

SCHOOL IMPROVEMENT PLAN 2020 - 2021

| High Littleton Church of England Primary School | School Improvement Plan | September 2020 |
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| <p data-bbox="136 272 568 308">Early Years Foundation Stage: 92%</p> <p data-bbox="824 272 1196 308">Year 1 Phonics Screening: 85%</p> <p data-bbox="136 347 533 376">Year 2 SATs: Expected Standard</p> <p data-bbox="136 383 315 411">Reading: 81%</p> <p data-bbox="136 418 309 446">Writing: 77%</p> <p data-bbox="136 453 293 481">Maths: 81%</p> <p data-bbox="136 525 327 553">Greater Depth</p> <p data-bbox="136 560 315 588">Reading: 31%</p> <p data-bbox="136 595 309 624">Writing: 23%</p> <p data-bbox="136 630 293 659">Maths: 23%</p> <p data-bbox="136 702 533 730">Year 6 SATs: Expected Standard</p> <p data-bbox="136 737 315 766">Reading: 96%</p> <p data-bbox="136 772 309 801">Writing: 88%</p> <p data-bbox="136 807 293 836">Maths: 96%</p> <p data-bbox="136 879 327 908">Greater Depth</p> <p data-bbox="136 914 315 943">Reading: 62%</p> <p data-bbox="136 949 309 978">Writing: 23%</p> <p data-bbox="136 984 293 1013">Maths: 54%</p> | | |
| <p data-bbox="136 1066 439 1094">Areas for Development:</p> <p data-bbox="136 1101 1379 1129">Identify children who have been affected by school closure and implement Covid Catch-up programme.</p> <p data-bbox="136 1136 1951 1200">Continue to focus on phonics and early reading and identify those who are at risk of not meeting the expected standard. Implement a Phonics Catch-up programme.</p> <p data-bbox="136 1206 999 1235">Ensure consistency of depth of learning during guided reading sessions.</p> <p data-bbox="136 1241 1111 1270">Improve Letter and number formation which improves writing outcomes in EYFS.</p> <p data-bbox="136 1276 1805 1305">Middle leaders and governors can articulate curriculum intent and how this sequenced planning will improve children's long term memory.</p> <p data-bbox="136 1311 1043 1340">Ensure that our curriculum reduces prejudice and unconscious bias/racism.</p> <p data-bbox="136 1347 483 1375">Embed new RSE curriculum.</p> | | |

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Curriculum Drivers

We believe that our children deserve and need us to provide more than just the National Curriculum. Life has so much more to offer and our children have so much more to learn and experience. With this in mind we worked to prioritise the things we wanted our children to experience during their time with us and below is the document which outlines our aspirations. We use these six 'drivers' to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families

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| <p>Community</p> <p>We believe that our curriculum will enable the children to develop the emotional understanding necessary in order to experience positive relationships and to develop a sense of justice and an ability to empathise that ensures a respect of themselves and each other.</p> | <p>Resilience</p> <p>Our children need to become resilient to be able to deal with different challenges across the curriculum and in the wider world. They need to develop the ability to solve problems without giving up. Developing the skills to work independently and become resourceful will be key to this. We will exploit every opportunity through our curriculum to help the children to develop the physical and mental strength to be successful and happy.</p> |
| <p>Respectful Communicators</p> <p>We want our children to become eloquent orators, speaking with confidence and fluency in a variety of situations. We believe that helping our children find their voice is as important as them becoming avid readers or great writers and will work to broaden vocabulary and encourage talk in all areas of learning.</p> | <p>Adventure</p> <p>We are passionate about the health (both physical and mental) of our children. We want our children to lift their eyes from the screen and be excited by the real world, engaging in rich experiences to develop imagination. We will use competition to develop confidence and allow them to manage real risks by having fun and a little danger!</p> |

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| Environment We believe our children need to know about and understand the world that is beyond their immediate doorstep. They need opportunities to experience the richness of its diversity and show they care about its management and sustainability. | Diversity We want our children to develop respect and tolerance for others who are different from ourselves derived from a greater understanding of one another; a valuing of each other and the contributions we all bring to our lives shared together in this world. Through learning about the world, we want them to understand their role in society and develop respect towards the environment, communities and religions. |
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Quality of Education Behaviour and Attitudes Personal Development Leadership and Management Governance Early Years

| Quality of Education | | | | | | | | | |
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| Curriculum Intent: aims of the curriculum, the end points it builds towards, how it is sequenced, how the curriculum reflects the local context, the adaptations for SEND and disadvantaged pupils | | | | | | | | | |
| Summary from SEF: We have constructed a curriculum that is ambitious and is designed to give all children the knowledge and cultural capital, particularly for those disadvantaged children. The curriculum is coherently planned. | | | | | Success Criteria going forward: <ul style="list-style-type: none"> ● Curriculum intent for every subject that all leaders, including governors understand which show a progression towards milestones as end points at each stage. ● LTPs identify the knowledge that children need to know and remember in order to achieve the milestones at each stage. ● Middle Leaders undertake their role to evaluate, monitoring and train other colleagues leading to good outcomes across all subjects ● Following the disruption of Covid 19, we use their assessments to ensure that pupils catch up with vital learning and their understanding is secure before moving on | | | | |
| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
| 1 | Ensure children catch-up following significant disruption of Covid 19 | Use catch-up curriculum plan to ensure all aspects of the curriculum for the core subjects are covered. | Terms 1 and 2 | GG/IG/CE | Catch-up curriculum in place for September. | At least 80% of children achieve ARE in NFER arithmetic tests by Spring data drop. | GG/IG | £14000 | |

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| | | Focus on number and calculation in mathematics, phonics and reading, handwriting and spelling in writing | | | | 80% ARE in maths by June. 80% achieve ARE in reading and writing by June. | | | |
| | | Reduce the teaching of non-core subjects in primary for one term so that pupils can secure the basics of reading, writing and maths. | Term 1 | GG | Identification of those who require catch up. YARC and NFER highlight gaps and planned to address this. | At least 80% of Y2 achieve PSC by December. Bottom 20-30% readers have carefully targeted teaching and catch up towards their chronological age in reading (over 1 years progress). | | | |
| | | Use YARK assessment to test and diagnose reading capability and adjust plans accordingly. | Term 1 | GG | All Year 2-6 children are tested. Bottom 20-30% are identified and teaching is planned to address this. | At least 80% advancing stage in milestones for humanities and science in Year 2, 4 and 6 and at least 80% at basic understanding in Year 1, 3 and 5. | | | |
| 2 | | Use NFER tests to baseline mathematical knowledge and generic reading skills. | Term 2 | IG | Gaps in knowledge are identified and misconceptions are addressed. | | | | |
| | | Use entry and exit quizzes to establish gaps in History, Geography, Science and RE. | Term 1 and 2 | SLS | | Pupils have caught up to ARE by Christmas in reading, writing and maths. | | | |

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| 4 | <p>Ensure that we have a clear curriculum intent for the whole school and each subject, reflecting our unique vision and values.</p> | <p>Formulate curriculum intent:</p> <p>Reference to the breadth and ambition of the National Curriculum.</p> <p>Reference to building of cultural capital, and the school's unique aims.</p> <p>Knowledge children require and the vocabulary they need to use to express their knowledge</p> <p>Threshold concepts are identified in each subject to build learning over time.</p> <p>Clearly defined end points in each subject area, defined as milestones in foundation subjects.</p> <p>POP tasks for assessment or other assessment tasks.</p> | Term 2 | GG/SLs | <p>Whole-school intent in place and middle leaders completed subject intents.</p> <p>Revisit in September 2020 to ensure it is still fit for purpose, and that adjustment is made in the light of long term absence.</p> <p>All SLs to articulate intent to LGB.</p> <p>All leaders can articulate how POP tasks are used to adapt intent by.</p> | <p>School has a written record of our curriculum intent, which reflects the pupils' backgrounds and our school's vision and values, breadth and ambition of NC 2014.</p> <p>Leaders and governors can all articulate the school's curriculum drivers and intent.</p> <p>SLs have clear plans which demonstrate their intent, schema for the subject and end points.</p> <p>SLs in key focus subjects can articulate the end points, key concepts (threshold concepts) and cultural capital in their subject areas.</p> <p>Completed subject leader handbooks, records of deep</p> | | | |
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| | | | | | | <p>diverse activities and reports to governors demonstrate their oversight.</p> <p>Pupils can articulate the key knowledge in subjects, and relate them to new learning, as demonstrated in monitoring records.</p> | | | |
| | <p>Ensure learning is sequenced and well-planned across all subjects, leading to better outcomes in foundation subjects.</p> | <p>Review primary foundation subjects long-term plan and knowledge organisers for learning sequences, vocab, key concepts and knowledge and assessment.</p> | <p>Term 1-6</p> | <p>GG/SLs</p> | <p>MAT support for all teachers and leaders to ensure that the sequencing of learning builds on prior knowledge.</p> <p>LTPs, MTPs and knowledge organisers clearly indicate sequencing.</p> <p>Summative assessment tracking in place for history, geography, RE and science by December.</p> | <p>Children learn more effectively as seen in pupil voice feedback.</p> <p>Summative assessment of curriculum milestones shows at least 80% achieving the expected level of understanding in History, Geography, Science.</p> | | | |
| | | <p>Train staff in the use of these to plan sequences of learning towards agreed end points, using history and geography as a starting point.</p> | | | | <p>Outcomes begin to improve as clarity of learning improved.</p> | <p>GG/IG</p> | | |
| | | | | | | <p>Curriculum progression from EYFS to y6 can be</p> | <p>GG</p> | | |

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| | | | | | Entry and exit quizzes used alongside POP tasks to analyse and address gaps. SL overview through lessons observations and book scrutinies. | easily annotated by curriculum subject leads. | | | |
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| Curriculum Implementation: teachers' subject knowledge, the quality of teaching, the design of lessons and sequences of lessons, use of assessment, match of tasks. Quality of teaching of reading, phonics teaching. | | | | | | | | | |
| Summary from SEF: Teachers have a good knowledge of the curriculum. They check children's understanding and provide feedback to address misconceptions. Teachers ensure that children are able to remember the content long term. The teaching environment is focused on the children. Teachers have high expectations of the children. | | | | | Success criteria going forward: <ul style="list-style-type: none"> Continue to prioritise reading to allow children to access the full curriculum and allows for children to develop fluency, confidence and enjoyment of reading Children continue to achieve well and their work across the curriculum is of good quality. | | | | |
| Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status | |
| Ensure phonics assessment leads to systematic and effective teaching so that 90% achieve screening check by the end of Year 1 | Ensure that we have acted on development points from phonics audits. | Term 1 | GG/EP | By the end of September, all pupils in Y1, 2 and 3 assessed for phonics. Check YR for oral blending skills throughout the | Direct instruction takes place from Week 2 in Reception. Lessons are well sequenced, with recall, teaching and application in | GG/EP | | | |
| | Ensure all staff understand the components of good teaching, including recall, mastery and application of new | Term 1 | GG/EP | | | | | | |

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| | | sounds. Ensure high frequency words taught in a sequence. | | | Autumn Term, focus small group work on blending skills. | reading and writing in every session. | | | |
| | | Review term by term expectations in the light of missed learning, allow additional time for consolidation. | Term 1 | GG/EP | Review catch-up work and groupings by end T1. | Monitoring shows consistently good teaching, strong use of assessment, effective deployment of TAs, well matched books. | | | |
| | | Pupil progress expectations are clearly defined term-by-term and known by staff. | Term 1 | GG/EP | Ensure books match sounds so pupils practice with confidence by end September. | Teachers all understand the expectations of the school programme and know the deficits in pupils' knowledge if they fall behind. | | | |
| | | Ensure that all pupils are taught systematic, synthetic phonics daily from the second week of Reception. | From Term 1 | GG/EP | By end of September, schools adjust the planned programme if necessary to allow for time for consolidation, ensure staff know the programme's expectations. | Precision teaching shows pupils mastering at least 3 new sounds per week from prior stages . Pupils join in with whole class teaching in order to keep up. | | | |
| | | Ensure that we have a formal assessment point in phonics at least 3 times a year, and assessment is ongoing. | Term 1, 3 and 5 | GG/EP | | | | | |
| | | Those that fall behind are assessed at least 6 times a year. | Termly | EP | | | | | |
| | | Reading books should match the sounds that pupils can sound - blend and are well-sequences. | Term 1 | EP | Plan additional teaching/ guided reading sessions by T2, additional 30 mins per day. | Reception children are quickly back on track to know phase 2 sounds by Christmas and will | | | |

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| | | | | | <p>Those who have fallen behind in Y1 and 2 receive daily precision teaching by end September.</p> <p>Additional sessions and/ or guided reading sessions to reinforce learning in place in afternoon sessions in place.</p> <p>Additional training by EP for new staff.</p> | <p>have started Phase 3.</p> <p>Y1 consolidate phase 3 and 4 by late October.</p> <p>Year 2 to consolidate Phase 5 by October.</p> <p>90% on average are fluent readers able to tackle comprehension challenges by the end of year 1.</p> <p>Reception children make expected progress by the end of Reception and at least 90% are ready to begin phase 5 L&S.</p> | | | |
| | Improve KS1 writing outcomes to at least 75% ARE | Ensure that in EYFS and Year 1, pupils apply their knowledge of phonics consistently and accurately in their writing. | Term 5 | EP/JA/JW | Daily opportunities for writing and applying phonics. | By the end of year 1 85% of children can spell most of the Phase 5 spellings and alternative spellings. | GG | | |
| | | Children complete a writing task linked to phonics daily. | Daily | EP/JA/JW/RC | | | EP/JA/JW/RC | | |
| | | EYFS teaching focuses on developing fine- | Daily | EP/JA | Termly evidence shows children | Children catch up with missed learning in letter | GG | | |

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| | | motor control so that children develop the physical skills to write fluently. | | | developing fluent style and letter formation. | formation and handwriting. At least 80% of pupils in Y1 write in grammatically complex sentences. Children write grammatically correct sentences and sustain a writer's voice. Spelling improves so that key stage 1 outcomes are at 80% minimum ARE 90% of EYFS pupils achieve EYFS goal in moving and handling. | | | |
| | | Letter and number formation are taught systematically and practiced daily in the EYFS. Assess children's grip and adopt the tripod grip for fluent writing and formation. A focus on correct letter formation so that sounds taught can be represented in early writing. All written words can be read back by the writer and adults before progression to sentence building takes place. Links with early reading. | Daily Term 1 Term 1-6 Term 6 | EP/JA EP/JA EP/JA EP/JA | | | EP/JA | | |
| | Raise outcomes in KS1 reading to be at 80% | Ensure that daily guided reading sessions in EYFS and Year 1. | Term 1 | EP/JA/JW | Bottom 20% Year 2 have YARC assessment and planned catch up sessions for fluency by end of October. | By the end of year 1 80% of children can meet ELG in reading at EYFS or at least 80% in ARE across all year groups. | GG/RC | | |
| | | Ensure that guided reading in Y1 and Y2 focuses on applying pupils' blending for | From Term 2 | JW/RC | | | GG/JW/RC | | |

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| | | fluency, their understanding of vocabulary and towards developing comprehension of texts. | | | Leaders monitor the quality of guided reading in YR and Y1 by December. | | | | |
| | | In Year 2, daily guided reading sessions build towards focus on comprehension and developing written responses. | Term 2 | JW/RC | Teachers use KPIs from SIMS as an ongoing progress record, from September. | | GG/RC | | |
| | | Bottom 20% in Y2 have YARC assessment to identify gaps. | Term 1 | GG | Reading Interviews with a sample of Y2 in February, to check progress. | | | | |
| | | Ensure reading comprehension in a predefined sequence daily, and also build understanding through shared stories in EYFS and Year 1. | Term 1 | EP/JA/JW | Reading interview with all Y2 in May, to support teacher assessment. | | GG/CTs | | |
| | | Ensure that in Year 2 more challenging comprehension teaching leads to pupils thinking more deeply in their written answers. | Term 1 | JW/RC | | | GG/RC | | |
| | Maths To ensure that the progress of children in Maths is rapid and focused on challenging and rigorous assessment | Agree progression map for maths in EYFS Baseline assessments and gaps identified Interventions in place SL to complete learning walks, book | Term 1 Term 1 Term 1 Term 2 | EP/JA | Baseline assessments completed. Gaps in knowledge identified. | At least 80% of children achieve ELG in maths. | EP/JA | | |

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| | | scrutiny and pupil conferencing Parent workshops | Term 2 | | Progression map developed into Year 1. Interventions in place. Deep dives completed. | | | | |
| | | Planning is based on White Rose Y6 Parent Information Evening Ensure daily problem solving and reasoning activities Doodle Maths | T1 onwards | CTs | Deep Dives completed. Parents meet with CTs to discuss methods and how to support children at home. | At least 80% of KS1 pupils are meeting the expected standard in maths. | IG | | |
| | | Times tables I Can Do Maths Purchase CGP booklets Deep dives Lesson observations NFER tests Book scrutinies Learning Walks | T1 onwards | CTs | NFER tests in Terms 2, 4 and 6. | At least 85% of KS2 pupils are meeting the expected standard in maths. | IG | | |
| | Ensure that children are able to recall rapidly their times tables | T1: Parent Information Evening T1: Purchase of S&S homework books T1-6: Weekly testing T1-6: Home access to Doodle Tables T2 and 4: SL to monitor progress | T1 onwards | IG/CTs | Baseline assessments Weekly assessments Reviews and interventions where necessary Monitoring by SL | At least 80% of Year 4 children will pass the Multiplication Tables Check. | IG | | |

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| | Pupils with SEND achieve exceptionally well | Ensure that appropriate support and resources are in place for all SEN children. GG to meet with CTs to review and discuss targets. share targets with parents/carers. Complete referrals. Children conferencing Parent questionnaire | T1 onwards | SENCo | T1: Discussion with SENCo and CTs around needs. T1: SSPs written and actions agreed. Term 2: Termly reviews on progress. T1-6: Outside agency involvement. T1-6: Deep dives T1-6: EHCP Annual Reviews | All SEND children make good progress from their starting points. | GG | | |
| | Pupil Premium children achieve as well as their peers | Review progress of PP children during the last academic year. Share PP information with CTs. Complete PP strategy for 2020/2021. Complete NFER tests. share termly PP progress with LGB. | T1 onwards | CTs | T1: Review of PP spending T1: PP register completed and needs identified T1: PP document completed T1-6 : SLs to monitor progress of PP children T1-6: Ensure that CTs are focused on PP children when addressing misconceptions and giving feedback. | Progress of PP children is good and is significantly above national averages at the end of KS2. | GG | | |

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| Behaviour and Attitudes: Behaviour, ethos and attitudes to learning, use of exclusions, attendance, bullying and discrimination. | | | | | | | | | |
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| Summary from SEF: There is a calm and orderly environment in the school and in the classroom, which allows children to focus on their learning. Our routines and expectations are clear to all children and behaviour is excellent. There is a strong focus on attendance and punctuality and there is a positive and respectful culture within the school because staff know and care about the children in their care. | | | | | Success criteria going forward: <ul style="list-style-type: none"> Continue to ensure that children behave with consistently high levels of respect for each other Ensure that children continue to have highly positive attitudes towards their education. Ensure that all stakeholders are aware of their responsibilities in ensuring that attendance continues to be high for all children. | | | | |
| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
| 1 | Ensure that attendance for all groups is at least 98% | Daily monitoring by office staff. Weekly reports given to HT. Teachers receive regular updates, including attendance figures for groups, especially vulnerable groups. | On-going | GG/NP/EWO | Terms 1 – 6: Parents receive regular reminders in newsletter. GG meets with EWO. Vulnerable children highlighted and reminders sent to parents Terms 2, 4 and 6: Monitoring of attendance and termly certificates | Children value their education and rarely miss a day at school Attendance continues to be well above national averages. Attendance issues are dealt with which has a positive outcome on pupil progress. | GG | | |

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| | | | | | given to pupils who achieve 100% attendance GG to report to LGB. | | | | |
| 2 | Ensure that children return to school with a positive attitude to their learning and continue to do so throughout the year. | Book scrutinies Learning walks Lesson observations Deep dives Children's Questionnaires Ensure that children and parents understand the school's Behaviour Policy The school's Golden Rules are made explicit to the children in classrooms and on the playground Continue to develop OPAL provision Headteacher's Tea Party Working Together Jar | T1 onwards | SLS/SLT | Learning Walks Scrutiny of work Lesson observations Children conferencing | 100% of children show positive attitudes towards their learning. Children are respectful towards each other because they understand their responsibilities. No low-level disruption is seen in class. Good progress is seen in all year groups. Children show pride in their work across the curriculum. | GG | | |
| 3 | The school is a positive environment where bullying is not tolerated. Children are safe and feel safe. | Check SCR Check Safeguarding audit Regular H&S walks PSHE lessons Anti-Bullying Week Internet Safety Day | T1 onwards | GG/IG | Terms 2, 4 and 6: Children's Questionnaires Term 3: Parental Questionnaire | Staff, children and parents report that there are no instances of bullying. 100% of parents and children report that they are safe | GG | | |

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| | | Children's Questionnaire Parents' Questionnaire Cycle proficiency Lifeskills SHEU survey Annual CP training for all staff and governors. | | | | and feel safe at school. | | | |
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Personal Development: British values, equalities, inclusion, character development, confidence and resilience, keeping safe, keeping healthy, wellbeing, healthy relationships

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| <p>Summary from SEF:</p> <p>The school ensures that it develops children who are responsible, respectful and active citizens. Our school promotes an inclusive environment which meets the needs of all our children and allows all children to develop a set of positive personal traits which supports them in their learning, allowing them to flourish.</p> | <p>Success criteria going forward:</p> <ul style="list-style-type: none"> ● Deepen children's understanding of British Values ● Further develop children's confidence, resilience and knowledge to keep themselves mentally healthy ● Further improve the children's understanding of how to recognise online and off-line risks to their wellbeing ● Develop children's age-appropriate understanding of healthy relationships through RSE |
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| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
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| 1 | Ensure pupils gain a good understanding of equalities through planned assemblies and the PHSE curriculum. | T1: Purchase JIGSAW scheme of work T2: PHSE long term overview in place through MAT Purchase Jigsaw as a resource T1: PHSE/SMSC woven into CW timetable rota in place. The school's Christian Values are discussed with the children and | T1 onwards. | GG | JIGSAW PHSE curriculum map shared end of T1. T2: School PHSE overview in place and daily acts of worship are in place. Explicit links between PHSE/E- safety/ | Teachers assessments and pupils' self-assessments of PSHE show that pupils know: About families and those who care for them, healthy online relationships, being safe and boundaries, caring friendships, | JA/LT | | |

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| | | are visible around the school. GG to identify books to support school values. | | | behaviour made. Three statutory strands of RSE, Health Education and Relationships Education are covered well across the year. | respectful relationships Teachers assessments and pupils' self-assessments show that pupils have a good understanding and respect towards differences, including protected characteristics . | | | |
| 2 | Develop and deepen the children's understanding of British Values. | Weave British Values into the school's CW cycle. Ensure that knowledge organisers reflect British Values. Purchase and implement JIGSAW. British Values Week Lessons on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain. School Council elections House Captain Elections Regular discussions about current affairs. | T2: Use JIGSAW scheme of work to identify teaching of British Values T2: Purchase resources T2: Staff training T1: Focus on influential black women | JA/LT GG CTs EP IG CTs JB | T2: British Values LTP in place T3: Implementation of JIGSAW T5: T6: Children can articulate in an age-appropriate way as to what British Values are and they can also give examples of these in our lives. | Children can articulate British Values and how we follow them in school life. All adults know and model British Values consistently through the school. Children can explain the purpose of a General Election and how it impacts on their lives as citizens of the UK. | GG | | |

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| | | <p>Regular opportunities for debates</p> <p>RE SoW allows children to learn about other faiths</p> <p>Children to visit places of worship</p> <p>Pupil conferencing</p> <p>Black History Month (BHM)</p> <p>Discuss the purpose of a General Election and how democracy works in an age-appropriate way.</p> | <p>as a basis for BHM.</p> <p>T1: CW to centre around BHM</p> <p>T2</p> | <p>JB</p> <p>JB</p> <p>CTs</p> | | | | | |
| 3 | <p>Ensure that children can recognise online and offline risks to their wellbeing.</p> | <p>Implement Computing SoW.</p> <p>Share DfE guidance with staff.</p> <p>Internet Safety Day</p> <p>Online safety messages available to parents on the school's website.</p> <p>E-safety displays around the school.</p> <p>Teachers have taught e-Safety module in Computing curriculum and Purple Mash</p> <p>Discuss with children who are <i>trusted adults</i>.</p> <p>Use CEOP resources.</p> | <p>T1 onwards</p> | <p>GG/JW</p> | <p>Purple Mash purchased.</p> <p>Children create their own messages to support displays of effective e-safety</p> <p>Ensure that the school's website is up-to-date with information to signpost parents/carers.</p> | <p>KS1 children can give examples of issues online which may worry them, their responsibilities to others when socialising online, what bullying might look like online and where bullying online might take place.</p> <p>KS2 pupils can describe some pressures people can feel on social media, their own responsibilities when online and risks of rash</p> | <p>GG/JW</p> | | |

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| | | | | | | communication, how to report issues online, how to capture bullying and report it to trusted adults. | | | |
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| Leadership and Management | | | | | | | | | |
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| <p>Summary from SEF: Subject leaders provide effective oversight of their subject area including 'deep dives' to evaluate the quality of learning within their subjects</p> <p>Governor and Subject leader roles are clearly defined with Governors holding leaders to account for what pupils know and remember across the curriculum as well as standards of attainment and progress measures.</p> <p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practices.</p> | | | | | <p>Success criteria going forward:</p> <ul style="list-style-type: none"> • Subject leaders have strong oversight of what pupils know and can remember in their subject areas • Subject leaders support improvements to teaching, use of assessment and teachers' subject knowledge in demonstrable ways through their deep dives. | | | | |
| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
| | Ensure that safeguarding is highly effective and that policies and procedures ensure that adhered to. | Purchase My Concern. DSL to complete MC training. All staff to complete MC registration. | T1 T2 | GG | My Concern purchased and all staff are aware of how to log any | Safeguarding is effective and staff are confident in sharing concerns. | GG | | |

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| | | All staff to receive MC training from DSL. All staff, governors and volunteers to complete Prevent training. | T2 | | safeguarding concerns. All stakeholders have a firm understanding of their role in preventing radicalisation. | | | | |
| | | Audit current Child Protection training. | Termly | GG | Termly monitoring of SCR by Safeguarding Governor. Term 1: New staff to receive MNSP training. All teachers to receive updated Level 1 Safeguarding training from LA throughout the year. | Safeguarding is effective and children feel safe at school. All staff and governors have received up-to-date training, including that of CSE, FGM and Prevent. | GG/SE | Level 1 LSCB training for teachers £1000 Deputy DSL training £300 | |
| | | Review Child Protection and Safeguarding Policies | Annual | GG/LGB | Term 1: CP and safeguarding policies shared with all staff. Relevant documents read and signed. SCR updated. | All staff have read and understood all relevant documents that are in line with current guidance. | GG/SE | Termly review of SCR with SE | |

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| | | | | | Termly review of staff files. | | | | |
| 3 | | Ensure that Safeguarding Governor reports to LGB on safeguarding and CP | Termly | SE | SE to meet with SLT to discuss safeguarding and CP issues. Review the school's action plan and report on progress towards | LGB carry out their statutory responsibilities and are aware of safeguarding concerns that the school has. Actions taken by the school are monitored and are robust. | LGB | | |
| 4 | Teachers feel well supported and confident to do their job to the best of their ability. | <p>Review assessment schedules and procedures to ensure efficacy and workload balance.</p> <p>Ensure subject leaders have adequate release time to meet role requirements.</p> <p>Ensure that staff attend all relevant CPD opportunities</p> <p>Ensure that staff workload is manageable</p> | <p>T1: Onwards</p> <p>T1 - One pm per half term.</p> <p>T1 onwards.</p> <p>T1 onwards</p> | <p>MAT/GG</p> <p>GG</p> <p>CM/KC/GG</p> <p>GG</p> | <p>T1: Subject leader release in place.</p> <p>T1: Link governor visits in the school diary.</p> <p>T2: Staff wellbeing questionnaire to be completed by all staff - repeat T6.</p> <p>T1 onwards: CPD opportunities are shared during staff meetings.</p> | <p>Teachers have clarity on leadership expectations and feel well supported to meet these.</p> <p>Teachers feel release time is adequate to meet monitoring expectations during the working day.</p> <p>Teachers feel well supported, trusted and valued.</p> <p>Teachers feel that school leadership is effective across all levels.</p> | GG/IG | Subject leader release cover. | |

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| | | | | | <p>T1: Appraisal meetings identify areas for further CPD</p> <p>T1: Ensure that there is a balance between school-specific and MAT priorities and that staff feel that this does not compromise their work/life balance.</p> | | | | |
| | <p>Ensure that identification of children/families who require early help receive appropriate support</p> | <p>Weekly staff meetings to discuss children at risk. Safeguarding procedures in place to highlight concerns. SENCo meetings and updating of SSPs. Complete requests for support from outside agencies. SSP reviews throughout the year. Complete EHCP Annual Reviews.</p> | <p>T1: Ongoing</p> | <p>All staff</p> | <p>T2: Annual Reviews and SSPs completed</p> | <p>100% of parents and children are supported effectively.</p> | <p>GG</p> | | |

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| Summary from SEF: Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. | | | | | Success criteria going forward: <ul style="list-style-type: none"> • Governors have the information that they need to hold leaders to account for the quality of education in each subject area • Governors questions to leaders hold them to account for progression in early reading and the progression in learning across all curriculum areas identified in long term plans | | | | |
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| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
| | Governors play an integral part in ensuring that the school is effective in driving improvement | Staff and governors understand school, local and national data. Governors to receive SIMS training so that they can understand and articulate attainment and progress during meetings and can confidently challenge the school's SLT. | Termly | LGB | GG to lead training on the new Analyse School Performance data for new governors. ASP and SIMS reports sent to LGB and analyse termly data to ensure that interventions are effective and hold the school to account. | LGB can confidently articulate attainment and progress of pupils in the context of local and national data. | GG | | |
| | Governors share the clear and ambitious vision for a high quality curriculum and hold all leaders to account effectively for its implementation | Governors to contribute to the intent of the school's curriculum and intent and make sure it reflects school values and aspirations | T1: Share vision and values with FGB. | GG | T2: All governors aware of, and can articulate, school vision and values. T4: CM booked to LGB to share MAT Primary | All governors understand and clearly communicate the school vision and values. Subject leaders feel supported and | GG/IG- Data analysis T2/4/6. FGB notes and agenda show regular FGB visits/engagement | Release time for subject leaders/link visits. | |

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| | | <p>Leaders to feedback to link governors 3 x per year on their intent, implementation and impact in their subject audit documents</p> <p>Named governor for reading completes deep dives with leader 2x per year</p> <p>Governors to receive 3 subject leaders' reports on deep dives each year.</p> <p>Governors meetings and HT reports to focus on leaders' evidence about what pupils know and can remember, and the quality of outcomes in POP assessment tasks</p> | <p>T2/4/6</p> <p>T3/5</p> <p>T2/4/6</p> <p>T1: In progress.</p> | <p>SLs monitored and supported by GG.</p> <p>SLs</p> | <p>curriculum objectives.</p> <p>T2: Performance management (Inc. subject leadership) in place by October 31st.</p> <p>T1: Early Reading Audit completed and shared with LGB.</p> <p>T2: Governor shares strengths/areas for development with LGB</p> | <p>challenged by link governors, to improve learning outcomes for all pupils.</p> <p>Governors, through engagement with monitoring process, feel well informed and confident in school data and outcomes.</p> <p>Governors regularly feedback to parents on how the school is doing.</p> | <p>in raising standards across the school.</p> | | |
| | <p>Ensure that the way the school uses the Pupil Premium is founded on good evidence.</p> | <p>Review progress of PP children using HT reports and compare PP data with using ASP. Evaluate impact of provision and decide upon PP spending for 2020-2021</p> | <p>T1 onwards</p> | <p>GG/LGB</p> | <p>T1: Analysis of PP achievements T1: PP strategy for 2020-2021 completed. Monitoring of PP children in class through</p> | <p>LGB can confidently articulate how PP income is spent and how this impacts on the progress of PP children.</p> | <p>GG/LGB</p> | | |

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| | | Termly updates from HT about PP attainment and progress. | | | lesson observations, book scrutiny and conferencing Termly HT reports focus on PP progress Terms 2, 4 and 6 - NFER tests, Key Stage tests | | | | |
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Early Years: curriculum design, content, sequencing and progression , support for children with SEND, teaching of phonics, communication and language, love of reading, characteristics of effective learning, staff interactions, using and understanding numbers, communication with parents, healthy development.

Summary from SEF:

Our children benefit from meaningful learning across the curriculum. The teaching of phonics is effective and staff ensure that children practise their reading. Our children demonstrate positive attitudes to learning and they listen and respond positively to each other and adults alike.

Success criteria going forward:

- Children have the knowledge and skills across all seven areas of learning. They develop the vocabulary and phonic knowledge to read accurately with increasing speed and fluency.
- Children are ready for Year 1 and have excellent personal, physical and social skills to succeed.

| | Objective | Actions, including CPD | Time Scale | Responsible | Milestones | Outcomes | Monitoring | Resources cost | Status |
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| | Ensure that parents are provided with information to | Parents' Evenings Parental Phonics workshops | T1 onwards | GG/EP | T2/4: All parents attend Parents' Evenings | 100% of parents comment that they are well-informed | EP/JA | | |

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| | support their children's progress. | Termly assessments and support for those children who are identified as requiring extra help. Parents receive regular resources to help support the children at home. | | | T3: EP to support those children identified who are at risk of not achieving the Y1 Phonic Screening Check. | about their children's progress. 100% of parents support their children with regular reading at home. At least 80% of children achieve GLD. | | | |
| | At least 80% of children will achieve GLD in EYFS | Regular transition meetings between school and preschool staff to discuss development of individual children | Terms 5/6 | GG/EP | Term 6 - CTs meet with staff to discuss new intake Term 6 – SENCO to meet and discuss needs of disadvantaged/ vulnerable children | Staff have a good understanding of the needs of the children. Children have settled well into school. At least 80% of children have the knowledge and skills required for Year 1. | EP/JA/GG | £300 | |
| | | Baseline assessment of children | T1 | EP/JA | Term 1 – baseline completed | CTs to track children to ensure good progress from their starting points | GG | Non-contact ½ day £100 | |
| | | Learning Journey to be regularly updated, highlighting next steps | Weekly | EP/JA | Terms 2, 4 and 6 - assessments indicate those on track and those who require intervention | Children make good progress and the number of children achieving GLD is at least 80%. | GG | Learning Journeys £400 | |
| | | Ensure that children have daily opportunities to develop their | Daily | EP/JA | Weekly assessments and next steps identified | Children have made good progress with at least 80% | GG | Writing resources £200 | |

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| | | independent writing skills | | | | meeting the ELG in writing. | | | |
| | | Regular reviewing of SSPs for those disadvantaged children; setting ambitious targets | Termly | GG | Terms 1, 3 and 5: Review targets EHCP reviews | Children are achieving their individual targets and make good progress from their starting points. | GG | | |
| | To ensure high quality and rigorous phonics teaching | Letters and Sounds Progression in place across EYFS and Y1. Baseline and regular assessment of children's phonic skills Screen all children in EYFS and implement quality interventions Ensure that all TAs have received appropriate phonics training. Ensure parents have a clear understanding of how to support their children. | T1: Ongoing T1: EP to share yearly phonic planning overview with all staff. T1: Phonics parent workshops in place for EYFS and Y1. T1: Staff new to Phonics attend MAT | All EYFS staff | T1: Teachers quickly understand the needs of the children and implement quality interventions which have a positive impact on progress T2: TAs trained and interventions having a positive impact on progress T2: Parents attend Phonics sessions T2,4: Class teachers to report to parents on progress | At least 80% of children achieving ELG in reading. | GG through monitoring quality of teaching of phonics | | |

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| | | | training, and cascade to other staff. | | | | | | |
| | Ensure that children use their phonic knowledge to read accurately with increasing speed and fluency. | Establish Phonic Progression document. Baseline assessment of knowledge. Reading books matched to phonic knowledge which are challenging. Children listened to at least on a weekly basis. Monitoring of reading records to ensure that children are supported at home. Parents attend Phonics workshop. | T1 onwards | EP/JA | Progression document established and used by all staff. Books are challenging and move children on in their learning. Children supported consistently in school and at home. | | GG | | |
| | Ensure that children are able to apply mathematical knowledge concepts and procedures. | Identify children requiring early intervention and to be reviewed on a regular basis NFER baselines complete SL to complete learning walk, book scrutiny and pupil conferencing | T1 onwards T2 | EP/JA | T1: Baseline complete. T1/2: Early intervention 1:1 to consolidate pre EYFS number concepts. T2: Daily number sessions in place and numeracy. | ELG in maths will be at least 80% Children are using the correct mathematical vocabulary in play based learning. | EP/JA/GG IG - Maths lead MAT and Banes moderation events attended. | | |

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| | | | | | T2/T3: Continuous provision involves problem solving situations. | | | | |
| | Ensure that writing outcomes improved. | Opportunities to mark make and write throughout continuous provision/in every area- profile who is using and how. Ensure writing areas encourage progression alongside practise. | T1 onwards T2 onwards | EP/JA | T1: Accurate baseline identifies children for early support. T2: Interventions in place to support children with pencil grip/gross/fine motor skills. T3: Build to 70% of morning time spent on Reading/Phonics/ Writing inc. phonic application and Maths. | At least 80% of children will achieve the ELG in writing. | EP/JA/GG MAT moderation and standardisation throughout the year. BANES Moderation events for EOY judgements. | | |
| | Ensure that children can manage their own feelings and behaviour and understand right from wrong. | T1: PSED baseline assessments completed. T2: Children receive weekly Sparkletime sessions to develop their PSED | T1 onwards | EP/JA | Behaviour of children in school is deemed to be outstanding and supports their learning both in class and on the playground. | At least 90% of children meet PSED ELGs. | EP/JA/GG | | |

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| | | T3 onwards: Implement JIGSAW to support PSHE teaching. | | | | | | | |
| | Ensure that children have daily opportunities to listen to and respond to a range of stories. | T1-6: Daily story sessions. T1: High-quality resources identified and purchased. | T1 onwards | EP/JA | Children listen to stories read to them with enjoyment and concentration. Children discuss the books that they have listened to and can use a wide vocabulary which builds on their cultural capital. | 100% of children enjoy, listen and respond to stories, rhymes and songs. | EP/JA | | |
| | Coherent planning of curriculum Reception and building to Y1 and preparation for the revised EYFS curriculum. | Produce long term planning for all areas of learning across EYFS, in preparation for new ELGs and development matters outcomes and link to requirements of NC in Y1. | T2 onwards | | End T2 | Staff in interviews can explain the sequence and expectations of the EYFS curriculum and understand new ELGs and Development Matters | | | |
| | | Produce consistent planning for continuous provision across EYFS, building towards knowledge needed for Y1 | | | End T2 | Long and medium term planning in place which reflects new observation checkpoints and Development Matters stages. | | | |

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| | | Provide clear expectations of new vocabulary to be introduced at each stage in each area of learning. | | | | | | | |
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