

# Wreningham VC CE Primary School

## School Improvement and Development Plan

April 2021 - March 2022



THE CHURCH  
OF ENGLAND  
Wreningham CE VC Primary School  
Excellent November 2019



THE CHURCH  
OF ENGLAND

# Together Everyone Achieves More

**1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."**

## **SCHOOL AIMS:**

- As a school with a church foundation, the Christian values of stewardship, courage, hope, compassion, forgiveness and friendship, underpin everything we do;
- We work hard and inspire children with the highest quality teaching;
- We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents;
- Every child is 'someone' in our school;
- The curriculum is taught through whole school stimulating topics and there is an emphasis on enquiry;
- We have a culture in which the pupils' achievements and successes are celebrated. We have a commitment to success for all;
- We help our pupils to be creative, independent learners and thinkers;
- We nurture and encourage the pupils and have happy children who feel safe in their school;
- We aim to promote sustainability and an awareness of ECO and global issues; and British values – democracy, respect, tolerance of different faiths and beliefs;
- We value the contribution the children make to the life of our school and have a School Council and an Eco Council;
- We believe good teamwork and positive partnerships with individual children, the whole class, our colleagues, with governors, parents and the wider community, leads to effective teaching, high standards and successful learning;
- We have positive dispositions – with laughter and happiness in our school;
- We continue to develop our deep understanding of children and their learning;
- We are an outward-looking school with links to many schools and professional networks in the county, making our school an exciting and vibrant learning environment;
- We support pupils to explore spiritual themes and reflect on their big questions about life and existence

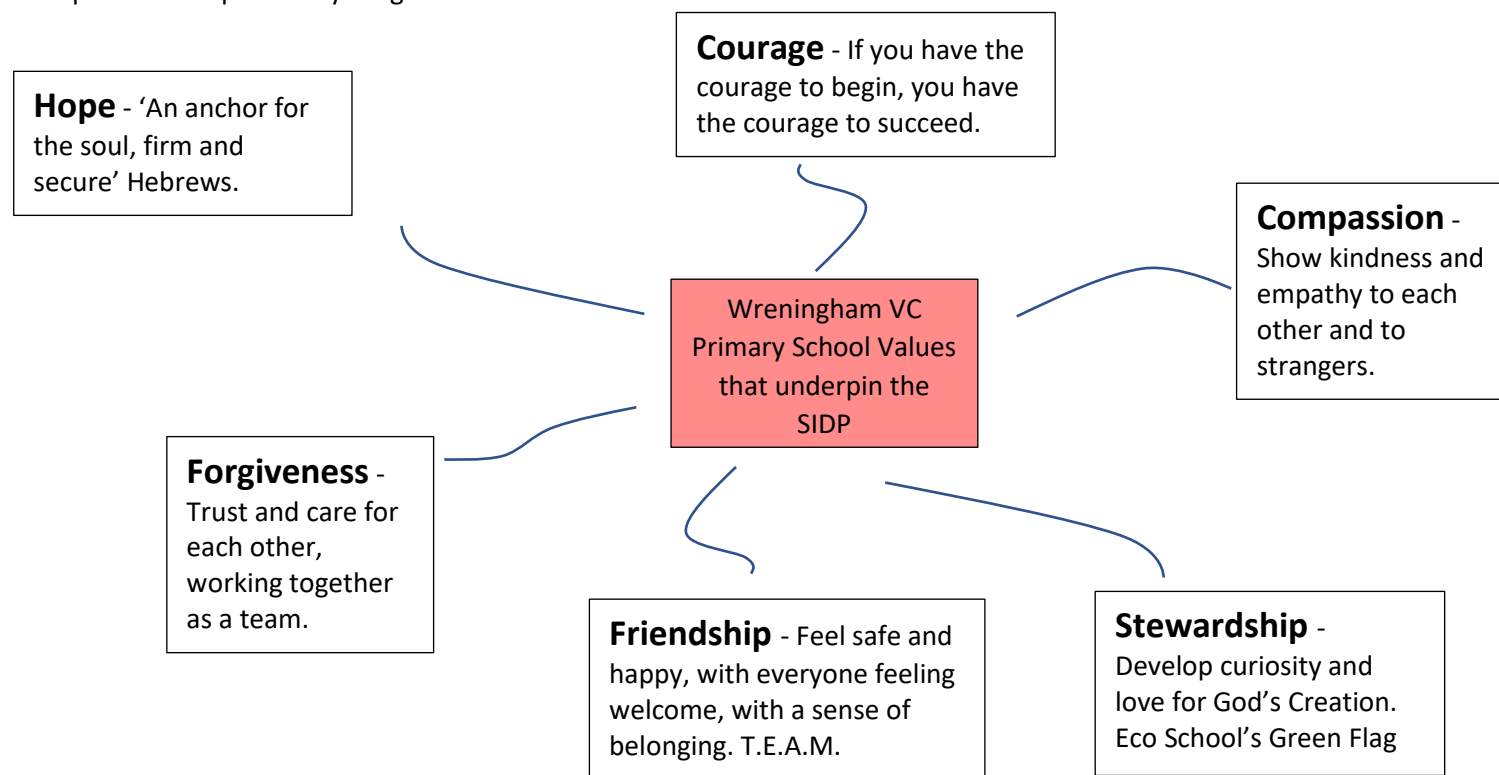
## **OVERVIEW OF SIDP PRIORITIES 2021-2022**

- 1 Ensure teaching is consistently good and outstanding.
- 2 Further develop and strengthen the teaching of phonics in school.
- 3 Ensure an excellent English Reading curriculum for all pupils.
- 4 Ensure the curriculum is well planned and ambitious.
- 5 Ensure excellent PE provision for all pupils
- 6 Ensure high quality teaching and learning in Maths so that children make accelerated progress.
- 7 Implement new EYFS educational Programmes and early Learning Goals.

**OFSTED Action Plan and Progress since the Last Inspection (Report July 2015)**

Key Issue	Progress Made	Continuing Action
<p><b>Continue to develop the existing approaches to further engage boys in reading, so that they enjoy reading and become completely confident readers.</b></p>	<p>The school continues to put strong emphasis on reading (SIDP 2021 &amp; 2022 Priority 3). The school successfully applied for a lottery grant to improve the library and has used this to ensure it has a good range of books, and is a colourful, attractive place to visit. The library encourages our pupils, including boys and reluctant readers, to experience the enjoyment of reading and the excitement of discovering knowledge and works of the imagination. The school encourages parents and other adults to make use of the library.</p>	<p><b>2021/22 SIDP Priority 1</b> Ensure teaching is consistently good and outstanding <b>2021/22 SIDP Priority 3</b> There is an excellent English Reading curriculum for all pupils.</p>

**School Values** At Wreningham Church of England Primary School we are wholeheartedly committed to the Christian values of hope, courage, compassion, forgiveness, friendship, stewardship that underpins everything we do.



## School Strategic Development Plan – Outline Development Priorities

	2021/22	2022/23	2023/24
Quality of Education	Ensure teaching remains consistently good and outstanding (confirmed with external validation). Priority 1	Further improve the quality of teaching and learning depending upon analysis of observations.	Further improve the quality of teaching and learning depending upon analysis of observations.
	Review Sound Discovery in light of new DfE phonic guidance and the 16 essential core criteria a systematic synthetic phonics programme must meet to be validated. Priority 2	Identify and support learners at risk of not making good or better progress (through pupil progress meetings, book looks, children to note etc.). Monitor all pupil interventions	Identify and support learners at risk of not making good or better progress (through pupil progress meetings, book looks, children to note etc.). Monitor all pupil interventions
	Raise the profile of reading across the school and improve outcomes as a result. Priority 3 Continue to develop the existing approaches to further engage all children in reading and including developing the school library and Accelerated Reading.	Ensure the reading profile is established and opportunities for pupils to develop their reading skills are apparent within the overall timetable.	Reading is embedded across the school. There is a consistent approach to reading and the school focus is on raising standards for any underperforming pupils.
	Ensure excellent PE provision continues for all pupils -re-apply for the School Games mark. Priority 5	Ensure continued high quality PE curriculum, using the PE premium funding to make additional and sustainable improvements to the quality of the provision.	Ensure continued high quality PE curriculum, using the PE premium funding to make additional and sustainable improvements to the quality of the provision.
	Redevelop the school curriculum to improve curriculum quality. Priority 4. Put systems in place to show the impact of the new school curriculum (to check pupils' understanding and inform the next steps in teaching). Ensure the school is meeting the statutory requirements for the new RSHE curriculum. Priority 4G	Overall curriculum review. Ensure the curriculum remains as broad as possible by planning educational visits and activities to enrich the curriculum.	Continue review of school curriculum depending upon analysis. Ensure it is fully embedded with clear intent, implementation and impact and progression of skills and knowledge fully embedded.
	Re-apply for the Eco School Green Flag mark.	Ensure children experience learning beyond that of the classroom.	
	Improve the quality of teaching and learning in mathematics with a focus on children reasoning, evident in maths books. Priority 6	Continue to ensure the distinctive character and effectiveness of the school as a Church school and in line with the new SIAMS schedule.	
	Implement new EYFS educational Programmes and early Learning Goals. Priority 7	Ensure good attendance and punctuality remain a school priority depending on analysis of data.	
	Enhance the EYFS outdoor learning environment.	Continue to develop the outdoor learning environment including erecting a colourful shade sail in the playground.	
	Continue teaching RE using the new Revised Norfolk RE Syllabus in one week blocks each half-term.		
Continue to develop outdoor education in the school, seeking to achieve the LOTC quality badge.			

Behaviour & Attitudes	-Ensure staff can deal effectively with a wide range of behaviours. Train staff in Norfolk Steps (Early intervention, de-escalation and manage complex or challenging behaviour) 6hs £715 <a href="mailto:diane.leamon@educatorsolutions.org.uk">diane.leamon@educatorsolutions.org.uk</a> . Monitor and evaluate behaviour policy in light of training.	-Ensure a consistent whole school approach to mental health and wellbeing (pupil premium resources) Prevention: creating a safe and calm environment	-Ensure the setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom - a positive and respectful school culture in which staff know and care about pupils
Personal Development	<p>Post covid, re-establish collective worship as a daily opportunity to gather together and develop pupils' ability to be reflective about their own beliefs and knowledge of, and respect for, different people's faiths, feelings and values. Develop pupils' ability to recognise the difference between right and wrong</p> <p>Expand pupil-led collective worship to Year 4 pupils continue with Y5 and Y6</p>	<p>- Migrate from a client/server computing environment to a cloud-based computing environment with Outlook, OneDrive and Microsoft Teams accounts on Microsoft Office 365</p> <p>- Use the DfE reception baseline assessment check in Sept 2020</p> <p>Upgrade the school WiFi network and purchase higher spec staff laptops</p> <p>-Engage parents and the community thoughtfully and positively in a way that supports pupils' education.</p> <p>-Transfer to a hosted phone system September 2021</p>	How do I keep my child safe online? Parents workshop led by Gill DumanY2
Leadership & Management	<p>Ensure all teaching staff have access to good CPD that helps to continually improve the quality of their teaching, and ensure they have good knowledge of the subject(s) they teach.</p> <p>Embed Governors roles and monitoring of the school through annual monitoring cycle.</p> <p>Safeguarding Audit is undertaken and identified actions are implemented to have outstanding safeguarding practise.</p> <p>Plan for building adaptations. Cost new toilets for Y5/6 girls in mobile classrooms.</p> <p>Employ a part time Office Assistant from September</p>	<p>Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.</p> <p>Sustained, effective Governance in place.</p> <p>Investigate adopting the Child Protection Online Management System</p> <p>Complete the safeguarding self-evaluation (Norfolk Schools online self-review tool)</p> <p>Complete safer recruitment training</p>	<p>Monitor effectiveness of performance management processes and procedures across the school and further improve the quality depending upon analysis of impact.</p> <p>Sustained, effective Governance in place.</p>

### SCHOOL COVID-19 RECOVERY PLAN £3830 I18 2021/22

Quality of Education	<p>-Identify pupils for national tutoring programme (Pearson) ✓</p> <p>-Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten</p> <p>-Complete R/W/Maths assessments of children by the Oct Aut half term to ascertain where the children are in their learning – data on Pupil Asset</p>	<p>-C2 use Y1 English key reading &amp; writing objectives – recap and re-teach; embed before moving on</p> <p>-Plan more phonics catch up teaching</p> <p>-Plan more guided reading sessions</p> <p>-Ensure calculations policy is up-to-date and is used</p>	<p>-Online learning strategies; effective remote learning</p> <p>-Focus on handwriting to re-establish high standards and promote a school culture</p> <p>- Use White Rose (that has included the recap of key Maths knowledge) x4 days (one day is then a recap and pre-learning)</p>
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	<b>(maintain three data drops within the year).</b> Ensure teaching time is prioritised to address significant gaps in pupils' knowledge		-Maths to have a pre-teach week before each unit of work -Increase TA hours C1/C4 to support the teachers
<b>Behaviour &amp; Attitudes</b>	-Teaching staff provide a welcoming, friendly nurturing environment with an initial focus on a pupil wellbeing. -Provide pupils with a readjustment period. Post covid, re-establish collective worship as a daily opportunity to gather together and develop pupils' ability to be reflective about their own beliefs and knowledge of, and respect for, different people's faiths, feelings and values. Develop pupils' ability to recognise the difference between right and wrong	-Children given the opportunity to talk openly about their experiences of lockdown as a class, in small groups or individually with a trusted adult. -Plan a Mental Health Week 1/2/21✓ -Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. -Enable pupils to recognise online and offline risks to their well-being -Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities	-Increase MSA hours to ensure integrity of class bubbles remain at lunchtime – update depending on guidance September DfE guidance
<b>Personal Development</b>	<b>-Lead a whole school Collective Worship delivered via teams each Friday and re-establish the school's values and behavioural expectations.</b> -Ensure Collective Worship is done in class and identified on timetables	-Children's wellbeing is enhanced through regular use of outdoors (organise outdoors learning day) -Continue to get children to lead Collective Worship (and invite parents of pupils leading CW) -Lead Harvest Festival	-Ask Rev Lydia to lead CW in school, each class – planned in Aut term
<b>Leadership &amp; Management</b>	-Establish up-to-date contact details (especially emails) from parents -Cont. to ensure good home/ school communication including a weekly newsletter -organise one-to-one/two tuition (part-funded through the National Tutoring Programme) target most vulnerable and pupils below EXP✓	-Quickly identify children that are not attending school as regularly as expected. -Teachers to complete 'Thumbnail' sketches - a snapshot of pupil progress to inform parents by Oct Aut. Term 1 (parents offered follow-up parent meetings) ✓ -Develop and have in place Remote Learning policy	-Produce a Covid Home/School Agreement✓ -C1 use Tapestry to communicate regularly with parents (daily), giving ideas, sending work home -TA completing extra reading with year 1 children -Focus on professional development e.g. INSET day TAs Sound Discovery & RSHE Policy etc. 3/9/21

\* The plan is RAG rated – outcomes are coloured coded Red ■ (Yet to Start), Amber ■ (Working Towards) or Green ■ (Achieving/Achieved). The staff's appraisal objectives link to the priorities of the school, and the CPD programme support the targets and objectives.

\*Govs RSC – Governors Raising Standards Committee; Govs OPC – Governors Operational Committee

<b>Priority: 1</b>	<b>Ensure teaching is consistently good and outstanding</b>	
<b>Rationale:</b>	Making certain teaching is consistently good or better so that pupils make good or better progress Continually working at closing any gaps Building a culture of teamwork and collective accountability Ensuring high levels of staff satisfaction and fulfilment Building capacity within staff through CPD leading to improved outcomes for staff and pupils <b>Ensure consistent approaches to teaching in all classes.</b>	<u>School's Aims and Values</u> We work hard and inspire children with the highest quality teaching. We help our pupils to be creative, independent learners and thinkers. We continue to develop our deep understanding of children and their learning. We are an outward-looking school with links to many schools and professional networks in the county (cluster, SEN/ subject professional networks, VNET) We have a culture in which the pupils' achievements and successes are celebrated. We have a commitment to success for all.
<b>Impact</b>	- QFT ensuring the best learning outcomes for all pupils and consistency in approach to teaching, learning and assessment - All pupil groups, including SEN, PP, LAC, make good and outstanding progress from their starting points -Staff continuously developing and refining their teaching and are reflective practitioners	

	<ul style="list-style-type: none"> <li>-Conditions for learning are the best possible so that effective teaching and learning can take place</li> <li>-Teaching Assistants are highly effective in supporting all pupils' learning</li> <li>-Progress is tracked and monitored termly and effective support is put in place for pupils who have fallen behind</li> <li>-Teachers have strengthened range of pedagogical approaches.</li> <li>-Retrieval Practice is used to support children transferring ideas from working memory into the long-term memory so pupils know more, remember more, and understand more.</li> <li>-Ensure children have ongoing and equal access to high quality texts.</li> </ul>							
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ People undertaking tasks	Timescale	Monitoring By	Evaluated By	R
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1.A	A consistent approach to teaching that improves learning and wellbeing for all pupils across the school.	<b>All teachers to use nine 'non-negotiables' in their classroom practice:</b> <ul style="list-style-type: none"> <li>• Maths English/Maths working walls.</li> <li>• School Marking Policy used with a focus on formative assessment e.g., Pink for Think etc. Marking should be meaningful, manageable and motivating.</li> <li>• A chapter book/ daily reading ongoing to class – emphasis on story time so that reading has a high status</li> <li>• Plan TAs time so they are used most effectively in supporting all pupils' learning.</li> <li>• Topic heading displayed in each class.</li> <li>• Whole School Coloured Behaviour System.</li> <li>• Worry Safeguarding Box.</li> <li>• Meet Greeter 'Today we are learning...'</li> <li>• Individual pupil writing targets (SMART)</li> </ul>	All Teachers/ H/teacher Sonia Innes VNET Advisor	<b>E28 £2,000</b> VNET Teaching and learning policy. Staff meeting feedback	Ongoing Sept 21 - July 22	HT - completed FADE sheets including Book Looks last Monday each month (to be completed with pupils as required); Pupil conferences (e.g. pupils know/can find their target); Learning Walks – include in staff meeting; Planning Reviews  Progress of children evaluated by HT	Govs RSC - Summary Report on the progress of the SIDP  VNET- whole school Quality of Teaching Learning and Assessment Review with Sonia Innes	
<p>Writing targets/working walls/markings policy evident/topic displayed - in place in each class (June 2021)  Governor Learning Walk June 2021 - Each class has a class reader (C2 The boy who grew dragons by Andy Shepherd; C3 Beaver Towers by Nigel Hinton; C4 Outlaw by Michael Morpurgo)  Book Look: evidence target is used to improve pupils' writing (staff to highlight where a target has been met in a pupil's book).</p>								
1B	Staff are supported to develop their subject knowledge through high-quality professional development.	<b>-Teachers have access to high-quality professional development linked to performance management and school priorities.</b> -Staff disseminate relevant course contents to all teaching staff.	All staff	E09 All staff Total £2,500	Ongoing Sept 21 - July 22	HT – Monitoring CPD Feedback sheet completed by staff attending training. Time allocated for feedback to staff in TA meeting/staff meeting.		
		-All staff to receive updated safeguarding training - KCSiE MI 124/21 and have up-to-date safeguarding knowledge.	HT/ST	All staff	Autumn term 2021 INSET	DSL – HT/ST	Safeguarding Gov Tania Watt	
		-All staff to receive Steps training (Pete Atkins Steppingstones) Autumn term to understand and respond effectively to behaviour issues.	All staff – teachers/ TAs/ MSAs	E09 Budgeted £715/ cost £235	Sept 21	HT - Feedback sheets from training of its effectiveness HT/ST - Strategies evident in practice	Safeguarding Gov Tania Watt	
		-MSAs/TAs to receive First Aid updated training to ensure First Aid provision is effective	TAs/MSAs	E09 £250	Aut Term 21	HT - First Aid monitoring sheets	Govs OPC in HT report	
<b>Pete Atkins to train all staff in Steps (Steppingstones) Autumn term 1</b>								
1C	Retrieval Practice is embedded in teaching practice.	<b>-Teachers review/ re-visit children's understanding and previous learning at the start of a new topic.</b> Retrieval practice is used daily to revisit previously taught concepts.	HT/ST	All teaching staff	Ongoing Sept 21 - July 22	HT completed FADE sheets - lesson obs/ lesson plans	Govs RSC - Summary Report on the	

		-Identify potential cold/hot tasks to capture new knowledge/vocabulary. -Regular reviews of previously taught vocabulary to support the development of fluency					progress of the SIDP	
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**Priority: 2 Further develop and strengthen the teaching of phonics in school**

<b>Rationale:</b>	Ensure all staff have received updated training so any gaps in pupils learning because of covid is identified and rapidly addressed through QFT. Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten	<u>School's Aims and Values</u> We want all children to flourish in our school – to build upon and develop individual strengths and talents We work hard and inspire children with the highest quality teaching
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<b>Impact</b>	<p>-There is a well-organised system for teaching reading which starts from the beginning of Reception.</p> <p>-Increased percentage of pupils meeting the expected standard in the Y1 phonics screening check, so that almost all children, including the disadvantaged, achieving in line and above national outcomes</p> <p>-Phonics teaching is rigorous and systematic and provides sufficient support for the children to become fluent readers.</p> <p>- Staff are highly trained to instil the principles of phonics, can identify the learning needs of children, and recognise and overcome the barriers that impede them.</p> <p>-Pupil transference of phonics skills is improved and evident in their reading and writing</p> <p>-Pupils make rapid progress in the acquisition of their phonic skills</p>	
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Intended Outcomes	Tasks/Actions	Who is Responsible	Resourcing/ People undertaking tasks	Timescale	Monitoring By	Evaluated By	R
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2A Phonics is taught <b>consistently</b> across the school and <b>ensures fidelity to the teaching framework being used</b> (strengths and areas to focus on identified in phonics teaching and shared with teachers/TAs).	-Review Sound Discovery in light of new DfE phonic guidance and the 16 essential core criteria a systematic synthetic phonics programme must meet to be validated. *Sound Discovery have yet to submit a self-assessment for validation in this June 2021 round and have until 28 February 2022. The school will purchase a complete phonic programme depending on the approved list.	HT/ST	All teaching staff Release time JL/CD	Autumn term/ Spring Term 22	HT/ST	Govs RSC	
	-Teachers/TAs use the Sound Discovery 'snappy lesson' structure. -Check retrieval practice is used daily to revisit previously taught sounds and to practise the reading of tricky words. -Make certain teachers understand the flicking finger and push (used in reading) and flicking finger and sweep (used in writing) -Confirm consistency in the use of a recording sheet for sound discovery. -Ensure consistency in teachers modelling joined handwriting. -Do children use the term 'sound button'? -How much phonics teaching is done each week? -Are phonic lesson plans annotated? -Words taken home?	HT/ST	All teaching staff Staff Meeting (Feedback in TA/staff meeting)	Phonic lesson obs Summer Term 1 10/6/21 ✓ Autumn Term1 20/9/21	HT/ST-Carry out phonics teaching observations and completed FADE Teaching monitoring form. HT/ST to identify strengths and areas to develop in phonics teaching. FADE Book Look. <b>HT - listen to YR &amp; KS1 children read – is phonics knowledge being transferred to reading?</b> What is the application of their phonics knowledge to the writing?	Phonics Gov Katie Burrell – monitoring visit Aut 21	



		-Assess children's progress <b>half-termly</b> and track YR/Y1/Y2 pupils' phonics acquisition. Ensure consistency in how children's phonic acquisition is recorded and tracked through YR, Y1 & Y2	HT/ST	All teaching staff	Summer 21 onwards	HT - Phonics tracking sheet	Govs RSC	
		- <b>Support teachers' effective delivery of phonics through training, building their confidence and competence, so that they are experts in teaching reading, particularly phonics.</b> Sara Matthews, Education Adviser, English, Learning and Inclusion to lead phonics INSET Sept.	Sara Matthews, Education Adviser	INSET AM 3/9/21 £370	Sept 2021	HT – review CPD Feedback sheets	Govs RSC	
		- <b>Purchase decodable books at each stage so that as children move through the stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment.</b> -Continue to ensure reading books connect closely to the phonics knowledge pupils are taught when learning to read. - <b>Include 'alien' words in the teaching of phonics</b>	HT/ST	Cost TBC	Ongoing	HT / Linsey Watkins - Audit of books Boxes of banded reading resources are available in class 1/2	Govs RSC	
<p>Phonic teaching observations 10/6 – TA Feedback Tuesday 15/6/21  Systematic phonics teaching is based on Sound Discovery and is embedded in a 20-minute phonics session for the Reception and Keystage 1 classes at 9AM every morning. Children have numerous opportunities to blend sounds together to read words and segment words into their individual sounds to spell.  Ensure session is well paced, explicit links made to relevant phase in Letters and Sounds, LO shared with children at session start, model handwriting.  Phonic tracker to be used in class 2 – <b>progress is carefully assessed.</b>  Julie leader had a phonics follow-up meeting with TAs and Mrs Davies 15/6/21  From October Reception, Year 1 and Year 2 are set by attainment across the EYFS and KS1.  Phonic teaching observations to be completed autumn term</p>								
2B	Pupils identified that need additional support to meet the expected standard in phonics and/or catch-up from missed learning.	-Complete assessments to establish baseline. Children with gaps identified given additional support as needed. -All commonly mis-read graphemes are practised regularly. -Common mis-read words highlighted and sounds focussed on. -Complete phonics screening check June 2021	HT/ST	Teaching staff	Summer term ongoing	Phonics screening to identify children who are behind or have gaps Analysis of misread sounds to identify common sounds read incorrectly	Govs RSC	
<p>Children completed assessments – writing/phonics etc.  Children went through sounds and identified gaps -focus of sound discovery  Need to focus on reading of nonsense words</p>								
2C	Learning environment in class supports pupils' phonic acquisition highlighted and any potential improvements shared.	- <b>Reception and class 2 have a phonics corner the children can easily access and including aids to phonic acquisition, this week I am teaching this sound...).</b> etc. - Learning walk with teachers to establish the quality of the class learning environment. KQ Is the class a literacy rich room? ·What aids to phonic acquisition are around the class? ·Are working walls supporting phonic development? ·What writing, spelling patterns/letter strings etc. are on display? – staff minutes -Teachers to talk through their class displays, what is in place linked to-phonics/literacy etc.	All Staff	Staff Meetings	Summer term 21 ongoing	HT/ST Written evidence trail from learning walk	Govs RSC	
2D	<b>Well-equipped classrooms supporting fidelity to the teaching</b>	- Gaps in phonic resources identified and new resources purchased. Class teacher/TAs audit phonics resources stored in their class. Purchase resources as required KQ Is the teaching of phonics resourced appropriately? E.g. magnetic letters, sets of pupil magnetic boards, sensory	TA/RJ	Class teacher/TA	Autumn term 1	HT- Completed list of phonic resources - any gaps identified, and	Govs RSC	

framework used (currently sound discovery).	objects for early stages of phonic acquisition, collections of objects starting with a particular letter, phonic games etc. Are resources used consistently by all?				new resources purchased.	
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<b>Priority: 3</b>	<b>Ensure an excellent English Reading curriculum for all pupils</b>					
<b>Rationale:</b>	<ul style="list-style-type: none"> <li>-Reading is central to a child's understanding of the school curriculum and is of vital importance to life.</li> <li>-Children who read above the expected level for their age are twice as likely as children who read below their age to be school library users [Nat Literacy Trust.]</li> <li>-The library encourages our pupils, including boys and reluctant readers, to experience the enjoyment of reading and the excitement of discovering knowledge and works of the imagination.</li> <li>-The school library will support pupils' literacy and develop their information skills.</li> <li>-Continue working towards making the library inspiring and a nurturing place with opportunities for personal achievement</li> </ul>			<u>School's Aims and Values</u> We continue to develop our deep understanding of children and their learning We believe learning should be fun, purposeful and challenging. The curriculum is taught through whole school stimulating topics and there is an emphasis on enquiry.		
<b>Impact</b>	The school's reading provision provides a rich curriculum to equip the pupils with the skills to read fluently and with understanding. School has a strong curriculum for reading. Continue to have a positive reading culture in school in which children enjoy, value and excel in reading. Pupils make rapid progress in their reading – vocabulary acquisition, fluency and comprehension – and catch up on any missed learning. Support lowest 20% readers to achieve the EXS reading					

Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ People undertaking tasks	Timescale	Monitoring By	Evaluated By	R
								A
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3A	Build a curriculum for reading – vocabulary acquisition/fluency/ comprehension	<ul style="list-style-type: none"> <li>-Children reading daily (a class non-negotiable) in the form of an ongoing whole class chapter book/guided reading/ one-to-one/ sound discovery E.g., Children reread a text/story to themselves, taking in turns in pairs, or reading aloud to their peers, to reread their fluency.</li> <li>-Teachers model how to read fluently, with expression and understanding, paying attention to new vocabulary elements of plot/setting etc.</li> </ul>	Class teachers/ TAs/ Volunteers	Staff guidance and CPD in the teaching of reading - staff meetings. Chapter books Guided reading bks	Ongoing	HT -Learning Walk – Class chapter book displayed or evident in class -Class book list of chapter books read -Listen to children read – is phonics knowledge being transferred to reading? -Class timetables		
		-Investigate the effectiveness of Accelerated Reader (AR) software. Visit cluster schools with AR (Morley/Tacolneston) [AR - Pupils' reading levels assessed using internet-based software and pupils then assigned a range of books at the appropriate level (challenging but not too hard to read – in the zone of proximal development). Library books are levelled.]	HT Lynsey Watkins TA (Library Lead)	Staff meeting/ INSET Jan 22	Autumn Term/ Spring Term '22	HT	Govs RSC	
		- <b>Everyday Readers: lowest attaining readers are heard daily across the school</b> , including children in key stage 2 who are not yet 'free readers', and LAP supported using Project X/Moon Dog series etc.	HT/ST	Class Teachers/ TAs / volunteers Project X/Moon £235 Dog series/ Class books- Pupil premium	Ongoing	HT/ST Pupil progress meetings Pupil Asset data	Govs RSC	
		-Ensure effective vocabulary instruction. Explicitly develop vocabulary in English lessons: words are revisited frequently, relationships between known	HT/ST	Class Teachers	Ongoing		Govs RSC	

		and new words are explored, words used in different contexts. Books selected for quality of vocabulary content.							
		-Develop the Reading curriculum Intent, Implementation, and Impact statements.	HT	Staff meeting HT/ Teachers	Aut Term	Reading curriculum completed and shared	Govs RSC		
		-Provide information to parents and families about reading at home with their child (stay & play).	ST	Class Teachers	Aut term				
		-Norfolk reading project in school. Reading Support Volunteer in school each Tuesday to hear C.2 reader – Echo Reading		Nicola Duthie Volunteer✓	Summer term 1 onwards	HT			
Norfolk Reading Project volunteer in school hearing children read in class 2									
3B	Guided reading is consistently taught throughout the school with children learning at every opportunity in the lesson and engaged in reading and talking about texts.	<ul style="list-style-type: none"> <li>-Pupils have regular and focussed reading opportunities including a guided reading session each week. Guided reading to include: <ul style="list-style-type: none"> <li>•Teacher reading to the children (teachers show their thinking to pupils, modelling how to re-draft/edit their writing, verbalising aloud their metacognitive thinking (can I use a different word to add detail...)).</li> <li>•Teacher preparing and modelling book talk in guided reading group.</li> <li>•TA supporting groups regularly.</li> <li>•Purposeful carousel reading activities.</li> <li>•Echo reading, the adult (or confident reader) reads a short segment of text, e.g. a sentence or short paragraph, and the pupil will echo it back.</li> </ul> </li> </ul>		Class teachers	Ongoing	HT Guided reading observations/ timetables	Govs RSC		
C3 H taking guided reading session/week – Treasure Island Book									
3C	The school has a colourful, well-resourced school library, with competitions and reading events, will encourage our pupils to read for pleasure.	<p><b>-Further develop the use of the library space</b></p> <ul style="list-style-type: none"> <li>•Develop the role of school librarians.</li> <li>•Create Reading Rivers with children and parents</li> <li>•Run library competitions to engage the children, create excitement around books and encourage pupils to read a variety of texts.</li> <li>•Ensure library slots for every class (post covid control measures) and open library at break time.</li> </ul> <p><b>-Ensure the school has high-quality texts.</b></p> <p>Audit library books including against topic planning. Continue to expand the range and quality of fiction/non-fiction books ensuring a variety of genres/authors that appeal to boys and both genders.</p> <ul style="list-style-type: none"> <li>•Post covid regulations re-start a Library club/Wrentots-Interactive story and rhyme sessions</li> <li>•Use Reading Cloud</li> <li>•Reading Teddies - Home/school reading encouragement</li> <li>•Bedtime baskets – one per class Encourage parents involvement</li> <li>•Digital Literacy – audio books, eBooks available lunch and breaktimes</li> <li>•Get Caught Reading – regularly reading raffle</li> <li>•Reading Certificates throughout the school</li> <li>•Book Shop and Library Visits</li> <li>•School Books Fairs</li> </ul>	Lynsey Watkins TA (Library Lead)  Teachers  H/teacher	Purchase of new reading books  Class teachers  Staff meeting	Summer term onwards	Pupil survey on reading attitudes	Govs RSC		
Library event Friday 14/5 Pyjamarama Day – Fundraiser to ensure every child gets a bedtime story Bedtime baskets – one per class Encourage parents involvement Library use limited due to covid restrictions									
3D	Lexia Reading used to help accelerate	<b>-Children use Lexia Reading</b> - IT based synthetic phonics programme to accelerate reading skills	English Subject Lead	Teachers	Ongoing	HT Monitor progress in Lexia levels			

acquisition of reading skills			Lexia UK 36-month licence £500 (Pupil Premium £100)				
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**Priority: 4 Design, structure, sequence and implement a new school curriculum**

<b>Rationale:</b>	<p>-The 'Education Inspection Framework 2019 made clear a school's curriculum should be 'coherently planned and sequenced towards cumulatively sufficient knowledge.'</p> <p>-An expectation the curriculum is knowledge-rich defined as the "invaluable knowledge [schools] want their pupils to know".</p> <p>-Hirsch: 'The more a person knows the more they can learn. Existing knowledge is 'mental velcro' which allows additional knowledge to become attached (or stick) to it.</p> <p>-Awareness that revisiting concepts helps embed knowledge and create connections with prior understanding, making the learning 'sticky'.</p>	<p><u>School's Aims and Values</u></p> <p>We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents. The curriculum is taught through whole school stimulating topics and there is an emphasis on enquiry.</p> <p>We help our pupils to be creative, independent learners and thinkers;</p>
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<b>Impact</b>	<p>- <b>An effective, well-taught curriculum in place in which pupils know more and are able to do more.</b></p> <p>- <b>Learners remember more of the content they have been taught in the long term and integrate their new knowledge into larger concepts</b></p> <p>- <b>Important knowledge to be retained is identified</b></p> <p>- <b>A spiral curriculum in place</b> - pupils revisit a topic/subject several times throughout/across key stages, with the complexity of the topic increasing with each revisit. New learning builds on old learning and is put in context with the old information.</p> <p>-Pupils' curriculum experience and skills are improved (reinforced each time as pupils revisit the subject matter and apply their early knowledge to later curriculum objectives).</p> <p>-The school's curriculum is planned and sequenced towards clearly defined end points - what pupils will be able to know and do at those ends point is clearly defined</p> <p>-The intent, implementation and impact of the English Reading curriculum, Science, Geography and PE is clearly defined to ensure consistency across school, so pupils know more, remember more, and understand more.</p> <p>-All children making expected progress and more children reach greater depth</p> <p>-'Core Subject Words' used to identify key knowledge and vocabulary. Identify for each new topic/curriculum subject. Through retrieval practice and direct instruction, support pupils' deeper understanding of their meaning and support their storage in the long-term memory.</p> <p>-Science Intent statement stating the knowledge and conceptual understanding all pupils will develop in the school's science curriculum (i.e., what pupils need to know and be able to do to reach those end points) is completed and reflects practice.</p> <p>- Children's wellbeing and mental health, their engagement in learning, their resilience and self-confidence, is enhanced through regular use of outdoors</p>
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Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ People undertaking tasks	Timescale	Monitored By	Evaluated By	R
4A	Systems in place to show the impact of the curriculum (the knowledge/ facts/ information children have learnt by the end of a topic)	Complete pupil conferences to establish their views on the curriculum. Talk to children to establish their likes/dislikes etc.	H/t/ pupils	HT - Children Attitudes to the Curriculum sheet completed with groups of pupils	Summer term 2021 & Ongoing	HT - Completed feedback sheets. Attitudes to the curriculum established and feed into curriculum design.	Govs RSC	A
		Trial and Discussion on approaches to measure impact and use of core words. Impact measures to include end of topic double page; cold/hot tasks to capture new knowledge; displays/projects to capture pupils understanding of knowledge taught; quiz/challenge based short activities to assess knowledge progress and retention.	H/t Teachers	Teaching Staff	Summer term 2021 onwards	HT/ST Book Look – evidence of how teacher's capture pupils' understanding in science books	Govs RSC	G

Attitudes to the curriculum survey completed with different pupils across the school – summer term 2021  
 Book Look (28/6/21) evidence how staff capture pupils' learning at the end of a science topic

4B	Resources to support the school curriculum in school and organised	-Audit subject resources and identify gaps in Science, Geography, English Reading, History, Maths (e.g. atlases, measuring jugs, magnifying glasses, scales etc.). -Ensure storage of resources is organised/ tidy across the school. -Ensure a world map for every classroom (Geography Topic), and other resources as meets the curriculum	TAs – release time TA - LW	Sum 21 - Science Aut 21 - Geography; English Reading/ Phonics Spring -History		HT Science audit June 21✓	Govs RSC	
4C	The science curriculum is ambitious, with the content coherently planned and sequenced, building towards clear end points. Teaching is designed to help children remember what they have been taught in the long-term.	-Science curriculum Intent, Implementation and Impact statements developed with teachers.	HT/ All	Teachers 13/5 Curriculum AM (HLTA to cover class)	Summer term 2021	HT - Science Intent, implementation and Impact statements shared with govts (and parents via the school website)	Govs RSC	
		-Plan and sequence the science curriculum. Ensure new knowledge and skills build on what has been previously taught and towards clearly defined end points.	HT/ All teachers	Curriculum AM – HLTA cover	Summer term 2021	HT Science curriculum in place.	Govs RSC	
		-School focus on pupils working scientifically. Teachers plan stimulating science lessons to enable pupils to carry out exciting and hands on investigations.		Teachers	Ongoing	HT/ST Science book look with pupils– FADE FADE sheet evidence of children working scientifically 28/5.		
		-List core Science words to be re-visited - words in the science curriculum the children encounter again and again. Subject specific words that, through regular retrieval practice, pupils remember and can explain their meaning.	RJ Teachers	20/5 Curriculum days	Sum Term 2021		Book look alongside pupils	
		-Update Long Term Science Plans 2021/22 & 2022/23	HT	Teachers	Sum term May 2021 onwards		Govs RSC	
<p>Science curriculum Intent, Implementation and Impact statements completed 20/5/21  Core science topic words listed in classrooms summer term 2  Book Look alongside pupils – children talked about their knowledge and understanding of the core words in the science topic Plants</p>								
	Pupils' science work accurately assessed and used to inform the next steps in the teaching.	-Develop assessment procedures in science that checks pupils' understanding and informs the next steps in teaching i.e., teachers tick/double tick through the LO	Subject leaders/ RJ		Summer term 2021			
4D	The Geography curriculum is ambitious, with the content coherently planned and sequenced, building towards clear end points.	-Geography curriculum Intent, Implementation, and Impact statements completed. Ensure the school's geography curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.	HT/ All	Teachers 1/7/21 Curriculum AM	HT/ All	HT	Geography Intent, implementation and impact statements shared with Govs RSC	
		-List core Geography words to be re-visited - words in the Geography curriculum the children encounter again and again	HT	Teachers	Summer term 2021			

		-Update Long Term Geography Plans 2021/22 & 2022/23. Curriculum map clearly defines Geography skills and knowledge progression through the school	RJ Teachers							
INSET day Thursday 1 July– Implementation Statement – Geography Intent statement and Implementation statement completed. Core Geography words identified. Impact statement still to complete.										
4E	The History curriculum is ambitious, with the content coherently planned and sequenced, building towards clear end points.	-History curriculum Intent, Implementation, and Impact statements completed. Ensure the school's geography curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.	Subject Leader HT	Teachers	Autumn term 2021	HT	History Intent, implementation and impact statements shared with Govs RSC			
		-Update Long Term History Plans 2021/22 & 2022/23	Subject leader HT	Teachers	Autumn Term 2021	HT				
4F	The Art curriculum is ambitious, with the content coherently planned and sequenced, building towards clear end points.	-Write the Art curriculum Intent, Implementation, and Impact statements. Ensure the school's geography curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.		Aut term 21		HT	Art Intent, implementation and impact statements shared with gov's			
		-Review use of sketch books, using the books to document the creative art process. Sketch books used to gather information/ ideas for use on a larger piece of work, practice drawing techniques such as shading, perspective etc.	Subject lead		Aut term		Sketching Book look			
		-Update Long Term Art Plans 2021/22 & 2022/23	RJ							
4G	School is meeting the statutory requirements for the new RSHE curriculum	-Policy updated and curriculum map in place	RSHE Subject Lead - CC	CC - Sum term 21 Subject lead release time Staff meeting time	Ongoing	HT	RSE Jo Lattimore Gov Aut term			
		-School to join the PSHE Association	NS	CC £125 Line 44180	Sum term onwards	HT	Govs RSC			
		-Parent questionnaire – Parent voice informing the school RSHE curriculum. Results of parent questionnaire published on the school website	RSHE Subject Lead - CC	CC	Sum Term 21			HT Feedback to Govs RSC and parents via school website		
		-Staff training in curriculum updates – teachers/ TAs	C. Cameron	Aut term Staff meeting		HT				
4H	Pupils are engaged and motivated to learn, and with improved mental health, with the use of outdoor learning	- The school is actively working towards attaining the LOtC Quality Badge and LOtC is embedded in the curriculum.	HT	Teachers C. Cameron	Ongoing Sept 21 - July 22		HT Govs RSC			

Priority: 5		Ensure excellent PE provision for all pupils						
<b>Rationale:</b>		-PE is integral to the children's healthy lifestyles -Children with healthy bodies, who regularly access PE, often perform better academically -Children enjoy achieving in PE	<u>School's Aims and Values</u> The school builds upon and develops individual strengths and talents so that all children flourish. Pupils' achievements and successes in sport are celebrated; Teamwork is integral to the school's approach to sport. We believe learning should be fun, purposeful and challenging. We nurture and encourage the pupils and have happy children who feel safe in their school.					
<b>Impact</b>		-School continues to make best use of its PE/Sport Premium (£16,000) -Use of Real PE is embedded in teachers' PE lessons leading to high quality provision -PE/sport enrichment activities are varied -Good variety and a high take up of sport after school -Excellent engagement in PE/sport by all pupils (including pupils who previously would not volunteer in competitive sport) -Children aware of healthy lifestyles -The School Games Award Gold/Platinum achieved						
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ People undertaking tasks	Timescale	Monitored By	Evaluated By	R A G
5A	Pupils make rapid progress and enjoy PE lessons because of high-quality PE provision and teaching.	-Ensure staff have access to CPD to support effective PE provision across the school e.g., REAL PE coaches in school leading training for each teacher on the use of the Primary PE digital platform Jasmine	PE Subject lead Rob Hodge	School PE Grant I18D £16,970	Summer term 2021	PE Subject Lead Rob Hodge to complete FADE monitoring sheet H/teacher	Govs RSC	
		-Introduce a simple assessment exercise at the end of each half term – linked with REAL PE themes	PE Subject lead Rob Hodge	Class teachers	Summer term 2021 Onwards	HT	Govs RSC	
		-Ensure dance is taught to a high level across school. -Investigate use of outside agency.	PE Subject lead Rob Hodge	Class teachers Rob Hodge	Ongoing	HT	Govs RSC	
		-Year 6 pupils help lead PE lessons to F/stage and KS1 pupils	PE Subject lead Rob Hodge	PE Subject lead	Ongoing	HT		
<b>Real PE coach in school and each teacher has 1xAM summer term CPD</b>								
5B	The PE curriculum is clearly defined intent, implementation and impact statements leading to pupils' skills, and their knowledge of the curriculum, being enhanced	-P.E. Intent, implementation and impact statements completed -Curriculum map clearly defines P.E. skills and knowledge progression through the school	PE Subject lead Rob Hodge	Subject leader day release (0.5) HLTA 11/5/21	Summer term 21	HT	PE Governor to read - Peter Taylor	
		PE questionnaire – base questionnaire in September and follow-up questionnaire in July to measure impact	PE Subject lead Rob Hodge	PE Subject lead	July 2021 September 2021	HT - Responses to children's questionnaires	Responses fed back to Govs RSC	

5C	All pupils (including less active children) continue to be provided with opportunities to participate in high quality PE/physical activity as evidenced by School games Award	-Ensure application for next year's Gold/Platinum award is in place	PE Subject lead Rob Hodge	PE Subject lead	July 2021	HT		
		-Children are given the opportunity to participate in a wide variety of extra-curriculum clubs each week e.g. senior sports (KS2), netball, soccer, table tennis, Pro Coach sports (KS1/f/stage)	HT	Teachers	Ongoing		Govs RSC	
		-The school continues to take part in a range of sporting competitive events at school, cluster and county level (Covid restrictions permitting)	PE Subject lead Rob Hodge	PE Subject lead Teachers	Ongoing	HT Attendance registers in sport clubs PE/sport pupil questionnaire	Govs RSC	
5D	Resources to support the school PE curriculum in school and organised	-Audit PE resources /Identify new equipment needed while grant still available and costings /available grant.	PE Subject lead Rob Hodge	PE Subject lead to purchase PE equipment identified in the audit		HT		

Priority: 6		Ensure high quality teaching and learning in Maths so that children make improved progress						
Rationale:	Covid has meant children's learning is spiky with groups of children, including low-attaining children, having gaps in their learning. The school's calculation policy was updated in 2021. A need to ensure a weekly maths planning contains agreed features supporting QFT			<u>School's Aims and Values</u> We work hard and inspire children with the highest quality teaching; We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents;				
Impact	Most children make at least EXP progress based upon their starting points. An updated calculations policy used by pupils ensures calculation methods are built on year-on-year. Teaching staff are effective in their use of models, images and manipulatives, supporting pupils' fluency, reasoning and problem solving. Pupils have quick recall of times table facts. Well planned lessons support pupils to build their mathematical understanding, improve fluency, build problem solving capacity and develop mathematical reasoning skills							
Intended Outcomes	Tasks/Actions	Who is Responsible	Resourcing/ People undertaking tasks	Timescale	Monitored By	Evaluated By	R A G	
6A	Teachers' maths plans support QFT and high-quality learning and Improved fluency, reasoning and problem solving skills in maths.	-Teachers' weekly Maths plans are based on White Rose and include recognised/agreed elements including specific learning objective/success criteria; mathematical talk/ questions identified; key vocabulary; sequence of lessons showing learning over a week or 3/4 days; varying challenges 1/2/3.	HT	All teachers	Ongoing	HT/ Maths subject lead Maths Planning scrutiny – evidence of a well-planned sequence of lessons Book Look	Progress of children evaluated by HT  Govs RSC	
		-Teachers use models, images and manipulatives (e.g. Numicon, number beads, Cuisenaire rods, 100 square, number lines etc.) to help pupils build their understanding of mathematical concepts	All teachers	All teaching staff	Ongoing	Teaching observations Maths Planning scrutiny Drop-ins		



		-Maths lessons start with a recap/retrieval of previous learning/ starter and build key skills initially, and a <i>fluency</i> in these before children move to <i>reasoning</i> and then more challenging <i>problem solving</i> related to the key concept they have developed fluency in.	All teachers	All teaching staff	Ongoing	Evidence in maths planning Maths lesson observations		
		-Teachers regularly use the outdoors to engage and motivate pupils in maths.	All teachers	All teachers	Ongoing	Maths books – evidence of outdoor learning		
6B	The content (knowledge and skills) the children are expected to learn by certain key points is defined	-Maths curriculum Intent statement, and implementation and impact statements completed.	CD (Maths subject lead)		Summer term 2021	Intent, implementation and impact Maths statements completed ✓		
		-Teaching staff teach the core maths vocabulary identified in each year group and included in the maths calculations policy -shown in red.	All teachers		Ongoing	Maths words displayed on working walls. Lesson observations Maths lesson plans identify core mathematical vocabulary		
<p style="color: green;">-Maths intent, implementation and impact statements developed by CD sum term 1 and shared in staff meeting 13/5/21</p> <p style="color: green;">-The National Tutoring Programme is delivering maths tutoring to 4 pupils in Y5</p>								
6C	Ensure consistency and progression in the teaching of calculation strategies across the school	-The Maths calculations being taught are consistent with the policy.	CD (Maths subject lead)	All teachers	Ongoing	HT/ Maths subject lead -Book Look monitoring the use of the calculation policy throughout the school.		
		-Parents' maths morning to show the different calculation strategies children are taught as they progress through the school	HT	All teachers	November 2021	HT -Parent feedback form		
	Children are confident in their recall of their times tables up to 12 x 12, fulfilling year group expectation.	-Doing frequent activities in lessons and other revisits in the day. Yr6 revise all times table and division facts up to 12x12 Yr5 revise all times tables and division facts up to 12x12. Yr4 learn all times tables and division facts up to 12x12 Yr3 learn times table and division facts for the 3, 4 and 8 tables. Yr2 learn times table and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Yr1 Count in multiples of 2,5 and 10. Recall and use doubles of all numbers to 10 and corresponding halves. -Pupils accessing times tables Rock Stars online	HT	All teachers	ongoing			

<b>Priority: 7</b>	<b>Implement new EYFS educational Programmes and Early Learning Goals</b>	
<b>Rationale:</b>	The early years foundation stage (EYFS) framework is changing from September 2021 A new baseline assessment for 2021	<u>School's Aims and Values</u> We work hard and inspire children with the highest quality teaching. We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school – to build upon and develop individual strengths and talents.
<b>Impact</b>	Improved outcomes at the end of the EYFS, particularly in early language and literacy A new focus on early language and extending vocabulary	

Baseline arrangements are rigorous and accurate								
Intended Outcomes		Tasks/Actions	Who is Responsible	Resourcing/ People undertaking tasks	Timescale	Monitored By	Evaluated By	R A G
7A	The new baseline assessment used on all pupils on entry to Year R	-Staff trained to use the online assessment tool and all the children will be assessed with 4 weeks of entry -Access training for all EYFS staff -Trial the system and set up for September intake -Check relevant resources in school	JL	AM for training JL and EYFS staff	September 2021	HT	HT& EYFS governor monitoring the process	
7B	The new EYFS curriculum successfully implemented, with children being assessed against the new criteria	-Staff to familiarise themselves with the new EYFS framework -EYFS lead teacher (JL) to distribute new curriculum with Reception class staff and arrange a meeting to discuss implementation -Staff to familiarise themselves with the new assessment criteria and early Learning Goals on Tapestry	JL	All EYFS staff	September 2021	HT		
7C	An EYFS outdoor learning environment is used effectively to enhance and augment outdoor provision.	-EYFS children to have access to frequent, continuous and progressive experiences outdoors. -Learning is planned so that the outdoor space makes the most efficient use of resources, building on children's interests and enthusiasms. -Audit resources – renew, where possible using upcycling e.g. water tray etc.	JL	£200	Completed Sum 1 (April 2020)	HT		

## OVERVIEW OF STAFF MEETINGS

\*All staff meetings start with Children-to-Note (Safeguarding)

SUMMER TERM 2021					
Date	Primary Focus	Who	Date	Primary Focus	Who
Thu 22/4/21	Safeguarding DSL update;		Thu 10/6	<i>No staff meeting Report Writing</i>	
Thu 29/4/21	Parents' meetings	All Staff	Thu 17/6	Writing Moderation – Desert Island	Teachers
Thu 6/5/21		CD	Thu 24/6	<i>New Intake 6pm – No staff meeting</i>	
Thu 13/5/21	Maths Policy – Intent/Implementation and Impact	CD	Thu 1/7	<i>Geography Curriculum Day R.E. feedback from R.E. week</i>	Teachers
Thu 20/5/21	PE Intent/Implementation statement and PE assessment	RH	Thu 8/7		Teachers
Thu 27/5/21	<i>RE Week- philosophy Science core words/ List investigations</i>		Thu 15/7	Sports Day Friday 17/7	
Half Term				Summer Holiday	

AUTUMN TERM 2021					
Date	Primary Focus	Who	Date	Primary Focus	Who
Thu 2/9/21	INSET Safeguarding - KCSiE 2021 (All Staff)	RJ/JL	4/11/21	RE Week - Feedback	
Fri 3/9/21	INSET Principles of effective phonic teaching - led by Sara Matthews, Education Adviser English (All Teaching Staff)	Sara Matthews	11/11/21	Art Curriculum	Teachers
Thu 9/9/21	RSHE		18/11/21		

Thu 16/9/21	Reading Intent Statement		25/11/21	
Thu 23/9/21	Steeping Stones Twilight – Strategies towards Positive Behaviour – led by Pete Atkins (All Teaching Staff)		2/12/21	
Thu 30/9/21	History Curriculum	Teachers	9/12/21	
Thu 7/10/21	History Curriculum	Teachers	16/12/21	
Thu 14/10/21			Holiday Mon 20/12/21 – Wed 5/1/22	
Thu 21/10/21	Writing Standardisation		*Number of teaching days reduced to 189 days (+ 5 Inset days) for the academic year 2021/22	
Half Term				

INSET Day Wed 5/1/22 Curriculum

## CONTINUOUS PROFESSIONAL DEVELOPMENT LINKING TO SIDP

**\*All staff attending courses complete a feedback sheet**

Who	Date	Area	Cost	Course title
Julie Leader	16/4/21	SEND	£13.5	Working Memory Training
Julie Leader	21/4/21	Safeguarding		Designated Safeguarding Lead Training UPDATE: Safeguarding in Education
Nuria Sharp	21/4/21	Safeguarding		SCR
Catherine Griib	19/5/21	Curriculum	£60	Finding and Addressing Gaps in learning - Maths Recovery in Year One
Jo Lattimore	25/5/21	Curriculum	£60	Preparing for a PHSE Deep Dive
Julie Leader	6/7/21	EYFS		Managing the Documentation of Learning in Early Years
Angela Grant	10 dates 2021-22	Curriculum	£600	Foundations of Good Practice: Teaching Assistants
Jo Lattimore	10 dates 2021-22	Curriculum	£50	Foundations of Good Practice: Teaching Assistants
K Furborough	10 dates 2021-22	Curriculum	£50	Foundations of Good Practice: Teaching Assistants
Teaching Staff	3/9/21 INSET AM	Curriculum		Effective Phonics Refresher – Sara Matthews English Team Outline the role of phonics in developing confident and enthusiastic readers and writers • Refresh understanding of phonics terminology and progression in letters and sounds (including aspects of phase 1) • How to make the most of your phonics teaching slot • Revise the key teaching points when introducing a new GPC, blending for reading and segmenting for spelling • Share resources and approaches to support application of phonics to reading and writing
C Davies S Dyer K Rees J Lattimore C Moss S Jones E Whitfield A Tancred T Watt	8/9/21	Safeguarding		Emergency Paediatric First Aid
Rob Hodge	7/10/21	Curriculum	£60	Spotlight on Year 5 Mathematics – strengthen subject knowledge and pedagogy
Julie Leader	17/9/21	EYFS	£125	Early Years Professional Community
All staff	23/9/21	Behaviour	£250	Stepping Stones -Strategies Towards Positive Behaviour
Colleen Cameron	27/9/21	Curriculum	£49.99	The Muddy Puddle Teacher Ltd
Rob Jones	29/9/21	Safeguarding		Educational visits coordinator update training

# **School Improvement and Development Plan**

## **Part II**

### ***QUALITY ASSURANCE FRAMEWORK***

SUMMER TERM 1 2021				SUMMER TERM 2 2021			
APRIL 12/4 to MAY 31/5		JUNE		JULY		AUGUST	
<b>Leadership &amp; Management</b>		<b>Leadership &amp; Management</b>		<b>Leadership &amp; Management</b>		Staff Handbook	✓
Safeguarding JL DSL update training	✓			Evaluation of SIDP – summer to Govs		Update SEF	✓
Review Child Protection folders		New intake Pack include photo permission, educational off-site visits, FSM form		Early Years Self -Review		Update staff induction schedule	
SEF Effectiveness of leadership		<b>Quality of Education</b>		Parents Annual Reports with questionnaires	✓	Staff Development Performance Management Are teachers meeting their PM objectives?	
H&S Risk Assessment checklists school/ EYFS	✓	Book Look 28 /6	✓				
Fire Alarm test	✓	Phonics Screening Check	✓	<b>Quality of Education</b>			
Review Minor Accident Report Forms	✓	Learning Walk	✓	Pupil Progress Meetings	✓		
New intake transition letter to YR parents 29/4	✓	Pupil Premium document		Summer Term 2021 Headline data summary			
Parent Annual Report - template to teachers9/5	✓	Children MSAs		<b>Behaviour and Attitudes</b>			
Parents Evening T27AM Wed 28PM Thu 29PM	✓	Health and safety programme		Attendance Analysis – Report to governors	✓		
Check Single Central Register		Review Minor Accident Report Forms		100% Certificates Awards each term			
Governors Op Committee Premises Plan 10/5	✓	Subject Health Report for Geography/P.E.		Low Attendance letters to parents	✓		
		Geography Intent statement	✓	Pupil On A Page/EYFS	✓		
<b>Quality of Education</b>		PE Intent Statement	✓	w/b 5/7 Pupil Asset data	✓		
Maths Book Look 26/4/21	✓	SWRT/ SWST	✓	Check Single Central Register			
Book Look 24/5/21 SCIENCE		Complete June impact/evaluation of SIDP	✓	FGB – 12/7/21	✓		
Tracking- Data on Pupil Asset W21/4	✓	Budget Revision		<del>Pupils lead Collective Worship</del>			
Pupil On A Page - EYFS Data April	✓	Writing Standardisation activity	✓	Review Minor Accident Report Forms			
Pupil Progress meetings F23/4	✓	Safeguarding mapping tool		Outdoor Classroom Day TBA			
Update Summer Term SEN Register	✓	Prayer Space		<del>Bacon/Books Reading Event 8.10AM TBA</del>			
Update Provision Map – JL	✓	Fun Run		<del>16/7 Open Evening 3.15-6PM</del>			
Summer term class curriculum newsletters	✓	<del>Walk to school week</del>		16/7 Sports Day	✓		
Update Lexia pupil list				13/7 Y6 Pupil Headteacher for a Day	✓		
Class Timetables – summer term	✓						
SEN Health Check. Check actions on IPs. Is provision evident in the class? (JL)							
SEN pupil intervention Plans by w/e Fri 7/5							
Analysis of Pupil Data – to Governors 18/5							
Lesson Observations W12/5 & F14/5	✓						
Curriculum AM with teachers Th 13/5&Th1/7	✓						
Science Intent/Implementation/Impact							
Elect school council/ playground pals							

AUTUMN TERM 1		AUTUMN TERM 2					
SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
SIAMS SEF Who are we as a Church sch?		Book Look – Mon 25/10		Book Look Mon 29/11		Pupil Progress Meetings (PPM) W/b Mon 29/11	
Class Timetables		Pupil Asset Data w/b		Monitor progress of PP		Update Provision Map after PPM	
Autumn term curriculum parent newsletters		Update Assessment Policy		Update SEF – Include Settling-In Survey		PM Overall staff Appraisal Data Capture form to Govs FGB	
Confirm pupil and cohort targets							
Pupils' consent form to access internet R/KS1/2 Online Safety Policy Parents/annually		Review Child Protection files		National Anti-Bullying		Review Minor Accident Report Forms - identify repeated accidents (trips/paving slab etc.)	
-e-safety & Acceptable Use of ICT Consent (Online Safety Policy)- All staff/annually Sept		S/guarding Check the SCR (s/g governor)		Switch Off Fortnight NOV		Termly attendance analysis - Identify Pupils near/below 90% and late sessions/ letters	
'Think then Click' - KS2 pupils annually Sept (Online Safety Policy)		-Pupil Thumbnail Sketch to parents with PITA R/W/M scores		School Open Morning		100% attendance certificates to pupils	
Photographs and Video Consent Form (Online Safety Policy) - Parents of new starter pupils, all new Reception pupils Sept		Annual parent Voluntary Contribution Letter		Complete Nov impact/evaluation of SIDP		Letter to C1 YR parents explaining Y1 spilt Sept 2022 e.g. which Y1 pupils remain in C1 and which move to C2	
Regular off-site visits/activities Consent (Educational Visits Policy) - Parents of new starter pupils, all new Reception pupils Sept		<b>Pupils' Thumbnail Sketches of Progress</b>					
		Follow-up Parents Evenings on request -SWRT/SWST w/b		Identify common mis-read words in summer phonics screening check			
-July Parent Questionnaire Responses in Autumn newsletter	✓	Confirm Targets 2022 YR GLD % 2022 KS1/KS2 R/W/M <b>Y1Phonics</b>		- Analyse school data – Pupil Asset			
Asthma record (care plan) (Supporting Pupils with Medical Needs) - Parents of new starter pupils, all new Reception pupils Sept – Highlight termly in Newsletter		Confirm Baseline Data - Total %pupils entering YR ARE		-PM TAs – teaching Obs of TAs Include TA Job Description			
		Writing Moderation					
Online Safety Checklist/Basic Audit 21		-Cluster Baseline Moderation		RE Policy – SMSC Policy			
<b>Staff Handbook 2021-22</b>	✓	-Aut Term 2021 Headline Data Summary		-Review Child Protection files			
Governors Terms of Reference – Raising Standards/Operational		PM Teachers – Teachers completed by Autumn Term 1 (include job descriptions)		Parents' maths morning			
Set up YR tracking document 9/21 to 7/22		-Lesson Obs		Target 2022 % Tot Absence Primary -3 term			
-Attendance target		PM Policy /Pay Policy		-Families week			
Home School Agreement – All Pupils Annually		-RE week		-Staff wellbeing Questionnaire			
Update SEN Register/Provision Map		Share RE Books in staff meeting		- Collective Worship Policy			
H&S Risk Assessment checklist for school		October Census		Exclusions Policy			
Lexia - Update pupil list		School % attendance in Oct newsletter		Marking Policy			
<b>Settling In Questionnaire to Cl.1 Parents</b> (Feedback responses to cl1 & govts)		Harvest Festival		RSHE Policy			
Book Look – Mon 27/9		H&S Review Minor Accident Report Forms		Home School Learning Policy			
SEN pupil intervention Plans		-Write Aut 2 Collective Worship Timetable		Pupil Thumbnail Sketch			
Home/school Agreements -include Attendance		- Update Pupil Premium register					
Dates – RE week		-IPs completed before October Half Term					
Fire Risk Assessment F607a		-County Safeguarding Review form with TW					

# IMPROVEMENT & PLANNING CYCLE

