1. Governance is highly effective, members are very well informed and can systematically hold school leaders to account. 2. Senior leadership is highly effective and has a very strong impact on the Quality of Education. 3. Middle leadership is highly effective and has a very strong impact on the Quality of Education. | | |
| **Priority 1** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| Develop capacity at Governor level so that they can evidence their impact on school improvement  (New Governor Sub-Group) | * New Governor Monitoring group established and sharply focused on school improvement * All governors have direct communication contacts with linked subject co-ordinators * Governors receive and evaluate curriculum ‘one page overviews’ * Regular subject specific learning walks are undertaken by governors and subject leads * 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 | Autumn Term  Onging  Autumn Term  Half termly  Half termly  Ongoing | * 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 identify areas of strength/   development   * Governors provide increased challenge to members of SLT(other than HT) and subject leads | Cornerstone curriculum materials  Curriculum overviews  Evidence from learning walks  Governor Hub |
| Impact | | | | |
| **Priority 2** | **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. | Weekly  Termly  Half Termly  Half Termly  Ongoing | * 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 | Some release Time for SLT  Performance data |
| Impact | | | | |
| **Priority 3** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| Develop capacity at middle leadership level so that they can evidence their impact on school improvement  (New Literacy Lead) | * 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 | Sept  Sept/Oct  Autumn Term  Termly  Ongoing/Half termly  Ongoing/half termly | * 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 | School performance data  Action Plans  Various evidence trails |
| Impact | | | | |

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| **EYFS**  **Key Priority:**  **The quality of EYFS teaching is strong and highly engaging – continuous provision and direct teaching leads to strong outcomes** | | **Success criteria:**   1. Outstanding EYFS provision is maintained 2. Pupils are well supported emotionally with any (Covid related or otherwise) anxieties 3. CM/SF are well supported and is highly effective in thier work 4. Pupils display high levels of engagement 5. Pupil outcomes remain high 6. Pupils are well prepared for the next stage of learning 7. EYFS outcomes are moderated for accuracy | | |
| **Priority 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) | * SLT 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/SF to liaise regularly with EY2P consultants and attend termly EYFS CPD * CM/SF to receive termly EYFS guidance and updates through EY2P * Head to monitor EYFS outcomes with CM/SF to quality assure outcomes * English/Maths/Science leads to liaise with CM/SF to share expertise in early English/Maths/Science | Sept/Ongoing  Sept/Ongoing  Termly  Termly  Termly/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 documents  EY2P Briefings  Exemplification materials |
| Impact | | | | |
| **Priority 2** | **Actions**  **(Led by)** | **Frequency**  **(dates)** | **Outcomes** | **Resources** |
| Arrangements for New Pilot Baseline assessments are undertaken successfully | * Head to support CM/SF with registration and technical set up of assessments * Head/CM/SF/ICT support to liaise to ensure correct population of initial Pupil data * Head/CM/SF to liaise to ensure effective and consistent delivery of assessment * CM to liaise within EYFS local cluster to ensure common approach to assessments * CM to undertake pupil assessments with SF and Head to agree judgements for moderation * Head/CM/SF to liaise to ensure effective reporting of cohort data * Head to formally sign off once assessments complete | 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 Portal  New EYFS Assessment resources |
| Impact | | | | |
| **Priority 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 | Daily  Weekly  Half termly  Autumn Term  Ongoing  Termly  Ongoing | * 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 Tracker  Individual home/school ‘booster’ resources |
| Impact | | | | |