

# Heacham Infant and Junior School/Snettisham Primary School



## Strategic Development Plan



# School – Ethos and Vision

## Ethos

Learning is at the heart of the knowledge-rich curriculum we offer at our schools. This invaluable asset is underpinned by strong values, in particular resilience, equality and compassion. Our priority is to provide a safe, stimulating and diverse learning environment which will enable our pupils to become lifelong learners, inspired by quality teaching which builds and develops their individual talents. We embrace the principle that every child matters and want every child to know how it feels to be successful.

## Core Values

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|----------------|---|
| Respect        | – Engage perceptively with the world around us, showing understanding, treating people with dignity and celebrating diversity                       |
| Responsibility | – Gain an appreciation and understanding of their role in our school, providing leadership opportunities, a sense of belonging and achievement      |
| Honesty        | – Earn the trust, loyalty and confidence of others in our community and be true to our own feelings to strengthen our relationships with others     |
| Resilience     | – Show very positive attitudes to our learning, recognising ‘failure’ as an opportunity to learn, always seeking to do our best and never giving up |
| Aspirations    | – Aiming high and challenging others and ourselves to be the best that we can be.   |

## Vision

Our vision is to create a safe, inclusive and nurturing environment where the curriculum is knowledge-rich, inspirational and relevant to the children’s present needs and future aspirations.

# School – Rationale

## **Heacham Junior School has the following strengths:**

- The quality of teaching, learning and assessment in the school is consistent. Teachers routinely use assessment to support their planning and help pupils to improve their work. Pupils attain in line with national averages in reading, writing and mathematics at the end of key stage 2. Progress shows an improving picture, particularly in writing, so that our three year average is now in line with national expectations.
- The trust provides effective support for the school. The trust’s policies and procedures provide a strong and helpful foundation on which school leaders can base further developments and develop consistency.
- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils’ academic and personal development. Reading has been a focus in this academic year and, consequently, pupils are now making improved progress. They are excited about reading and enjoy using the well-appointed library.
- Pupils’ well-being is central and the staff have strong, positive relationships with those in their care. The school strongly supports pupils’ spiritual, moral, social and cultural development. Pupils are well-prepared for life after school and for life in modern Britain. There are many opportunities for pupils to experience activities beyond the school site. They take part in joint events with the infant and high schools, and perform at venues locally and further afield, which gives pupils confidence and performance skills.

- The school strongly promotes positive attitudes to learning, including ‘Characteristics of Effective Learning’ (COEL) and champions a ‘have a go’ approach, using ‘Marvellous Mistakes’ as learning opportunities. The forest school provision is a crucial asset in this; pupils develop strong teamwork, resourcefulness and resilience, with activities closely linked to the core curriculum.
- Behaviour in lessons and around the school is respectful between adults and children. Pupils are polite and friendly to one another. They feel safe and well cared for in school.
- Leaders have an accurate view of the strengths and weaknesses of the school. They check that their actions are making a difference.

**Heacham Infant School has the following strengths:**

- The quality of teaching, learning and assessment in the school, both in EYFS and KS1, is consistent. Standards remain above the national average for reading, writing and mathematics at the end of Year 2 and the number of children reaching a good level of development by the end of the Reception Year is now above the national average. These achievements represent pupils’ progress.
- The school strongly promotes positive attitudes to learning, including ‘Characteristics of Effective Learning’ (COEL) and champions a ‘have a go’ approach, using ‘Marvellous Mistakes’ as learning opportunities. The forest school provision is a crucial asset in this; pupils develop strong teamwork, resourcefulness and resilience, with activities closely linked to the core curriculum.
- The trust provides effective support for the school. The trust’s policies and procedures provide a strong and helpful foundation on which school leaders can base further developments and develop consistency.
- Leaders provide a rich and engaging curriculum that provides pupils with opportunities to practise their basic literacy and numeracy skills and that supports pupils’ academic and personal development. English, communication and language has been a focus in this academic year and we have seen consistent impact across the school.
- The lessons in class and the educational trips give pupils many happy and informative experiences that they will remember for a long time.
- Staff have strong, positive relationships with those in their care. The school strongly supports pupils’ spiritual, moral, social and cultural development. Pupils are well-prepared for KS2 through developing planned transition opportunities from Early Years and KS1. They take part in joint events beyond the school site with the junior and trust schools, which gives pupils confidence and performance skills. They experience life beyond the local area and this widens their horizons.

**Snettisham Primary has the following strengths:**

- Leaders have established stability following a lengthy period of turbulence, securing improvements in teaching and a shared commitment from all staff to improve the school further.
- The quality of teaching, learning and assessment in the school is now stable . In 2019, standards in EYFS, Year 2 and Year 6 show an upward trend. Teachers routinely use assessment to support their planning and help pupils to improve their work. Within cohorts that are well below the national average in size, disadvantaged and SEN pupils make encouraging progress.
- The trust provides effective support for the school. The trust’s policies and procedures provide a strong and helpful foundation on which school leaders can base further developments and develop consistency.
- The school is highly inclusive. Pupils who have special educational needs and/or disabilities are supported well.
- Leaders provide a rich and engaging curriculum. Teachers plan lessons which interest and motivate pupils. They have good relationships with pupils. Additional adults make a strong contribution to pupils’ learning because teachers and teaching assistants work effectively in partnership.
- Pupils’ spiritual, moral, social and cultural development is a strength of the school. A broad range of learning opportunities is provided and pupils are helped to develop into caring and sensible individuals.
- Pupils are not afraid to ‘have a go’ and use mistakes as learning opportunities.
- Behaviour is good across the school. Pupils enjoy learning and playing together. Those pupils with behavioural issues are well managed so that they rarely disrupt the learning of others.
- Leaders are highly committed and ambitious for the school. Leaders have an accurate view of the strengths and weaknesses of the school.

## What do all the schools need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that middle leaders have a clear understanding of their roles and responsibilities and are accountable for the continued improvement of their subject.
- Improve the quality of teaching, learning and assessment to raise pupils' achievement by ensuring that all teachers:
  - Increase the percentage of pupils achieving the higher standards and/or greater depth in reading, writing and mathematics by providing further challenge to the most able pupils.
  - Further strengthen the progress made by all pupils and particularly disadvantaged pupils so that any gaps between their attainment and others nationally diminish.
  - Improve pupils' attainment and progress, especially the disadvantaged pupils.
- Improve personal development, behaviour and welfare by:
  - Continuing to work closely with parents, to raise attendance rates further and to reduce the potential for incidents of persistent absence and lateness.

### Heacham Infant specific

- Ensure that children's progress is accelerated in the Nursery and Reception Years by making sure that the provision, teaching and assessment are of consistently high quality pupils' speaking, listening and concentration are well developed, particularly the boys', so that spoken and written language skills are consistently good or better.
- Monitor the implementation of Read, Write Inc to support early reading and help improve outcomes in the phonics screening check in Year 1.
- Ensure that more able pupils, including disadvantaged, maintain progress/prior attainment from EYFS to the end of KS1.

### Heacham Junior specific

- Improve the quality of teaching and learning, and, consequently, progress made by pupils by: – ensuring that pupils have greater opportunities to develop their understanding of mathematics by use of reasoning and explaining their ideas – developing the long-term curriculum planning so that it is clear how pupils will build on and apply their knowledge in each subject as they move through the school.

### Snettisham specific

- Improve the quality of teaching and learning so that pupils are challenged consistently in all classes and subjects.
- Improve the proportion of pupils (including disadvantaged) making the accelerated progress that is needed to reach expected standards.
- Monitor the implementation of Read, Write Inc to support early reading and help improve outcomes in the phonics screening check in Year 1.

| Strategic Priorities               | Objectives  |   |  |
|------------------------------------|---|---|--|
|                                    | 2019 / 2020 (Year 1)  | 2020 / 2021 (Year 2)  | 2021 / 2022 (Year 3)   |
| <b>Quality of Education</b>        | <p>A1 - Implementing and embedding the knowledge curriculum.</p> <p>A2 - Improve the quality of teaching in phonics, reading and writing across the school.</p> <p>A3 - Ensure all abilities are suitably challenged.</p> <p>A4 - To embed maths mastery across the school so it is consistent across three schools</p>   | <p>A1- Knowledge curriculum demonstrates higher outcomes for learning through strong curriculum</p> <p>A2 - Phonics attainment and progress are at national outcomes with disadvantaged children attaining threshold</p> <p>A3- Progress for children in vulnerable groups and low/middle attainers increases</p> <p>A4 - Maths mastery practice is a model for other schools</p> | <p>A1 – To have an outstanding enriched curriculum embedded for pupils</p> <p>A2 – For attainment and progress in phonics and core subjects to be significantly above National.</p> <p>A3 - All pupils make excellent progress across year groups</p> <p>A4 - Maths mastery across schools is identified as exemplary practice</p> |
| <b>Behaviour &amp; Attitude</b>    | <p>B1 - To embed the new behaviour policy.</p> <p>B2 - To further develop and embed restorative practice and introduce peer mediators.</p> <p>B3 - To achieve higher attendance across schools, particularly those with SEN.</p>  | <p>B1- Maintain the positive behaviour around the site and at play</p> <p>B2 - Allow peer mediators to train others and reduce conflict at playtimes</p> <p>B3 - To maintain higher attendance across schools for all groups</p>  | <p>B1- Exemplary behaviour is sustained within school environment and community</p> <p>B2 - Low level incidents are managed without adult mediation</p> <p>B3 - Attendance across schools is maintained above national averages</p>  |
| <b>Personal Development</b>        | <p>C1 -To implement roles and responsibilities for children which enhance character, resilience and opportunity</p> <p>C2 - To create and use communication, natural and mindfulness friendly spaces around the schools to improve attachment, vocab and mental health</p> <p>C3 - Embed the enrichment map across schools to provide all pupils with engaging and broad extended opportunities</p> | <p>C1 -Maintain enthusiasm and status for those who take on roles and responsibilities in school</p> <p>C2- To maintain the use of communication, natural and mindfulness friendly spaces around the schools to enhance the wellbeing and creativity of children and staff</p> <p>C3- Disadvantaged pupils and SEN children benefit from enrichment work in a sustained</p>       | <p>C1-Exemplary practice for pupil roles in school is sustained</p> <p>C2- All three schools provide highly enabling spaces to support creativity, relaxation and mental health</p> <p>C3- By going above and beyond, Enrichment map provide three schools with an exceptional tool to enhance education for all children</p>      |
| <b>Leadership &amp; Management</b> | <p>D1- Ensure strong, positive shared values are communicated to all staff and are in line with Education and Inspection Framework 2019, provide quality CPD to facilitate growth in pedagogy and devolved leadership</p> <p>D2 - Develop and implement quality assurance and accountability framework</p>  | <p>D1- Senior and Middle leaders are able to evidence impact from our shared values and curriculum practice alongside a strong sense of wellbeing</p> <p>D2- Embed policies and procedures for strong curriculum provision that can be used and maintained by middle leaders and teachers with application of CPD</p>   | <p>D1- School culture is warm and positive and workload practices are strongly supporting staff and pupil wellbeing</p> <p>D2 - Consistently demonstrate evidence of policy and practice in use across all classes at all levels evidencing that Teachers' subject and pedagogical</p>   |

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|             | D3 - Leaders refresh parental engagement and communication strategy to reflect changes in organisation   | D3 Parents have frequent opportunities to be part of the school vision with local employers built into enrichment map   | content knowledge consistently build and develop over time.<br>D3 - Very high levels of support, interaction and confidence are evidenced from parents   |
| <b>EYFS</b> | E1 - To develop the EYFS knowledge curriculum plans across all EYFS classes 2yr -YR<br>E2 - To increase communication and vocab friendly teaching and outdoor spaces to include access for parents<br>E3 - To increase challenge for all pupils to increase exceeding outcomes, particularly for disadvantaged | E1 -Ensure plans that balance knowledge rich teaching with characteristics of effective learning are embedded consistently<br>E2- Build on impact from communication friendly strategy and sustain parental partnerships<br>E3- Provide provision organisers and steps for depth for prime and specific areas | E1- Have exemplary EYFS practise across all classes<br>E2- Engage communication strategy with wider settings within community to share resources/space<br>E3- Numbers of children that meet and exceed ELG are above national averages in prime and specific areas |

#### Priority Areas For Improvement

##### Quality Of Education

- A1 - Implementing and embedding the knowledge curriculum.
- A2 - Improve the quality of teaching in phonics, reading and writing across the school.
- A3 - Ensure all abilities are suitably challenged.
- A4 - To embed maths mastery across the school so it is consistent across three schools

##### Behaviour and Attitude

- B1 - To embed the new behaviour policy.
- B2 - To further develop and embed restorative practice and introduce peer mediators.
- B3 - To achieve higher attendance across schools, particularly those with sen.

##### Personal Development

- C1 -To implement roles and responsibilities for children which enhance character, resilience and opportunity
- C2 - To create and use communication, natural and mindfulness friendly spaces around the schools to improve wellbeing
- C3 - Embed the enrichment map across schools to provide pupils with engaging extended opportunities

##### Leadership and Management

- D1=Provide quality CPD to facilitate growth in pedagogy, leadership at all levels and that establish strong, shared values in line with Education and Inspection Framework 2019
- D2 - Develop and implement accountability framework
- D3 - Refresh parental engagement and communication strategy to reflect changes in organisation

Early Years

- E1 - To develop the EYFS knowledge curriculum plans across all EYFS classes
- E2 - To increase communication and vocab friendly teaching and outdoor spaces to include access for parents
- E3 - To increase challenge for all pupils to increase exceeding outcomes, particularly for disadvantaged

## Priority A – Quality of Education

| A1 – Implementing and embedding the knowledge curriculum. |  |  |  |   |   |   |   |  |  |
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| TRUST STRAND  | INFORMATION  | IDENTIFY   | INTERVENTION   |   |   | IMPACT  |   | EVALUATION   |  |
|   | Where are we now?  | Where do we want to be?  | How will we get there?   | Timescale   | Lead  | What will be the impact?  | Review  | Status Notes – Actual Impact   | RAG  |
|   | <p>Created a strong vision for a knowledge curriculum to support vocabulary development, broaden character/ horizons within a British values context. Schools completed academic year 2018/19 using themes and topic approach but children recalled less content from subjects than expected when asked. Visited inspirational West London Free School and worked with Emma Lennard.</p> | <p>Have completed high quality short-term lesson plans for the whole academic year through the work of the Knowledge Curriculum working group in collaboration with Civitas Consultant.</p> <p>- Implement the Knowledge Curriculum across all Primary schools</p> <p>-Monitor impact of pupils' outcomes through Knowledge Curriculum deep dives.</p> | <p>All Staff ( TchS/Tas ) Meet Emma Lennard and experience Curriculum day to follow up WLFS visits to Hammersmith</p> <hr/> <p>Include senior, middle and new teachers in writing plans by releasing them to join across schools to continue Spring and Summer units</p> <hr/> <p>Implement a timetable across schools with discrete subject specific lessons.</p> <hr/> | <p>3/9/19<br/>18/10/19<br/>4/1/20</p> <p>Dates TBC</p> <p>from 4/9/19</p> | <p>EL Osiris SLT</p> <p>Trust HT</p> <p>ExLT SLT</p> <p>All ELT</p> | <p>Vast majority of staff report positively on the quality of our new curriculum</p> <hr/> <p>Increased number of trips, workshops experiences compared to 2018/9 for all children (- higher levels of cultural capital in rural coastal context)</p> <hr/> <p>Book look shows timetable is implemented in ALL classes</p> <hr/> <p>Increased positive anecdotes and recall reported in 2019/20 pupil -</p> | <p>PM meeting termly</p> <p>Termly check</p> <p>Two weekly checks in CPD sessions</p> <p>Two weekly</p> | <p>All classes adopted aspects of vision for new curriculum</p> <ul style="list-style-type: none"> <li>• Working walls</li> <li>• Pace of delivery</li> <li>• Subject books</li> <li>• Key vocab</li> <li>• Tables arranged to facilitate attention</li> <li>• Timetables amended</li> <li>• Increased trips and clubs</li> </ul> <p>All Staff have visited WLFS and speak positively about the curriculum – adjustments are made to areas of difficulty and support offered</p> | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input checked="" type="checkbox"/></p> |

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|  | Curriculum teams, who are excited to get going, have completed Autumn Term 2019 plans across all ages and all subjects  |  | Conduct frequent learning walks to check delivery of timetable each time<br><br>Check books for evidence that maximises teaching and learning time.   | from 4/9/19  |  | discussion compared to 2018 /19 surveys<br><br>Book looks show improved standards compared to last year's books   | drop ins from staff                                 | Book Looks are showing improved quantity in each subject and quality is improving<br>Continue  |  |
|  | Middle leaders have an emerging set of skills to improve subjects across the school which can be increased through support and CPD  | Middle leaders will feedback on the impact on pupils' outcomes through their enquiry work and support using Knowledge Curriculum deep dives, pupil discussions and learning walks<br><br>Offer advice to all staff , governors through peer work, workshops, CPD and own subject specific skills | Teach middle leaders to continue subject leadership through weekly CPD spotlight sessions on subjects - history, geography, science, RE, PSHE<br><br>Model deep dives, learning walks and pupil led book looks - raise expectations for what children and staff can know and remember.<br><br>Give all middle leaders a session every 6 weeks to complete walk/discussion/book look and feedback to staff SO that Peer support and reflection become quality assurance - learning walk culture with open agenda WWW/EBI | Trust/ HT starts Sept 19<br><br>weekly CPD<br><br>six weekly | SLT model<br><br>Subject leaders                               | Increased outcomes to 18/19 on staff wellbeing surveys about workload reduction through collaboration, time to deliver subject leadership and sharing of materials and resources in wider Trust<br><br>Subject Leaders who report increased confidence and focus compared to 18/19<br><br>Majority of subject leader's deep dives evidence improvements in pupil learning compared to 18/19 (increasingly higher standards of broad curriculum, quantity of recording, presentation, HW, writing organisation and reasoning promoted and evidenced) | End of Term<br><br>End of Term<br><br>Six weekly    | Staff are sharing planning and resources and CPD within Trust. This is valued highly Creating knowledge expertise and encouraging no books taken home to ensure work life balance<br><br>Data from staff not gathered – await end of Autumn<br><br>Anecdotes are emerging that are positive<br><br>Deep dives undertaken by all subject leads by end of Autumn which has enabled staff to know what is being learnt<br><br>Book looks show far higher quantity of work across all subjects that last year- children can talk about each area and show they can remember key facts and vocabulary | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input type="checkbox"/> |
|  | Staff confidence surveys completed in 18/19 show some perceived areas of strength (English) and some perceived weaknesses (foundation subjects) New knowledge curriculum raises the bar for us all with ambitious coverage within Geography, Science History, Art, RE | Knowledge CPD provided for staff that fills some gaps and generates an excitement about enquiry, questioning and fact discovery- create a pub quiz style to deepen our familiarity with units and lesson plans<br>staff that can connect the subject areas to start debate and analysis          | Respond to teacher feedback and give weekly CPD with repeated agenda of key items on SDIP. Include wellbeing of staff on weekly staff meeting agenda<br><br>Build in additional CPD for key subjects in knowledge curriculum - hist,geog, PHSE, RE with CPD slot called<br><b>#spotlightonknowledge</b>   | Weekly wellbeing check<br><br>weekly CPD                     | LJ<br>EH<br><br>Kate Starling, Keving Baldwin , Alan Parkinson | Staff report increased well being compared to 18/19 and that leaders care about this<br><br>Staff say they value the CPD provided and acknowledge positive impact from leaders on teaching and learning<br><br>Knowledge for history, Geog, RE, PSHE increase compared to audit 18/19   | weekly<br><br>temly survey<br><br>audit half - year | Data from staff not gathered – await end of Autumn<br><br>Anecdotes are emerging that are highly positive<br><br>CPD has been flowing for staff in many areas – history, RE, Maths, Phonics., English  | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input type="checkbox"/> |



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|  |  |  | Termly knowledge quiz using pupil knowledge organisers to fill staff gaps in knowledge - wellbeing prize for winning school | Termly |  | Staff report they have higher levels of knowledge compared to audit 18/19 in subjects they were not confident in | Termly |  |  |
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## A2 – Improve the quality of teaching in phonics, reading and writing across schools.

| TRUST STRAND | INFORMATION   | IDENTIFY  | INTERVENTION  |  |   | IMPACT   | EVALUATION                                 |  |   |
|--------------|---|---|---|--|---|--|--|--|---|
|              | Where are we now?   | Where do we want to be?   | How will we get there?  | Timescale  | Lead  | What will be the impact?   | Review                                     | Status Notes – Actual Impact   | RAG   |
| 1            | Outcomes in Y1 phonics were lower than National in 2019, particularly at SPS and this is a concern for future learning of phonics using letters and sounds. We are adopting a refreshed strategy and new CPD in RWI | Attain Phonics outcomes that are at national for 2020 for both schools (within one child for smaller cohorts)<br>Children who face disadvantage to make threshold from lower starting points - Children who are ALL confident decoding words and sentences in Y1. | Follow RWI process and use resources from DAY ONE (4th Sept)<br><br>SLT identified to support delivery model in RWinc at HIS (Catherine) SPS (Louise/Clare) and to push checking of teaching and learning<br><br>Phonic lead to deliver workshops and support materials for parents that are RW Inc | across year with half term AFL<br><br>Lead teacher weekly checks-report to SLT<br><br>By 10/9/19 | CT<br>LJ/<br>CE<br><br>CT<br>CE<br><br>CT<br>CE | All KS1 and EYFS staff are seen to teach phonics well to deliver a fast paced system that gives children phonic stage they need to build on skills<br><br>Tracking shows that all children are increasing skills in blending and segmenting, demonstrating increasing decoding skills throughout the year - target 90% to attain pass in test<br><br>Parental surveys comment on workshops /resources usefulness and | weekly<br><br>six weekly<br><br>October 19 | Staff are good at delivering new RWI session – they are keeping to timetable and pace<br><br>Ch are demonstrating recall of phonemes and phonic knowledge.<br><br>Workshop took place in Aut and feedback was positive – good attendance | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input checked="" type="checkbox"/> |
|              | Teaching of reading is through a variety of schemes - phonics, Power of   | Pedagogy between schools should become stronger and consistent so children who come out of EYFS ready can make rapid  | Agree how daily reading happens - refresh procedures across all school and increase reading on timetable - make sure TCH /TA reading aloud takes place daily  | Day 1<br>4/9/19  | CT<br>SLT                                       | Dedicated reading takes place every day in all classes with sessions for pleasure and phonics  | Termly                                     | English Lead and phonics lead have collaborated to refresh reading expectations to ensure every class uses reading for pleasure alongside phonics and  | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input checked="" type="checkbox"/> |

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| <p><b>Reading (EYFS, KS1) Destination Reader (KS2)</b></p> <p>Destination Reader has been implemented since Jan 2019 and some progress is evident across the schools</p> <p>Some children are choosing to read books that do not provide enough challenge (regardless of their reading ability)</p> | <p><b>progress in learning from Day 1</b></p> <p><b>book looks, classrooms and attainment is aligned across schools</b></p> <p><b>To secure national outcomes with higher expectations for more able</b></p> <p><b>Everyone a reader</b></p>  | <p><b>Ensure children are changing books and reading every day - Agree how this happens and how families are involved</b></p> <p><b>Implement daily pleasure for reading session that includes ALL children, particularly more disadvantaged and use session to predict, discuss vocab, infer and express (T4W model texts supplemented by RWI and POR)</b></p> <p><b>Use a standardised reading age test to baseline children's reading ability, recheck each term</b></p> <p>Developing 'reading as a reader' and 'reading as a writer' so that all learners have opportunities to 'read' high quality books.</p> | <p><b>By 10/9 agreed procedures are agreed and in place</b></p> <p><b>October 2019</b></p> | <p><b>EJ CE</b></p> <p><b>teachers</b></p> | <p><b>All classes have Oracy boards and working walls that evidence daily opportunities to hear stories, decode words and sentences discuss vocab, infer and predict from text</b></p> <p><b>Outcomes for reading demonstrate that no child is left behind - close to 100% of children read well by the end of KS1 with higher than national % exceeding</b></p> <p><b>All pupils increase reading age schools each term</b></p> | <p>fortnightly</p> <p>termly</p> <p>End of term</p>                              | <p>teaching through destination reader</p> <p>Oracy boards are in place and Key Vocab is evident throughout schools</p> <p>Salford reading has been taken as a benchmark and will measure each term</p>  |   |
| <p>Teaching of writing has been generally taught from a class text with isolated SPAG lessons</p>   | <p>T4W strategy is embedded across all schools and writing standards are more in line with national average</p> <p>Each class to be a vocabulary rich, exciting and inspirational space showing a love of quality literature with purposeful and challenging learning walls and book corners with quality books</p> | <p>English to be taught through T4W - emphasis on the Imitation stage using WAGOLLS effectively and consistently to give learners a clear understanding of what they are aiming for in their writing.</p> <p>All learners exposed to high quality model texts and class books.</p>  | <p>start Autumn term 2019</p> <p>ongoing</p>   | <p>Teachers</p> <p>teachers led by</p>     | <p>All teachers will be confident in teaching English following T4W</p> <p>WAGOLLS, Marvellous Mistakes and purposeful learning walls will be evident in all classrooms</p> <p>Good word choices will be evidenced in learning checks</p>  | <p>end of term</p> <p>fortnightly learning walks</p> <p>termly pupil surveys</p> | <p>T4W is used across classes and key features are evident in books – cold/hot writes, story maps, short bursts, model texts<br/>Planning in place across Aut/Spring for all including EYFS</p> <p>Word choices are becoming more ambitious – drawing from key vocab used in foundation subjects and</p> | <p><b>R</b> <input type="checkbox"/></p> <p><b>A</b> <input type="checkbox"/></p> <p><b>G</b> <input checked="" type="checkbox"/></p> |

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|  |  |  | Rich vocabulary makes up part of the classroom environment.<br>Learning walls reflect current learning with rich vocabulary, WAGOLLS, grammar and punctuation allowing access for each learner. | half termly<br><br>ongoing | CE, CT, EJ | and pupil discussions and sustained<br><br>Teachers will have noticed increased vocabulary across the school since 18/19<br><br>Our Pixl assessments are in line and above pixl family | Pixl assessments | model texts – big impact starting<br><br>Anecdotes evidence this in KS1 and KS2<br><br>Reading pixl are close to pixl family – await Dec download |  |
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### A3 – Ensure all abilities are suitably challenged.

| TRUST STRAND | INFORMATION   | IDENTIFY  | INTERVENTION   |             |               | IMPACT   |   | EVALUATION  |  |
|--------------|---|---|--|-------------|---------------|--|---|---|--|
|              | Where are we now?   | Where do we want to be?   | How will we get there?   | Timescale   | Lead          | What will be the impact?   | Review                                  | Status Notes – Actual Impact  | RAG  |
| 1            | Exceeding outcomes are improving but have been lower than National Averages<br><br>Topic/Theme approach has meant that challenge is not always evident in Foundation subjects.<br><br>Where generic recording/worksheets are used there is a lack of challenge in any group | All learners can connect ideas and apply skills through expertise of staff in helping child to think further.<br><br>Ch to have a deeper knowledge of individual foundation subjects and are challenged to build on their prior knowledge and broaden their thinking skills through challenging questions | Subject specific high level vocabulary is used by staff and children<br><br>Knowledge organisers are shared with families<br><br>Socratic questions are used to aid our Step for Depth | Half termly | EH<br><br>Tch | Children will remember and use more subject specific terms and correct vocabulary which is at least age appropriate, to explain, describe and demonstrate knowledge<br>More children will exceed in end of term assessments<br><br>Parents support learning at home<br><br>Step for Depth taught in every lesson and clear in book looks | half term<br><br>half term<br><br>daily | Not enough pupils are exceeding currently – we await end of term moderation across schools<br><br>Step for depth is clear across schools – need to embed and make relevant<br><br>Homework continues to be completed – home challenges show some marvellous responses – often from hard to engage | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input type="checkbox"/> |

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|   |  | Step for Depth in all subjects  | Step for depth added to all midterm plans in knowledge curriculum |     | Tch   | and working walls - for all learners |  | families ( painted football stadium)   |  |
| We understand the importance of addressing mistakes but these are not always addressed quickly enough nor revisited | <p>'Mistakes' are seen as an opportunity to learn and to further challenge so children learn and understand</p> <p>Teachers maintain high expectations for all learners and consistently challenge</p> <p>children develop resilience and are not afraid to challenge themselves as the classroom culture celebrates 'mistakes' as a valuable part of the learning journey</p> | <p>Marvellous mistakes board and visualisers used in each classroom to identify common mistakes</p> <hr/> <p>Partner 1 and 2 Talk is used from Y1-Y6</p> <hr/> <p>Teachers use pre-teaching and revisit concepts/key vocabulary, giving all children time to embed learning</p> | <p>daily</p> <p>Each lesson</p> <p>daily</p>                      | Tch | All tchs use tools effectively to help understanding for all children during each day | Regular fortnightly lesson support   | <p>Staff are working hard to adapt learning for all children</p> <p>Common mistakes identified</p> <p>Need more use of visualizers</p> <p>P1/P2 used in class</p> <p>Pre teaching used to establish prior attainment</p> | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> |  |

#### A4 – To embed maths mastery across the school.

| TRUST STRAND | INFORMATION       | IDENTIFY                | INTERVENTION           |           |      | IMPACT                   |        | EVALUATION                   |     |
|--------------|-------------------|-------------------------|------------------------|-----------|------|--------------------------|--------|------------------------------|-----|
|              | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
|              |                   |                         |                        |           |      |                          |        |                              |     |

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| 1 | <p>HJS 2019 SATs results have shown no change in percentage achieving EXS or higher (72% 2018 and 2019), but an increase in those achieving GDS - up from 14% in 2018 to 24% in 2019. At SPS, there was an increase in those achieving EXS or higher - from 67% in 2018 to 69% in 2019 and an increase in scaled score from 102 to 103.</p> <p>A deep dive revealed that KS1 children said that they could only do the simple questions because they were in the 'bottom' group in maths. Only the smart children got to do the challenging work. Within KS2, access to higher level maths was restricted with children feeling that they couldn't choose the hardest next step because it didn't apply to their group.</p> | <p>We want to have all children sitting in mixed ability pairs and having access to the same set of work. We will be able to differentiate via support and questioning.</p> <p>Children need to have the reasoning skills and vocabulary to fully answer a reasoning question-explaining confidently how and why they got to a particular answer.</p> <p>We want all schools to be exceeding in both national average scaled scores and in the % making expected progress.</p> | <p>GW will attend Maths Hub as lead teacher and implement training in school</p> <hr/> <p>Teachers will deliver lessons using Maths No Problem resources and White Rose Maths</p> <hr/> <p>Weekly CPD session in staff meetings to inform staff on common misconceptions</p> <hr/> <p>All children should be sat in mixed-ability pairs. No setting.</p> <hr/> <p>Additional bank of step for depth questions will be added to midterm plans on the google drive for all to access.</p> <hr/> <p>Teachers should spend time modelling how to answer 'explain' and 'prove' questions and display model stem sentences and worked examples on the working wall for children to refer to.</p> | <p>Ongoing -Sept 4th</p> <p>Mon CPD</p> <p>Day 1</p> <p>Aut term</p> <p>Tch</p> | <p>GW/JM</p> <p>GW/JM</p> <p>Tch</p> <p>GW/JM</p> <p>Tch</p> | <p>All teachers will be following a consistent mastery approach using MNP and WRM</p> <hr/> <p>All teachers will report increased confidence in teaching maths mastery</p> <hr/> <p>All children have access to step for depth</p> <hr/> <p>Children will be confident when tackling reasoning questions, particularly those that require an explanation</p> <hr/> <p>Increase in KS1 and KS2 SATs results to above the national average - aiming for 80% EXP and 30% Exc</p> | <p>Fortnightly</p> <p>Termly</p> <p>Daily</p> <p>book looks</p> <p>termly assess</p> | <p>Teachers have had CPD from maths lead and Trust to establish understanding of mastery and use in class. Book looks show key elements are used in each class</p> <p>Confidence has increased across school this term as a result of CPD, support and feedback</p> <p>Step for depth evident in all books – need to ensure this is every day and that more grapple with harder content</p> <p>Maths language is increased through school – lessons require children to write and describe reasoning, use pictures and avoid abstract</p> | <p>R <input type="checkbox"/></p> <p>A ✓</p> <p><input checked="" type="checkbox"/></p> |
|   | <p>Maths Help Desks available since April 2019. Children have access to a range of concrete resources. Children and staff not always confident in selecting appropriate resources</p>   | <p>All learners and teachers understand the CPA approach.</p> <p>teachers have been trained in using bar modelling</p>   | <p>Maths stations with easily accessible concrete resources set up in all classrooms</p> <hr/>   | <p>All year, commencing September</p>   | <p>GW/JM</p>   | <p>All teachers will use CPA approach and modelling where appropriate</p> <hr/>   | <p>Fortnightly</p>   | <p>Increased use of concrete resources seen in class being used</p>   | <p>R <input type="checkbox"/></p> <p>A ✓</p> <p><input checked="" type="checkbox"/></p> |

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|  |  | children routinely use bar modelling | Teachers use concrete and pictorial methods to solve a range of questions      | Autumn 1 |  | Book Looks evidence frequent use of reasoning and part, part whole model use across year groups | Book Look checks | Book looks have range of strategies modelled with part part whole developing across the school |  |
|  |  |                                      | GW provide training in staff meeting on using the bar model. Use of bar models |          |  | Book Looks show accuracy in calculation and tch have addressed misconceptions to help progress  |                  |  |  |

## Priority B – Behaviour and Attitudes

| B1 – To embed the new behaviour policy. |   |  |   |   |   |  |                                |   |   |
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| TRUST STRAND                            | INFORMATION   | IDENTIFY   | INTERVENTION  |   |   | IMPACT   |                                | EVALUATION  |   |
|   | Where are we now?   | Where do we want to be?  | How will we get there?  | Timescale                                       | Lead  | What will be the impact?   | Review                         | Status Notes – Actual Impact  | RAG   |
| 6                                       | Behaviour is improved but should become a strong driver to secure confidence, pride and strong learning ethos | We want our children to show exceptional manners, kindness and resilience- to be recognised as kind and mature pupils who are ready for the next stage in learning and future employment<br><br>We want children to be able to focus and concentrate on the task in hand | Inset to train staff on the new policy. Refer to 'When The Adults Change Everything Changes.'<br><br>30-day focus to implement key features of policy <ul style="list-style-type: none"> <li>Recognition board</li> <li>Thank You and Above and Beyond cards</li> <li>All staff on board to model values</li> <li>Scripts used for de escalation</li> </ul> | Inset Step 2019 30-day focus on Sep Autumn term | EJ (HJ S)<br><br>CT (HIS )<br><br>CE (SP S) | All staff know code of conduct and policy - to demonstrate kindness and positivity<br>All staff agree that there are NO Bad Children<br><br>Parents, visitors and staff will comment on behaviour in and out of class because it is impressive | daily checks<br><br>SLT weekly | Policy implemented, in action and followed<br>Ch get tickets, prizes and reward tea/cakes with AHT<br><br>Higher levels of tolerance and understanding of tricky children seen in staff/ students across schools<br><br>Trips comment on attitude of children | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input checked="" type="checkbox"/> |

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| B2 – To further develop and embed restorative practice and introduce peer mediators |  |  |   |  |   |  |   |   |   |
|---|--|--|---|--|---|--|---|---|---|
| TRUST STRAND  | INFORMATION  | IDENTIFY   | INTERVENTION  |  |   | IMPACT   |   | EVALUATION  |   |
|   | Where are we now?  | Where do we want to be?  | How will we get there?  | Timescale  | Lead  | What will be the impact?   | Review  | Status Notes – Actual Impact  | RAG   |
| Lunch times   | <p>Majority of any behaviour incidents happen at lunchtimes.</p> <p>MSA's could be refreshed with training to involve children in play , solving conflict or setting up zoned areas.</p> | <p>MSAs engaged with the children to support behaviour and attitudes. Use of zoned areas to promote activity, games, reading and craft</p> | <p>1. MSAs attending behaviour training on Inset day in September 2019 and on 17th September with Jenny Mosely - implement</p> <hr/> <p>2. Short walk about to take place each day to support MSA and children in play</p> <hr/> <p>4. Over and above cards used by MSAs.</p> <hr/> <p>5. SLT to monitor and immediately address any serious issues through CPOm.</p> | <p>Sep 2019</p> <p>Sep/Oct 2019</p> <p>Ongoing</p> | <p>EJ</p> <p>LP</p> <p>MSAs</p> <p>LJ/EH/EJ/CT/CE</p> | <p>Games managed well by MSAs and Zoned areas set up with specific play activities</p> <p>MSAs seen to be engaged with the children during walk about</p> <p>Children are engaged leading to less behaviour incidents.</p> | <p>30 day daily check on lunch</p> <p>weekly SLT conversation</p> | <p>MSA training was delayed</p> <p>Needs to take priority for push on lunchtimes in Jan</p> <p>Use JLT to develop ideas</p> | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p> |
| Peer Mediators  | <p>Across the schools there have been 'playground buddies' in the past</p>   | <p>Peer Mediators /Play Leader (supported by MSAs) will plan,</p>  | <p>1.Children to apply for the roles of peer mediators'/ play leaders and talk about</p>  | <p>Sept 19</p>                                     | <p>LP/HLT A/AMW</p>                                   | <p>Playtimes and Lunchtimes continue</p>   |   | <p>Start Jan 2020 following MSa training</p>  | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p>                                   |

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|  | <p>which has been successful. However, training should be delivered to new children.</p> <p>Children were trained as Play Leaders to set up games for children. This needs developing.</p> | <p>facilitate and organise games and activities each day</p> | <p>why they would make a good candidate.</p> <p>2. Play leaders selected and trained in Restorative Practice and circles.</p> <p>3. PE leader to monitor and advise the Leaders.</p> <p>4 PE leader to monitor peer mediators, conducting further meetings/ training as required.</p> | <p>Sept 19</p> <p>Ongoing</p> | <p>SLT</p> <p>HLTA/LP/AMW</p> <p>EH/CT/CE</p> | <p>to be calm and enjoyable</p> <p>Older children are seen to help younger and more vulnerable children learning can start in class promptly.</p> <p>Children are able to resolve minor issues themselves. Become self-regulating.</p> | <p>walk about daily</p> <p>daily</p> <p>weekly SLT report</p> |  | <p>G <input type="checkbox"/></p> |
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**B3 – To achieve higher attendance across schools, particularly those with SEN.**

| TRUST STRAND | INFORMATION       | IDENTIFY                | INTERVENTION           |           |      | IMPACT                   |        | EVALUATION                   |     |
|--------------|-------------------|-------------------------|------------------------|-----------|------|--------------------------|--------|------------------------------|-----|
|              | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |



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| 6 | Attendance across schools is in line with national attendance with a good reduction in persistent absence. However, SEN pupils were most likely to have lower attendance - often due to mental health and anxiety | Retain good attendance across schools (96+) with weekly praise for good attendance in classes and 6 weekly monitoring for PA children             | <p>Continue praising good attendance with children and parents through weekly systems to praise each class - assembly, board display, classdojo</p> <hr/> <p>To revisit use of metacognitive strategies to encourage self-esteem and raise awareness of learning differences (COEL, marvellous mistakes, learning pit, WAGOLL)</p> <hr/> <p>To embed pre-teaching and over learning to support SEND and LA children so they are less anxious about lessons and attendance improves</p> <hr/> <p>Give anxious SEN ch meet and greet sessions linked to class TA</p> | <p>weekly assembly</p> <p>Sencos</p> <p>delivered session</p> <p>Ongoing</p> | <p>EJ/EH</p> <p>CT/EJ /EH/CE</p>        | <p>Attendance will be at 96% for 19/20 and SEN cohort attendance will be within 1%</p> <hr/> <p>Attendance for anxious/SEN pupils will improve from 18/19</p> <hr/> <p>All Staff are seen to support sen/anxious children so they access lessons</p> <hr/> <p>Tch/TA pre teach and meet and greet at start of lesson</p> <hr/> <p>Pupil SEN surveys convey mostly happy attitudes and recognise self-help routes</p> | <p>6 weeks</p> <p>termly</p> <p>weekly</p> <p>termly</p> | <p>Attendance close to 96% at SPS and HIS<br/>Period of high level illness around Nov/ Dec</p> <p>SEN attendance lower than non-Sen though higher than 18/19 currently</p> <p>HJS need to look at key pupils</p> <p>Staff have firm but fair approach – Tas support with meet greet for those with transition issues</p> | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> |
|   | Admin teams, secretaries, SLT implement attendance policy   | Fast action on chasing attendance so that children can be fast tracked quickly and no opportunity is missed. Increased pace from Admin and SLT to | <p>New Trust policy / letter to be distributed in September to staff and families</p> <p>SLT/Attendance lead to discuss Trust policy and procedures with Gaywod Attendance Officer</p> <p>absence returns to be completed on time on perspective</p>   | <p>First week back</p> <p>5th Sept</p>                                       | <p>AR</p> <p>DB</p> <p>VN</p> <p>VR</p> | <p>Policy sent to all families</p> <p>All admin to know policy expectations and comply with procedures</p>   | <p>Sept check</p> <p>half termly attendance</p>          | <p>Policy on website and letters home</p> <p>Emma from gaywood providing support to implement key aspects</p>  | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> |

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|  |  | <p>process those less than 96%</p> <p>Meet monthly with SLT/Attendance lead to discuss policy and procedures and next steps , pastoral team to undertake fast track meetings</p> | <hr/> <p>Admin ensure daily absence checks are robust by alerting SLT to vulnerable children who are missing</p> <hr/> <p>Referrals/letter are made and sent quickly to manage and resolve absence concerns</p> <hr/> <p>Fast track meetings held and minutes kept</p> | <p>Ongoing</p><br><p>Daily</p><br><p>half termly</p> | <p>Admin /SLT</p><br><p>LJ VR</p> | <p>No child is missing in education - robust process for children who are a concern</p><br><p>Increase in attendance meetings, reduced absence for SEN - 95%+ overall</p> | <p>Fast track procedures being used for those of concern to make rapid change</p><br><p>Referrals and letters sent in timely manner</p><br><p>Attendance for SEN around 95% Aut Nov</p> |  |
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## Priority C – Personal Development

| C1 – To implement roles and responsibilities for children which enhance character, resilience and opportunity. |  |  |   |                                    |                  |  |                                |                              |   |
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| TRUST STRAND   | INFORMATION  | IDENTIFY   | INTERVENTION  |                                    |                  | IMPACT   |                                | EVALUATION                   |   |
|  | Where are we now?  | Where do we want to be?  | How will we get there?  | Timescale                          | Lead             | What will be the impact?   | Review                         | Status Notes – Actual Impact | RAG   |
| 6  | The School Council and the Sports Council are elected democratically each year. Representatives attend termly meetings. Sports Council organise Cluster sporting events. | Pupils have specific roles responsibilities, including leadership - Junior Leadership Team (JLT), House Captains, Sports Council and School Council. These roles enhance character, resilience and opportunity.  | Establish Junior Leadership team across the school as ambassadors for learning<br><br>Start School Council Sports Council and House Captains and assign responsibilities                              | September 2019<br><br>by Sept 20th | SLT              | Increase in pupil organised events<br><br>pupils have input into self-evaluation for school  | July 2020                      |                              | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input type="checkbox"/>            |
|  | We have purchased a new PSHE scheme 'JIGSAW' to be implemented across the trust.   | The new PSHE scheme 'JIGSAW' will be implemented. Pupils will know how to keep physically and mentally healthy. The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, | Staff complete PSHE floor books with pictures and examples of activities including pupil voice.<br><br>Deliver JIGSAW units of work for PSHE and monitor coverage/impact via deep dives, pupil voice. | Sept 2019 - ongoing                | EH/SLT /Teachers | Coverage/delivery of JIGSAW is good<br><br>All PSHE floor books showcase learning and demonstrate progress.<br><br>Pupil surveys show that children are developing confidence and self-awareness | half termly<br><br>half termly |                              | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input checked="" type="checkbox"/> |

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|  |  | individual liberty, tolerance and respect. | Displays , lessons, resources to include diversity that reflect modern British values |  |  | Deep dives show that pupils understand equality, respect and diversity |  |  |
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**C2–To create and use communication, natural and mindfulness friendly spaces around the schools to increase opportunities to talk together, vocab and improved confidence/mental health .**

| TRUST STRAND | INFORMATION   | IDENTIFY  | INTERVENTION   |                |                                | IMPACT   |  | EVALUATION   |   |
|--------------|---|---|--|----------------|--------------------------------|--|--|--|---|
|              | Where are we now?   | Where do we want to be?   | How will we get there?   | Timescale      | Lead                           | What will be the impact?   | Review                                       | Status Notes – Actual Impact   | RAG   |
| 6            | We have developed understanding of vital importance of Oracy and communication to enable children to learn to their full capacity. But children are coming to school with low levels of listening, attention, understanding and speaking. Tendency is for children to speak alone, play alongside | We want the school staff and environments to support increased focus on communication , Oracy boards showcase examples of the features of good communication skills, including: active listening, effective questioning, using and applying new vocabulary etc. | Establish 'Oracy Boards' in each classroom to help develop communication/language understanding, expectations and skills.<br><br>Elklan trained EYFS to deliver training in oracy - what to expect? How to promote | September 2019 | SLT / Teachers<br><br>SW<br>EH | Oracy boards are effective in developing listening, speaking and attention skills<br><br>Increased outcomes in CL for EYFS - 95% target combined in CL | July 2020<br><br>Dec 19<br>Mch 19<br>July 20 | Oracy boards clarify what tch are looking for and expectations- behaviour policy strategies used well to engage ch   | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input checked="" type="checkbox"/> |
|              | Communication friendly spaces are beginning to emerge - particularly in EYFS/KS1. Forest School provides a natural space in which to learn and develop specific skills including  | Communication friendly spaces are evident across all classes with attractive reading spaces, talking partner tables (P1/P2) and room for debate and discussions from KS1-KS2. Additional rooms  | Continue to develop indoor/outdoor spaces to encourage talk and interaction<br><br>signposted areas for parents and children to  | Aut 2019       | LJ,<br>CT,<br>EH<br>CD,        | Communication spaces built around school - story area, reading space, parents space, learn hub   | termly                                       | Environments really developed to encourage communication and creativity<br>Reading spaces<br>Art hub<br>Story areas<br><br>No parents – set up class café? | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input checked="" type="checkbox"/> |

|  |                                       |  |   |  |                                   |  |                    |  |  |
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|  | independence, resilience and teamwork | in school to be developed to maximise communication - library, common/debating rooms, learning hubs, sensory spaces and chill out zones, EYFS and KS1 to enhance spaces in class and to develop flexible use to include parental interaction | <p>share seating areas that are cosy, sociable and stimulating.</p> <hr/> <p>Reflect this inside school with storytelling areas, libraries, forest schools, picnic, learning and reflective spaces that are USED by staff and community</p> <ol style="list-style-type: none"> <li>1. toddler groups</li> <li>2. family picnic</li> <li>3. family stories</li> <li>4. care home visits</li> <li>5. farm school visits</li> <li>6. bedtime stories</li> <li>7. den building</li> <li>8. family games sessions</li> </ol> | <p>Aut 2019<br/>by Nov 19</p> <p>Year events</p> | <p>LJ<br/>EH</p> <p>LJ<br/>EH</p> | <p>Areas created are being used regularly by staff and community to maximise communication</p> | <p>half termly</p> |  |  |
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**C3 – Embed the enrichment map across schools to provide all pupils with engaging and broad extended opportunities.**

| TRUST STRAND | INFORMATION       | IDENTIFY                | INTERVENTION           |           |      | IMPACT                   |        | EVALUATION                   |     |
|--------------|-------------------|-------------------------|------------------------|-----------|------|--------------------------|--------|------------------------------|-----|
|              | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |

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| 6 | Assemblies (whole school, house and class) provide opportunities for children to discuss and debate current media/global issues and think of positive ways to contribute. The trust has created an enrichment map which provides a focus each week linked to spiritual, moral, social and cultural events, e.g. Remembrance Day, Ramadan and World Environment Day. | We want our pupils to be exposed to enriching assembly experiences and develop strong cultural capital. Assemblies will provide SMSC coverage, as well as the knowledge and skills required for the next stage in their education. | write an enrichment curriculum map and introduce to staff<br><hr/> Each year has a planned half-termly trip, experience and workshop for each year group for all pupils<br><hr/> Teachers use map on GDrive to deliver assemblies and ensure coverage of broad agenda for social, moral, spiritual and cultural development-equality, diversity, history is reflected | September 2019 - ongoing  | SLT Teachers<br><br>LJ<br><br>Tch<br><br>EH | Staff know expectations for delivering enrichment to pupils each term<br><hr/> Each child has a trip and experience on top of lessons each half term<br><br>Pupils retain knowledge of assembly stories<br><br>photos , anecdotes, displays and assemblies evidencing strong SMSC | July 2020<br><br>Each half term<br><br>termly | Staff use enrichment each term to choose one relevant experience<br><br>Boards in each school developing to evidence enrichment , pupils quotes displayed to enrich  | R <input type="checkbox"/><br>A <input type="checkbox"/><br><input checked="" type="checkbox"/> |
|   | We have a range of extracurricular activities, trips and visitors to the school.  | Children to have memorable experiences that increase independence, resilience and creativity linked to our broad and balanced knowledge curriculum and utilising our local area.   | Develop high school and wider community links - see enrichment map.<br><br>Monitor the impact via collecting pupil voice, feedback from community - high school, church etc.  | September 2019 - ongoing  | SLT Teachers                                | Regular events with local schools and high schools<br><br>Dance, maths, spelling, music and Art events take place each year<br><br>One community event each term completed<br><br>EYFS tch attends toddler group each term for outreach and advise                                | July 2020<br><br>Termly                       | Local high school events undertaken this term ( war/music)<br><br>Calendar organised for events<br><br>Church events in Autumn term – harvest, xmas, wreaths, angels | R <input type="checkbox"/><br>A <input type="checkbox"/><br><input checked="" type="checkbox"/> |
|   | Parental engagement is generally good. Workshops, events and forums are sometimes well attended.  | Parental engagement is very good. Parents are encouraged to attend termly workshops which are closely linked to  | Ensure that workshops/events are held termly.   | September 2019- July 2020 | SLT Teachers                                | Questionnaires reveal that parents feel confident that they are able to support their child's educational,  | July 2020                                     | Workshops for School Improvement, phonics, behaviour, bed time stories and xmas craft event all taken place in Autumn term Attendance was good Feedback              | R <input type="checkbox"/><br>A <input type="checkbox"/><br><input checked="" type="checkbox"/> |

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|  |  | their child's behaviour and learning, e.g. reading for pleasure, maths mastery and happiness and wellbeing - helping resilience. | Questionnaires are completed and analysed. |  |  | social and emotional development. |  |  |  |
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## Priority D – Leadership and Management

**D1–** Provide quality CPD to facilitate growth in pedagogy, leadership at all levels and that establish strong, shared values in line with Education and Inspection Framework 2019

| TRUST STRAND | INFORMATION   | IDENTIFY   | INTERVENTION  |  |   | IMPACT  |  | EVALUATION   |                                       |
|--------------|---|--|---|--|---|---|--|--|---------------------------------------|
|              | Where are we now?   | Where do we want to be?  | How will we get there?  | Timescale                                  | Lead  | What will be the impact?  | Review                                 | Status Notes – Actual Impact   | RAG                                   |
|              | We are in a period of transition - we have new leadership structure which unites three schools and also new Trust strategy for standardisation so that the changes are significant for what was three separate school communities. Our SLT is fresh and energetic, ready to develop leadership skills with CPD undertaken in NQSL and NPQH. | <p>Strong devolved leadership across three schools that rapidly delivers school improvement whilst EXLT quality assures progress</p> <hr/> <p>Strong leaders at all levels will remain informed and able to support others in order to promote provision and outcomes for pupils</p> | <p>Leaders of schools write the school improvement plans for whole school improvement to cover priorities this year to be delegated across AHT, UPS, TLR and EX LT</p> <hr/> <p>Weekly SLT meetings and fortnightly ELT with set agenda to keep on track of SDP progress and key priorities - Staff to report to EXHT on behaviour, learning walk, Knowledge curriculum, book looks, EYFS, Phonics, Safeguarding, SEF, SDP, Wellbeing</p> | <p>July-Sept 2019</p> <hr/> <p>Ongoing</p> | <p>SLT</p> <p>ELT</p> <hr/> <p>SLT</p> <p>ELT</p> | <p>School Improvement Plan will be specific and clear</p> <p>Priorities known by Senior and middle leaders</p> <hr/> <p>D/AHT and UPS will successfully lead organisation and report to ExLT on key priorities in school improvement each week</p> <hr/> <p>Weekly CPD will be a highly effective tool to</p> | <p>half termly</p> <hr/> <p>weekly</p> | <p>All leaders including AHT supported writing of SDIP and are aware of priorities</p> <p>Needs Review together Dec 19</p> <hr/> <p>DAHT, AHT taking higher responsibility to push improvement</p> <p>Leading organisations, making decisions and taking decisive action</p> <p>EHT checking and pushing that right priorities get most time</p> | <p>On track</p> <hr/> <p>On track</p> |

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|   |  | Regular CPD and collaborative sessions to improve staff pedagogy, skills and knowledge  | Weekly CPD for all-schedule to be written each term by EXHT/EXDHT to provide all staff opportunities to contribute and learn with more open forum for debate and reflection. (See CPD schedule - Appendix 1) |   | LJ/E<br>H  | develop confidence, ability and skills of staff<br><br>Lessons will show strong practise across age groups<br><br>Staff surveys acknowledge usefulness of CPD and enjoyment of support |  | Weekly CPD has taken place to train staff in values and knowledge                               |  |
| The SLT and some of ELT are clear on vision. Less clear are MPS staff and TAS who have had less time to discuss and analyse the new direction we are taking<br>BUT - Teaching and learning policy, live marking, EYFs and new curriculum are understood by all and a growing excitement is occurring as we enter implementation from SEPT 19. | All teachers to feel valued and involved in new curriculum implementation<br><br>All staff to understand the intent of our new curriculum<br><br>Middle leaders and new teachers are developed to become strong teachers and subject leaders<br><br>Tas are developing skills that mirror the teachers , | Cohort of MPS teachers and Tas to visit West London Free School so everyone has been included in our journey.<br><br>Curriculum day/ Questioning training for all staff from quality providers (Osiris/Emma Lennard)<br><br>Targeted termly CPD for NQT and RQT at Gaywood school run by Trust staff about these important strategies<br><br>Senior/Middle leaders to attend whole Trust Curriculum and Subject leader events so they can run deep dives and book looks to evaluate and plan action | Aut 2019<br><br>Sept 2nd<br>January<br>October<br><br>CPD and Gov Schedules<br><br>Trusts HT<br>Sept/<br>Feb/<br>April   | ER/<br>CD/<br>SW/<br>CH/<br>YW/<br>RS/<br>NC/<br>FN/L<br>J<br><br>Trus<br>t HT<br><br>LJ/E<br>H<br><br>Trus<br>t HT | Every teacher and leading TAs will have visited WLFS<br><br>All staff value delivery of knowledge rich curriculum through teaching policy<br><br>All classrooms develop strong practise in line with tch policy<br><br>MPS teachers demonstrate developing subject leadership that improves pupils' experiences and attainment<br><br>Retention of staff is good - all teachers remain in role through year due to CPD | termly<br><br>weekly<br><br>termly<br><br>weekly<br><br>half termly<br><br>Termly  | Teachers have all visited WLFS by Nov 19<br><br>Staff value the curriculum over thematic curriculum<br><br>Classrooms are all in line with policy and strong practise is developing<br><br>MPS are working collaboratively – some require additional support<br><br>Staff remain in place in all schools apart from one, | <input type="checkbox"/> R<br><input type="checkbox"/> A<br><input checked="" type="checkbox"/> |  |



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|  |  | questioning is evident that helps children progress | <p>TA CPD sessions delivered in lesson time each term with a member of SLT to connect practise and vision-Schedule written by EXLT Osiris training for TAs on questioning</p> <hr/> <p>Surveys are given each term to all staff to manage wellbeing and shared work ethos. These will be compared to 18/19 survey collections</p> | Sept/<br>Feb/<br>April | LJ/E<br>H<br><br>LJ | <p>TAs are a highly effective part of lessons</p> <p>Positive surveys/conversations reflect wellbeing and values</p> <p>Wellbeing amongst staff is good and they feel proud of their achievements</p> | weekly |  |  |
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| <p>Staff surveys demonstrate that feedback to teachers may not be direct enough - staff want more peer feedback</p> <p>The first year of change for each of three schools needed some direction and assertive decision making from EXLT but it is time to be reflective and develop team as we are all on the same bus now.</p> <p>feedback to govs</p> <p>coaching and mentoring</p> | <p>Increased peer support will provide a self-improving system to ensure practise is shared consistently</p> <hr/> <p>Removal of lesson grade and use of WWW / EBI facilitates confidence to self-evaluate</p> <p>Use of coaching to encourage awareness, change and progress</p> <p>Teachers will look forward to feedback and respond to it - acting on EBI</p> | <p>Senior leaders take on the development of the team by completing Performance management cycle this year</p> <hr/> <p>SLT provide SHORT WEEKLY in class support to act as paired tch, deliver knowledge rich curriculum well. and promote excellent learning behaviours This will involve coaching, modelling, pupil progress meetings and demonstrating for perhaps just 15 mins at a time</p> <hr/> <p>Feedback from each drop in will be a few sentences added to rolling notes- stored in GDrive for each teacher to see after visit. A conversation format will be given so that support takes shape of constructive dialogue (SLT honour rapid written feedback)</p> | <p>Oct 31st</p> <p>feb 20</p> <p>weekly</p> <p>half termly</p> <p>weekly</p> | <p>LJ<br/>EH<br/>EJ<br/>CT<br/>CE</p> <p>Maths<br/>Engl<br/>s</p> <p>LJ</p> | <p>Performance management is completed in a timely manner by senior leaders and reviewed and evaluated</p> <hr/> <p>Middle leaders replicate the support from Senior Leaders when they drop into foundation subject lessons to help with delivery</p> <p>All teachers improve to be strong and deliver strong lessons. Books reflect this consistent teaching across subjects</p> <hr/> <p>What went well? Even better if? is embedded into improvement culture</p> <p>Middle and Senior leaders respond to written feedback on Gdrive<br/>TAs are included</p> | <p>Termly</p> <p>weekly</p> <p>weekly</p> <p>termly</p> | <p>Tchs performance management completed successfully<br/>Tas by Dec 19</p> <p>AHT are supporting lessons and middle leaders completing deep dives and delivery CPD</p> <p>In class phase to start Spring 20</p> <p>Books show better content since Sept 19</p> <p>WWW and EBI used to develop skills, staff using feedback notes to have open dialogue with SLT</p> | <p>A <input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> |
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|  | AHT/EL/ML to sustain strength in school |  | <p>Key documents written by SLT and ELT</p> <ul style="list-style-type: none"> <li>Pupil progress</li> <li>Performance management</li> <li>SCR</li> <li>Risk Assessments</li> <li>Pupil Premium</li> <li>Reading/Maths procedures</li> <li>SEF updates</li> <li>HT reports</li> <li>CPoms</li> <li>SDP reviews</li> <li>Equality Updates</li> </ul> |  |  | <p>assessment, reports, safeguard,</p> <p>Records are up to date and demonstrate impact from lead manager input</p> |  |  |  |
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|  | Retention of staff needs to be good in order to maintain momentum   | Pay, conditions and work life balance for staff should make leaving our schools /trust unfavourable<br><br>We want staff to stay with us because they love their job!<br><br>We want our Trust to attract good people because it values staff contributions and efforts | Consider pay progression for eligible staff alongside Trust pay policy. Ensure staff are paid appropriately for career development path and to enable retention.<br><br>Organise half termly social events within and across schools to add to emotional wellbeing. Shared XMAS disco!<br><br>Ensure staff clubs start and are attended each term. HT to lead ART CLUB as first model? Sept- Oct? Catherine choir? Clare mindfulness | Oct, Jan, March, June SLT Spotlight sessions | LJ        | Teachers are successful in progressing through pay scales when evidence demonstrates skills so they feel valued and rewarded | yearly  |  | R <input type="checkbox"/> |                            |
|  | Recruitment of new staff has brought some good candidates but not reliable  |   |  | Sept/Oct / Nov                               | Trust     |  | Staff report that they enjoy work and social events- this gives them a feeling that work/life is balanced |  | termly                     | A <input type="checkbox"/> |
|  | Great wellbeing events in 18/19 - can build on relationships with increased opportunities to socialise and be part of team - enrichment map |   |  | each 6 weeks                                 | LJ office |  |   |  |                            | G <input type="checkbox"/> |
|  |   |   |  | Termly staff club                            | EH        |  |   |  |                            |                            |

| D3– Refresh parental engagement and communication strategy to reflect changes in organisation |  |   |  |                  |                                 |   |        |                              |  |
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| TRUST STRAND  | INFORMATION  | IDENTIFY  | INTERVENTION   |                  |                                 | IMPACT  |        | EVALUATION                   |  |
|   | Where are we now?  | Where do we want to be?   | How will we get there?   | Timescale        | Lead                            | What will be the impact?  | Review | Status Notes – Actual Impact | RAG  |
|   | Each school has run its own range of events, assemblies, workshops and PTA events. The differences between schools can be compared and | We want to be warm, accessible and approachable without impacting on teachers well-being. | Ensure process to use social media is the same across all three schools<br>1. each class to use class dojo but sent with letter to | Sept/Oc<br><br>t | JM advise<br><br>Admin/ Offices | Parents will see pics from learning three times a week. General messages and reminders will be sent out by families |        |                              | R <input type="checkbox"/><br>A <input type="checkbox"/><br>G <input type="checkbox"/> |

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| discussed and should be standardised across schools so all opportunities are equal.<br><br>Some of the social media and email communication has used personal accounts- this has taken too much of teachers' time and same high level of participation in technology can be achieved using office email/ school admin pages<br><br>Sickness absence in admin and subsequent changes in team mean that some communications may have been missed for families | Strategies to manage parental engagement works well so that parental participation and satisfaction is high<br><br>Organised events for individual schools and families are popular and beneficial and this is reflected in the feedback given. Events are the same at each school through the use of Enrichment Map | <p>explain rules of engagement</p> <ol style="list-style-type: none"> <li>Admin /SLT have access to school owned FB page with comments that are returned by admin</li> <li>Twitter page should be shared with parent's now</li> <li>Enrichment map should be adhered to and all opportunities followed</li> <li>Start Sept Same format Half termly Newsletters go out with news, attendance, curriculum, uniform, clubs menus, behaviour stars</li> </ol> |  | LJ<br><br>LJ | <p>Positive feedback will be high</p> <p>Parents can contact our office to make appointments with staff - staff will not use nxix/HT accounts So that workload in evenings/weekends is protected</p> <p>Standardised workshops and events for each school ensure that all families feel important and that school is accessible, warm and approachable - difficult to engage families enjoy our communication friendly spaces and regular events.</p> |  |  |  |
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## Priority E – EYFS

| TRUST STRAND | INFORMATION       | IDENTIFY                | INTERVENTION           |           |      | IMPACT                   |        | EVALUATION                   |     |
|--------------|-------------------|-------------------------|------------------------|-----------|------|--------------------------|--------|------------------------------|-----|
|              | Where are we now? | Where do we want to be? | How will we get there? | Timescale | Lead | What will be the impact? | Review | Status Notes – Actual Impact | RAG |
|              |                   |                         |                        |           |      |                          |        |                              |     |

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| E1 | <p>Knowledge has been taught in specific adult-led Base Times in YN and YR.</p> <p>Knowledge themes have been planned for the year to link in and prepare children for knowledge taught in KS1.</p> <p>Some themes have been planned across the Trust for the Autumn term.</p>   | <p>We want to increase the content of knowledge taught in Early Years, to provide children with a rich and diverse experience across all strands of learning.</p> <p>To develop knowledge plans across all EYFS classes - including our 2 year olds room, as appropriate. The aim of this is to ensure high quality vocabulary is being used in teaching and high quality texts encourage use of this language.</p> <p>To share knowledge teaching with parents through use of knowledge organisers.</p> | <p>All EYFS classes will follow the planning as agreed by the Trust.</p> <p>The next to have EYFS lead continued support to ensure planning/Obs/Ass developed in line with expectations - repeat NCC advisor visit for progress</p> <p>The EYFS Trust team will meet in the Autumn term to plan themes for the Spring and Summer term.</p> <p>HIS staff will meet to plan themes in more detail for YN and 2yr olds (no other Trust schools have these provisions).</p> <p>A knowledge organiser will be sent home to parents at the beginning of each half term.</p> <p>Staff will teach specific key vocabulary and share this with parents as appropriate.</p> | <p>Beginning Sept 19</p> <p>Oct 19</p> <p>Oct 19</p> <p>half termly, beginning Sept 19</p> <p>Beginning Sept 19</p> | <p>CT<br/>SW<br/>JK</p> <p>CT</p> <p>CT<br/>SW<br/>JK</p> <p>CT<br/>SW</p> <p>CT<br/>SW<br/>JK</p> | <p>Teachers will enjoy delivering units and children will be seen to make good progress</p> <p>Teachers will have Medium term planning provided on the Gdrive</p> <p>Preschool plans for EYFS are completed and in line with YR and KS1</p> <p>Parents contribute to learning from organiser when learning journeys go home</p> <p>Prime and specific areas attain above national average. Children demonstrate the ability to understand words, using them in context.</p> |  | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p> |
| E2 | <p>Key vocabulary has been taught, primarily through T4W and exploring key texts using the PoR approach.</p> <p>Some of this has been shared with parents through the shared telling of stories and by sending home story maps the children have made.</p> <p>The school has been involved in the SSIF project since Jan 19, focusing on</p> | <p>We want to be a school that aims high in terms of our provision for communication and language, especially working towards closing the word gap for our disadvantaged children.</p> <p>We want to be a school that offers 'communication friendly spaces' which are available for children and parents to use, indoors and outdoors.</p>  | <p>English work will follow T4W and Medium term plans have been provided for all classes so pace of teaching increases</p> <p>NELI will continue to run in YR as part of the SSIF project, until April 2020.</p> <p>All classes will have word trees, oracy boards and will work with parents on developing communication and language skills.</p>  | <p>Beginning Sept 19</p> <p>Sept 19</p> <p>Sept 19</p> <p>Sept 19</p>   | <p>CT<br/>SW<br/>JK</p> <p>CT</p> <p>CT<br/>SW<br/>JK</p> <p>CT</p>                                | <p>Increased English group work and recorded work from day one is evident</p> <p>CL attainment is above national averages at 95%</p> <p>Communication friendly spaces will encourage adults and children to interact with each other in positive ways throughout the school.</p> <p>Parents will feel welcome in our school, especially when</p>  |  | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p> |

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|    | <p>increasing children's vocabulary and improving exceeding outcomes (especially for disadvantaged children) at the end of YR.</p> <p>CT and SW attended a 'Communication Champions' Conference in July 19.</p> <p>There has been an increase in the number of negative conversations and responses from parents over recent years.</p> <p>A lot of change has taken place at the school since we joined the WNAT and parents need support to adjust to these changes.</p>   | <p>use and promote ambitious vocabulary in our teaching and learning, encouraging children to learn, explore and use new words.</p> <p>communicate well with parents, on an appropriate level, and for parents to feel welcome, valued and accepted as a vital part of our school community.</p>   | <p>Themes planned include key vocabulary to be taught, this builds year upon year and into KS1.</p> <p>Communication friendly spaces to be developed within the school building and outdoors for both children and parents to use. Staff to consider this in their provision and SLT to work on spaces for parents in and around the school site.</p> <p>Rather than running parents 'workshops', classes to trial more informal 'stay and play' sessions where parents are invited to stay, perhaps share some learning with their children and have a chance to chat with staff.</p> | <p>Oct 19 and continuing through the year</p> <p>Beginning Sept 19, review and change as necessary</p> | <p>CT<br/>SW<br/>JK<br/>LJ</p> <p>CT<br/>SW</p>  | <p>their child/ren join us in the EYFS.</p> <p>Parents and staff to have positive, friendly and productive communications, resulting in improved relationships and ultimately, better outcomes for children.</p> <p>An improved feeling of real school community.</p> <p>More parents are involved in learning and feel they have information about child's progress</p>  |  |   |
| E3 | <p>Children in EYFS are taught through a mixture of adult-led and child-initiated sessions. Adult-led allows children to be challenged in different groups and by use of questioning. Child-led sessions allow practitioners to interact on a more 1:1 basis, challenge individuals as appropriate.</p> <p>Children are tracked carefully using Pupil Asset and PP children are given extra teacher/TA time to support their development.</p> <p>Continuous Provision is monitored and has been developed to ensure a good level of challenge is available for all children.</p> | <p>increase the level of challenge in terms of ambitious vocabulary</p> <p>evidence of children understanding and using new vocabulary they have learnt.</p> <p>continue to track children's progress closely, ensuring no-one is 'left behind'.</p> <p>children who are highly motivated, engaged and becoming increasingly confident communicators.</p> <p>We want children from disadvantaged backgrounds to close the gap by the end of YR so that they begin KS1 with</p> | <p>Step for Depth introduced for YR in CL, R, W and M Staff will observe and listen to children to assess the impact of new vocabulary that has been taught.</p> <hr/> <p>Teachers will add data to Pupil Asset at the end of every term. This will be monitored by the SLT.</p> <hr/> <p>Teachers will monitor Learning Journeys and books (for YN/R) to check on level of challenge for all children.</p>  | <p>Beginning Sept 19</p> <p>Nov 19</p> <p>Dec 19</p> <p>Oct 19</p> <p>Sept 19 ongoing</p>              | <p>CT<br/>SW<br/>JK</p> <p>CT<br/>SW<br/>JK</p> <p>CT<br/>SW<br/>JK</p> <p>CT<br/>LJ</p> <p>CT<br/>SW<br/>JK</p> | <p>Moderation of English, maths and communication and language across the Trust schools will be easier and more effective.</p> <p>New planning will be monitored and reviewed, the outcomes of which will be fed into planning for the Spring term.</p> <p>Monitoring of children's progress and data will mean that any child requiring extra support will get this as soon as possible.</p> <p>Outcomes for children will be higher at the end of YR, especially for PP children.</p> |  | <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p> |



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|  | NELI has supported children with a vocabulary disadvantage.  | the same life chances as their peers.   | Teachers will carefully monitor progress and opportunities for PP children and enable them to have extra teacher/TA time to support them as their individual needs require.                                  |                        |                | PP children will make identifiable progress, particularly in prime and specific areas  |                                   |  |  |
|  | Outdoor area has become tired and less well used than previously – needs another tidy and thought going into what is provided to extend learning | Our outdoor provision needs to be zoned and reflect learning for current unit to extend teaching and learning opportunities | Teachers to tidy and organise attractive zones that facilitate good outdoor play across strands<br><br>Teachers to order storage or chuck<br><br>Signage to be provided for weeks plans to aid support staff | Sept 19<br><br>Sept 19 | JK<br>SW<br>CT | Outdoors reflects quality of planned provision indoors<br><br>Ch are highly involved in provision and spend time on one learning activity<br><br>Support staff are well deployed | Weekly<br><br><br><br>Half termly |  |  |
|  |  |   |  |                        |                |  |                                   |  |  |

### **Guidance Notes:**

Status Notes to be updated by the named individual(s) within the 'accountable' column of the plan by the stated deadline. Changes are to be sent electronically to Head teacher's PA. These will then be transferred onto the centrally held copy of the plan.

The plan and its updates will be shared at Local Governing Body meetings, WNAT Heads and LGB Chair Meetings and Trustee Meetings.

As a matter of best practice all colleagues with responsibilities within the plan should review progress against the action plan on a weekly basis to ensure effective planning and organisation of their responsibilities and time management.

Where a colleague feels there is a potential concern relating to an objective and or action not being achieved this must be raised at the earliest stage with the named individual(s) within the 'monitoring' column of the plan so that intervention strategies, adaptations to the plan can be considered and implemented where deemed appropriate.

Middle leaders (subject and pastoral) should ensure that their action planning is clearly focused on supporting and achieving the school strategic objectives and actions within this improvement plan. Their action planning should be reviewed by the link SLT as part of their regular line management meetings.

### **Monitoring and Evaluation:**

**Those with responsibility for monitoring the implementation of actions against objectives (progress against milestones and final outcomes) and those with responsibility for evaluating objectives against final outcomes will use the following as an evidence base on which to make their judgement(s):**

Leadership Meetings – Weekly meetings involving the core and extended leadership team. These meetings are used to inform strategic and operational decisions about school improvement.

Local Governing Body Reports and Visits – The work of the school is reviewed and evaluated by the local governing body. At the local governing body meeting the 'Head teacher's Report' is submitted which provides a detailed overview of the work of our school and school improvement. Governors are also linked to curriculum areas and key aspects of the work of the school (e.g. safeguarding). Governors should visit the school to explore the school improvement work within their link areas.

Middle Leadership Meetings – XXX

SLT Link Meetings – These take place regularly each half-term. This is a meeting between Heads of Department / Heads of House and a member of the core leadership team linked to their Department or House. At this meeting all aspects of their work are reviewed, including learner progress and attainment. Actions are identified and agreed.

Appraisal – Every member of staff has an appraisal plan, informed by an evaluative assessment of their 'typical' pedagogical practice against agreed standards. These plans detail the key focus areas for teachers to improve their practice and the training and support they need. These should be reviewed on a half-termly basis by their appraiser and are used alongside other tools to develop a judgement about the quality of teaching and provision within a department.

SLT Link meetings – These take place regularly each half-term. This is a meeting between Heads of Faculty / Heads of House and a member of the core leadership team linked to their Faculty or House. At this meeting all aspects of the work of the faculty are reviewed, including learner progress and attainment. Actions are identified and agreed.

SIMs Reports –SIMs will be used to generate a series of reports on progress and achievement, participation, behaviours, rewards for the different types of learners.

Learner Support Register – This document outlines students who have been identified as in need of support. It details their needs, specific strategies teaching staff should use to support that specific student, their targets and the progress they are making. The document also includes those students with serious medical conditions / needs. This document is regularly updated and is used to determine the progress of these vulnerable students.

Trust QA / Critical Friend Visits – The school uses external partners to provide validation of the school summary evaluation and / or progress that has been made by the school for a particular aspect of the strategic plan

QA Procedures – Learning walks, book scrutiny XXXX

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| <p>Start 9<sup>th</sup> September at SNETTISHAM<br/>Mondays weekly 3:30-5:00pm</p> <p style="text-align: center;">CPD sessions – Rolling Agenda</p>   |                                      |   |
| <p>Class dates are mapped out on GDrive for class tour and subject leader sessions – when it is your subject it is your turn to deliver specific info in 15 min spotlight session – all teachers should bring 3 subject books to that subjects session- its all on calendar until November</p> <p>Snettisham, Heacham Infant then Heacham Junior – start with Jo Moore!</p>   |                                      |   |
| <p>CLASS TOUR – Each month we will visit every class each week in one of our schools – each CPD session starts with teacher talking us through environment, new curriculum, good books open on side - Eng, Maths, Foundation<br/>Peers to say whats working well and one even better if.</p>  |                                      |   |
| <p>Purpose for weekly CPD - Open Forum</p> <ul style="list-style-type: none"> <li>● Share common values, vision, purpose and performance management priorities</li> <li>● Fill our knowledge gaps</li> <li>● Empower teachers with opportunities to debate the delivery of new curriculum</li> <li>● Reduce workload by sharing ideas</li> <li>● Flexible groupings to support individual school need and then whole staff needs</li> </ul> | <p>Louise<br/>5 mins</p>             | <p>Safeguarding concerns<br/>Explain CPD agenda</p>   |
|   | <p>Ellie, Clare, Cath<br/>5 mins</p> | <p>1 Behaviour Policy<br/>Rewards/Manners – whats going well<br/>JLT<br/>Sanctions – any concern?</p> |

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|---|--------------------------------------|---|
| <ul style="list-style-type: none"> <li>● Increase ownership of new curriculum for all staff by discussing evidence and impact of the teaching that week</li> <li>● To listen to teacher's experiences in order to support and enhance what we do to help children learn</li> <li>● Not to present if nothing to add...</li> </ul>   | <p>Louise<br/>10 mins</p>            | <p>2. Wellbeing slot- how are we all doing? WWW/EBI<br/>Praise staff and use team to solve issues - paired wellbeing buddy?</p>   |
| <p>Purpose for Maths/Eng slots (these will be delivered to TA in TA meetings)</p> <ul style="list-style-type: none"> <li>● Subject leads to deliver session to help fill pupil/tch gaps and reflect QLA</li> <li>● Give gap tasks</li> <li>● Book Looks, Model examples, photos, inspiration</li> <li>● Teach staff tricky maths that links to common areas of weakness - vocab, fluency, fractions, subtraction, long division</li> <li>● Teach staff in grammar/HW/Spelling, T4W, inference, phonics</li> </ul> | <p>Louise<br/>Emma</p>               | <p>3. Teaching and Learning Policy<br/>Class layout<br/>Working Walls<br/>Partner 1 and 2<br/>Lesson coverage/Timetables</p> <p>4.. Knowledge Curriculum – whats going well ? what do we need next?</p> |
| <p>Purpose for rolling programme of Spotlight sessions</p> <ul style="list-style-type: none"> <li>● Give middle leaders a chance to prepare and present information to help teachers deliver the foundation subjects</li> </ul>   | <p>Gemma/Jo</p>                      | <p>5. Maths Mastery<br/>Using MNP and WR – keep going!</p>  |
| <ul style="list-style-type: none"> <li>● to teach some knowledge, share ideas, ask to look at books</li> <li>● show resources on websites</li> <li>● Give gap tasks</li> <li>● Explain and describe impact made in subject, next steps</li> </ul>   | <p>English /T4W<br/>Ellie, Clare</p> | <p>6. English<br/>RWI<br/>Reading expectations – EYFS, KS1 – what do we do</p>  |

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|  | Spotlight on Knowledge session with pop up subject CPD | 7. Started PSHE, RE, etc?<br><br>How to do a robust Book Look? Pupil Discussion? Learn Walk? Feedback? |
|  | AOB  | Performance management dates   |

