



**Symphony Learning Trust**

Aspiration. Innovation. Excellence.

# Orchard Community Primary School



## Core Strategic Plan 2023/2024

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## Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2022-2023	2023-2024	2024-25
<b>1. Leadership and Management</b>	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Review / Implement	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Review / Implement	Embed	Embed
<b>2. Teaching, Learning and Assessment</b>	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Review / Implement	Embed	Embed
<b>3. Behaviour, Safety and Welfare of Pupils (including mental health)</b>	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Review / Implement	Embed	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Embed	Review / Implement	Embed
<b>4. Outcomes for Pupils and groups</b>	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Review / Implement	Embed
<b>5.Outward Looking and Growth</b>	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Review / Implement	Embed	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

## Staff Responsibilities

Leadership Team							
Fiona Shields Head teacher	John Patching Deputy Headteacher (Assessment & LKS2 Leader)	Ashleigh Cooper Assistant Headteacher (KS1 Leader)	Rachel Daft School Business Manager	Thomasin McGravie EYFS Leader (TLR2)	Hayley Webster SENDSCO (SEN Allowance)	Charlotte Brown UKS2 Leader (TLR2)	Lauren Farrar UKS2 Leader & Deputy SENDSCO (TLR2)
<ul style="list-style-type: none"> <li>• Strategic Direction</li> <li>• School Organisation</li> <li>• Leader of Overall Standards &amp; Progress</li> <li>• Leader of Teaching &amp; Learning (Pedagogy)</li> <li>• Curriculum Development</li> <li>• Core Strategic Plan</li> <li>• SEF</li> <li>• Pupil Premium Lead</li> <li>• HR</li> <li>• Finance re: ensuring the effective use of budgets and resources</li> <li>• Health &amp; Safety</li> <li>• DSL</li> <li>• CPD Lead</li> <li>• Wellbeing Team Leader</li> <li>• HLTA/ cover supervisor line management</li> <li>• Behaviour Management 1</li> <li>• Attendance</li> <li>• Appraisal</li> <li>• Induction</li> <li>• PR, Marketing &amp; Communications</li> <li>• Governance</li> <li>• LAC Designated teacher</li> <li>• British Values &amp; SMSC</li> <li>• ECTs</li> <li>• Enrichment/Extra-Curricular</li> <li>• PTA events co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Headteacher</li> <li>• Assessment Strategy</li> <li>• Character Education</li> <li>• Deputy DSL</li> <li>• Appraisal</li> <li>• MDS Team</li> <li>• Mentor/Line Manager for new staff (LKS2)</li> <li>• Sports Grant Strategy</li> <li>• Behaviour Management 2</li> <li>• 0.4 Class Teacher</li> <li>• French Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Deputise in absence of Deputy Headteacher</li> <li>• Leader of Teaching &amp; Learning (English Pedagogy)</li> <li>• Curriculum Development KS1</li> <li>• Monitoring KS1 interventions</li> <li>• Appraisal</li> <li>• Mentor/Line Manager for new staff (KS1)</li> <li>• PTA link</li> <li>• Behaviour Management 3</li> <li>• Deputy DSL</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Direction</li> <li>• HR</li> <li>• General Finance &amp; Procurement</li> <li>• Premises</li> <li>• EVC</li> <li>• Risk Assessments</li> <li>• Health &amp; Safety</li> <li>• Wraparound Care &amp; Lettings</li> <li>• Deputy DSL</li> <li>• Appraisal: Office Staff &amp; Premises Officer</li> <li>• LAC</li> <li>• Charities &amp; Business Initiatives</li> <li>• Bids &amp; Grants</li> <li>• Clerk to Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Reception curriculum, standards and progress</li> <li>• Leader of Teaching &amp; Learning (EYFS Pedagogy)</li> <li>• Reception staffing</li> <li>• Appraisal – EYFS Support Staff Team</li> <li>• Art Lead</li> <li>• Pre-school liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, standards and progress (SEND pupils)</li> <li>• Teacher and support staff SEND CPD</li> <li>• SEN parent support</li> <li>• Pastoral support</li> <li>• SMSC</li> <li>• Staffing – LKS2 support staff appraisal</li> <li>• Monitoring the planning and implementation of interventions in LKS2</li> </ul>	<ul style="list-style-type: none"> <li>• Y6 Assessment Strategy</li> <li>• Leader of Teaching &amp; Learning (Maths Pedagogy)</li> <li>• Yr6 &amp; Primary liaison</li> <li>• Student Mentor</li> <li>• Appraisal: UKS2 Support Staff Team#</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, standards and progress (SEND pupils)</li> <li>• Teacher and support staff SEND CPD</li> <li>• SEN parent support</li> <li>• Staffing – UKS2 support staff appraisal</li> <li>• Monitoring the planning and implementation of interventions in UKS2</li> </ul>

## Long Term Development Plan

Focus Area	2023/24	2024/25	2025/26
<p><b>1. Leadership and Management (including governance)</b></p>	<ul style="list-style-type: none"> <li>The Headteacher and SLT are able to support other schools within the Trust.</li> <li>Well-developed and established distributive leadership is further developed, particularly for UPS1 staff, to secure outstanding standards of teaching, learning and achievement across the whole school.</li> <li>Increase the scope of, and opportunities for, using class visits and peer to peer coaching to secure professional growth and share good practice, thereby enabling a more self-regulating process for providing effective collaboration, personal reflection and professional growth.</li> <li>Through the expansion of the SLT, and the clear delegation of responsibility, ensure that rigorous processes and procedures for high standards of quality assurance and performance management are in place across school.</li> <li>Further extend collaborative working by developing broader links with Trust schools and other local schools to share best practice and facilitate delivery of Core Plan.</li> <li>Greater pro-activeness with regard to seeking out additional funding sources and deploying such funding to improve the school.</li> <li>Financial review to ensure that we operate an effective financial strategy ensuring long term viability, the ability to invest in current resources (staffing and physical) and alternative sources of funding.</li> <li>The school website meets all statutory requirements.</li> <li>Recruitment of new governors to strengthen expertise (in response to skills audit)</li> <li>The school meets all data protection requirements.</li> <li>Further enhance the work of the Governing Body so that it can lead the strategic development of the school into the future as part of Symphony Academy Trust.</li> <li>The governing body ensure that all statutory duties are met for the year.</li> <li>The demand for children to join our school is maintained or increases - start stage 1 re: expansion planning PS.</li> </ul>	<ul style="list-style-type: none"> <li>The Headteacher and SLT are able to support other schools both within the Trust, and county-wide.</li> <li>Well-developed and established distributive leadership is embedded to secure outstanding standards of teaching, learning and achievement across the whole school.</li> <li>More middle leaders take on qualifications such as NPQSL.</li> <li>Continue to develop peer coaching to move the quality of teaching further towards outstanding 50%.</li> <li>Governors have a clear policy to succession planning for both school staff and effectively implement the school's strategic plan for serving the current and future pupil community.</li> <li>School business management remains highly effective in ensuring that leaders can focus on improving the quality of Teaching &amp; Learning.</li> <li>The school website meets all statutory requirements.</li> <li>The school meets all data protection requirements.</li> <li>Review of governance to ensure that we are developing an outstanding governing body with the requisite skills to provide challenge and support and guide the direction of the school in collaboration with the senior team.</li> <li>The governing body ensure that all statutory duties are met for the year.</li> <li>School expansion project re: PS is completed. Pre-school setting opens September 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain an outstanding senior leadership team, ensuring effective succession planning, and an outstanding governing body with the requisite skills to provide challenge and support and guide the direction of the school in collaboration with the senior team.</li> <li>School has capacity to support other vulnerable schools.</li> <li>There are clear career paths within school with teachers moving into senior roles as other staff develop.</li> <li>Develop peer coaching to move the quality of teaching from good to outstanding 64%.</li> <li>Governors produce a Sustainability Plan for the school.</li> <li>The school website meets all statutory requirements.</li> <li>The school meets all data protection requirements.</li> <li>The governing body ensure that all statutory duties are met for the year.</li> </ul>
<p><b>2. Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>100% of teaching and learning over time is never less than good</li> <li>Develop peer coaching to move the quality of outstanding practice in relation to Reading, Writing and Maths to 42% (6/14 teachers)</li> <li>Further develop staff skills in catering effectively for a wide range of pupil needs, particularly those with SEND and the more-able</li> <li>A rich, exciting and engaging themed based curriculum inspires all learners to make exceptional progress in ALL foundation subjects (with a focus on French &amp; DT).</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching and learning over time is never less than good</li> <li>As a result of peer coaching, the proportion of outstanding practice in relation to Reading, Writing and Maths increases to 50%-57% (7/14 or 8/14 teachers)</li> <li>Lesson observations show that the quality of challenge is high across all classes, leading to rapid and sustained improvement for all pupils, especially the more able, bottom 20% and SEND.</li> <li>Apple Classroom and other new technologies are fully embedded into practice.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching and learning over time is never less than good.</li> <li>As a result of peer coaching, the proportion of outstanding practice in relation to Reading, Writing and Maths increases to 64% (9/14 teachers).</li> <li>Pupils' achievement in STEM (Science, Technology, Engineering &amp; Maths) subjects, as evidenced by teacher assessment, work scrutiny etc. shows a greater depth of understanding than expected in the National Curriculum.</li> <li>Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• Enhance the profile of Music and Art for pupils to inspire creative thinking, self-expression and cultural awareness.</li> <li>• New schemes for identified foundation subjects are well embedded.</li> <li>• Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> <li>• Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>• Learning walks, book scrutiny and pupil voice show pupils respond to feedback make good progress as a result</li> <li>• Re: the above, embed Apple Classroom to guide learning, share work, and manage student devices.</li> <li>• A rich and creative curriculum with links to sustainability, outdoor and global education meets the needs of all</li> <li>• STEM: Pupils gain an understanding of technology and engineering through contacts with local technology and engineering firms.</li> <li>• Continued focus on reduced workload: feedback and data collection.</li> <li>• Maths: Develop the Maths curriculum further to ensure that children's mathematical reasoning matches their attainment in number fluency</li> <li>• Continued focus on reduced workload: feedback and data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Book scrutiny shows that pupils are appropriately challenged and make at least good progress.</li> <li>• Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result.</li> <li>• Review the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result</li> </ul>
<p><b>3. Standards in Core subjects</b></p>	<ul style="list-style-type: none"> <li>• KS1 and KS2 EXS+ at least in line with the national average for Reading, Writing and Maths.</li> <li>• GDS to be in line with the national average for Reading, Writing and Maths.</li> <li>• KS2 progress scores above 0 in Reading, Writing and Maths.</li> <li>• KS2 combined Reading, Writing and Maths to be at least in line with the national average.</li> <li>• Phonics Screening % pass to remain above the national average.</li> <li>• Science at KS1 and KS2 EXS in line with the national average.</li> <li>• Across all year groups, 85% of pupils in each class make expected/good progress in Reading, Writing and Maths</li> <li>• Across all year groups, 10% of pupils in each class exceed the expectations for good progress.</li> <li>• In Y1, 3, 4 &amp; 5, at least 68% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1 and KS2 EXS+ above the national average for Reading, Writing and Maths (aspirational target +5%)</li> <li>• GDS in KS1 and KS2 to be above the national average for Reading, Writing and Maths (aspirational target +2%)</li> <li>• KS2 Progress scores above 0 in Reading, Writing and Maths.</li> <li>• KS2 combined Reading, Writing and Maths above the national average</li> <li>• Phonics Screening % pass to remain above the national average</li> <li>• Science at KS1 and KS2 EXS above the national average</li> <li>• Across all year groups, 85% of pupils in each class make expected/good progress in Reading, Writing and Maths</li> <li>• Across all year groups, 12% of pupils in each class exceed the expectations for good progress i.e. more than 6 steps.</li> <li>• In Y1, 3, 4 &amp; 5, at least 70% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1 and KS2 EXS+ above the national average for Reading, Writing and Maths</li> <li>• GDS in KS1 and KS2 to be above the national average for Reading, Writing and Maths</li> <li>• KS2 Progress scores more significantly above 0 in Reading, Writing and Maths.</li> <li>• KS2 combined Reading, Writing and Maths above the national average</li> <li>• Phonics Screening % pass to remain above the national average</li> <li>• Science at KS1 and KS2 EXS above the national average</li> <li>• Across all year groups, 88% of pupils in each class make expected/good progress in Reading, Writing and Maths</li> <li>• Across all year groups, 15% of pupils in each class exceed the expectations for good progress i.e. more than 6 steps.</li> <li>• In Y1, 3, 4 &amp; 5, at least 75% of all children within the cohort are working at combined age related expectations for Reading, Writing and Maths.</li> </ul>

<p>4. Standards in other subjects</p>	<ul style="list-style-type: none"> <li>At least 80% of pupils in all year groups working at EXS+ in every foundation subject.</li> <li>At least 20% of pupils working at GDS in the majority of foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>At least 82% of pupils in all year groups working at EXS+ every foundation subject.</li> <li>At least 21% of pupils working at GDS in all foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>At least 84% of pupils in all year groups working at EXS+ every foundation subject.</li> <li>At least 22% of pupils working at GDS in all foundation subjects.</li> </ul>
<p>5. Standards in EYFS</p>	<ul style="list-style-type: none"> <li>Good Level of Development to be above the national average.</li> <li>At least 15% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline.</li> <li>At least 15% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.</li> </ul>	<ul style="list-style-type: none"> <li>Good Level of Development to be at least 2% above national.</li> <li>At least 16.5% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline.</li> <li>At least 16.5% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.</li> </ul>	<ul style="list-style-type: none"> <li>Good Level of Development to be at least 3% above national.</li> <li>At least 18% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline.</li> <li>At least 28% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs from their baseline.</li> </ul>
<p>6. Progress of different groups of learners</p>	<ul style="list-style-type: none"> <li>82% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected <b>progress</b> on average for Reading, Writing and Maths.</li> <li>Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 80% of SEN pupils make at least 'expected' progress in RWM.</li> <li>At least 3% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths</li> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than -0.1)</li> <li>At least 3% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths.</li> <li>At least 63% of Summer born children in Reception achieve a GLD.</li> <li>Improve progress and attainment in Writing for boys, by ensuring that the curriculum effectively meets their needs and interests and that their attitudes to writing remain consistently positive.</li> <li>Improve outcomes for lower attaining, SEND and Watchful Eye pupils in R, W, M so that 10% move from working Below to at least OT-</li> <li>Improve progress and attainment in Maths for girls in lower average groups especially through the further development of reasoning skills and highly effective application of number facts and calculations, both written and mental.</li> <li>Summer born children in the reporting years perform in line with all pupils in Reading, Writing and Maths.</li> <li>Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year.</li> </ul>	<ul style="list-style-type: none"> <li>84% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected <b>progress</b> on average for Reading, Writing and Maths.</li> <li>Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 84% of SEN pupils make at least 'expected' progress in RWM.</li> <li>At least 4% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths.</li> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than 0).</li> <li>At least 3.5% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths.</li> <li>At least 65% of Summer born children in Reception achieve a GLD.</li> <li>Summer born children in the reporting years perform in line with all pupils in Reading, Writing and Maths.</li> <li>Pupils with SEN increase their standardised scores by at least 2.5 points compared to the end of the previous year</li> </ul>	<ul style="list-style-type: none"> <li>85% of learners within each group (Boys, Girls, SEN, EAL, PPG) make at least expected <b>progress</b> on average for Reading, Writing and Maths.</li> <li>Evidence that SEND interventions are of a high quality and make an impact on pupil progress. 88% of SEN pupils make at least 'expected' progress in RWM.</li> <li>At least 5% more pupils than the previous year are EXS in each year group in Reading, Writing and Maths</li> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading (Progress of PP in Reading, Writing and Maths to be no less than 0).</li> <li>At least 4% more PP pupils than the previous year are EXS+ in each year group in Reading, Writing and Maths</li> <li>At least 70% of Summer born children in Reception achieve a GLD</li> <li>Summer born children in the reporting years perform in line with all pupils in Reading, Writing and Maths.</li> <li>Pupils with SEN increase their standardised scores by at least 2.8 points compared to the end of the previous year.</li> </ul>

<p><b>7. Behaviour</b></p>	<ul style="list-style-type: none"> <li>• Zero permanent exclusions (of children who have been at the school for more than 1 year).</li> <li>• No more than 5 days in total of fixed term exclusions (not including children who joined the school in the last year).</li> <li>• Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations.</li> <li>• Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Zero permanent exclusions (of children who have been at the school for more than 1 year).</li> <li>• No more than 4 days in total of fixed term exclusions (not including children who joined the school in the last year).</li> <li>• Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations.</li> <li>• Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Zero permanent exclusions (of children who have been at the school for more than 1 year).</li> <li>• No more than 3 days in total of fixed term exclusions (not including children who joined the school in the last year).</li> <li>• Behaviour for learning judged to be at least good in 100% of learning walks and lesson observations.</li> <li>• Continue to set high moral and ethical standards to ensure that all our pupils become responsible individuals at school and within the community and to provide an environment which is free from bullying and in which students demonstrate impeccable behaviour inside and outside the classroom.</li> </ul>
<p><b>8. Attendance</b></p>	<ul style="list-style-type: none"> <li>• Average attendance of all pupils at least 96% (outstanding).</li> <li>• Average attendance of disadvantaged pupils at least 93.5% (good).</li> <li>• Raise attendance of each pupil classed as a persistent absentee by 1%.</li> </ul>	<ul style="list-style-type: none"> <li>• Average attendance of all pupils at least 96.5% (outstanding).</li> <li>• Average attendance of disadvantaged pupils at least 93.8% (good).</li> <li>• Raise attendance of each pupil classed as a persistent absentee by 1.5%.</li> </ul>	<ul style="list-style-type: none"> <li>• Average attendance of all pupils at least 97% (outstanding).</li> <li>• Average attendance of disadvantaged pupils at least 94.0% (good).</li> <li>• Raise attendance of each pupil classed as a persistent absentee by 2%.</li> </ul>
<p><b>9. Inclusion</b></p>	<ul style="list-style-type: none"> <li>• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> <li>• At least 66% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> <li>• At least 66.5% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)</li> </ul>	<ul style="list-style-type: none"> <li>• The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> <li>• At least 67% of PP pupils achieve combined in KS2 (excluding SEN PP pupils)</li> </ul>
<p><b>10. Safeguarding</b></p>	<ul style="list-style-type: none"> <li>• Annual Safeguarding Audit identifies that the school meets all statutory duties.</li> <li>• Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding.</li> <li>• Implementation of any outcomes of the audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Safeguarding Audit identifies that the school meets all statutory duties.</li> <li>• Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding.</li> <li>• Implementation of any outcomes of the audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Safeguarding Audit identifies that the school meets all statutory duties.</li> <li>• Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding.</li> <li>• Implementation of any outcomes of the audit.</li> </ul>
<p><b>11. Health</b></p>	<ul style="list-style-type: none"> <li>• 2 hours per week of PE lessons for all children.</li> <li>• At least 78% of Year 6 children will be able to swim 25m.</li> <li>• Embed the use of Sports Ambassadors to run lunchtime sports activities for all pupils on a daily basis.</li> <li>• Further develop Happy Lunchtime provision to ensure pupils' social development is nurtured and learning opportunities maximised.</li> <li>• At least 72% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity.</li> <li>• At least 62% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity</li> <li>• Ensure that cross-community sporting events remain 'high' on the school's agenda as a way of promoting 'good citizenship' (respect, tolerance, politeness, understanding of self and others...) and to ensure physical and mental well-being is effectively promoted through Curriculum PE and PSHE.</li> <li>• Fully immerse pupils in the school values and support children in becoming 'citizens of good by further embedding Character Education initiatives across the whole school.</li> <li>• The school will re-apply for its Platinum Sports Award.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hours per week of PE lessons for all children.</li> <li>• At least 79% of Year 6 children will be able to swim 25m.</li> <li>• At least 75% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity.</li> <li>• At least 65% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity.</li> <li>• Enhance the physical learning environment through a revised programme of refurbishment i.e. Wellbeing Garden.</li> <li>• Embed whole school emotional health and wellbeing practice by providing further opportunities for pupils to keep themselves mentally and physically healthy (i.e. additional ELSA, across schools Counsellor).</li> <li>• The school will maintain its Platinum Sports Award.</li> <li>• Further enhance high standards in safeguarding by reviewing provision for teaching about e-safety within school.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hours per week of PE lessons for all children.</li> <li>• At least 80% of Year 6 children will be able to swim 25m.</li> <li>• At least 80% of children in each key stage participate in a lunchtime or after school extra-curricular club/activity.</li> <li>• At least 70% of PP children in each key stage participate in a lunchtime or after school extra-curricular club/activity.</li> <li>• Embed whole school emotional health and wellbeing practice by providing further opportunities for pupils to keep themselves mentally and physically healthy (i.e. Mental First Aid for Children, outdoor quiet areas.</li> <li>• The school will maintain its Platinum Sports Award.</li> </ul>



	<ul style="list-style-type: none"> <li>Continue to extend the school's mental health strategy to support children and parents in developing good mental health habits from YR-Y6.</li> </ul>		
<b>12. Parents and the Wider Community</b>	<ul style="list-style-type: none"> <li>95% of Y1-6 parents will download the Class Dojo communication app.</li> <li>95% of EYFS parents will download the Tapestry communication app.</li> <li>At least 90% of parents will attend parents' evenings</li> <li>85% of disadvantaged families will attend parents' evenings</li> <li>Increase the engagement of hard to reach parents/ carers in children's learning, so that they impact on pupil progress.</li> <li>SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.)</li> <li>Parents will be invited to attend a celebration event at least once per term in all year groups.</li> <li>Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations.</li> <li>The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community.</li> <li>PTA (Parents and Teacher Association) organise at least 6 events during the year.</li> <li>The school's Food Bank continues to be run by Y5/6 School Council Members.</li> <li>The SBM secures donations from local businesses for x3 fundraising events annually.</li> <li>The school's marketing tools expand as per the school's Marketing Strategy</li> <li>Audit, consult and plan for further grounds development (KS1).</li> </ul>	<ul style="list-style-type: none"> <li>95% of Y1-6 parents will download the Class Dojo communication app.</li> <li>95% of EYFS parents will download the Tapestry communication app.</li> <li>90%+ of parents will attend parents' evenings.</li> <li>85% of disadvantaged families will attend parents' evenings.</li> <li>SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.)</li> <li>Parents will be invited to attend a celebration event at least once per term in all year groups.</li> <li>Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations.</li> <li>PTA (Parents and Teacher Association) organise at least 6 events during the year.</li> <li>The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community.</li> <li>The school's Food Bank continues to be run by Y5/6 School Council Members.</li> <li>The SBM secures donations from local businesses for x3 fundraising events annually.</li> </ul>	<ul style="list-style-type: none"> <li>95% of Y1-6 parents will download the Class Dojo communication app.</li> <li>95% of EYFS parents will download the Tapestry communication app.</li> <li>90%+ of parents will attend parents' evenings</li> <li>85% of disadvantaged families will attend parents' evenings.</li> <li>SLT to lead at least x1 core skills/information workshops for parents (Phonics, Y2/6 SATS, Maths, Reading, SEND drop ins etc.)</li> <li>Parents will be invited to attend a celebration event at least once per term in all year groups.</li> <li>Each year group will engage at least x2 parent volunteers to support with reading, specialist activities and celebrations.</li> <li>PTA (Parents and Teacher Association) organise at least 6 events during the year.</li> <li>The school takes part in visits to St Edward's Church and other local places of worship in the immediate and wider community.</li> <li>The school's Food Bank continues to be run by Y5/6 School Council Members.</li> <li>The SBM secures donations from local businesses for x3 fundraising events annually.</li> </ul>
<b>13. British Values</b>	<ul style="list-style-type: none"> <li>Each British Value is covered in detail every half-term through a whole school assembly.</li> <li>British Values are covered as per RE and PSHE STP.</li> <li>The School Council and other Leadership Teams will promote the key British Values in their work.</li> <li>Development of our curriculum offer to ensure that children understand and value the diverse communities within Derby, UK and the world.</li> <li>Provide new opportunities for pupils to actively contribute to community initiatives and activities and have a positive impact.</li> <li>Consider applying for the Rights Respecting Schools Bronze Award.</li> <li>Curriculum implementation provides opportunities for children to campaign for positive changes locally and nationally.</li> </ul>	<ul style="list-style-type: none"> <li>Each British Value is covered in detail every half-term through a whole school assembly.</li> <li>British Values are covered as per RE and PSHE STP.</li> <li>Further development of our curriculum offer to ensure that children understand and value the diverse communities within Derby, UK and the world.</li> <li>Pupils actively contribute to community initiatives and activities and have a positive impact.</li> <li>Consider applying for the Rights Respecting Schools Silver Award.</li> </ul>	<ul style="list-style-type: none"> <li>Each British Value is covered in detail every half-term through a whole school assembly.</li> <li>Review British Values within our curriculum to ensure that it enhances children's commitment to fundamental values of democracy, rule of law, liberty and respect; how these have changed through time and how these should be extended.</li> <li>Provide further opportunities for pupils to actively contribute to community initiatives and activities and have a positive impact.</li> </ul>

<p><b>14. Staff CPD</b></p>	<ul style="list-style-type: none"> <li>• Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan.</li> <li>• Every member of staff can identify at least 3 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice.</li> <li>• Increase the scope of, and opportunities for, using internal peer to peer coaching to secure professional growth and share good practice, enabling a more self-regulating process for providing effective collaboration, personal reflection and professional growth.</li> <li>• SENDCOs and other senior leaders to specifically further develop staff skills in catering effectively for a wide range of pupil needs, particularly those with SEND and the more-able.</li> <li>• Collaboration – secure high quality CPD and professional learning through our new membership within Symphony Trust in order to maintain, and secure, a skilled workforce.</li> <li>• Increase professional development opportunities for senior leaders through further commissions for School To School Support.</li> <li>• Teachers who manage foundation subjects become experts in their field and support local cluster schools in Leicestershire and other schools outside of the Trust.</li> <li>• An effective teacher learning community drives CPD and continually enhances the skills of all staff and raises pupil standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan.</li> <li>• Every member of staff can identify at least 4 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice.</li> <li>• Increase sustainability by extending collaborative working - explore further education partnerships within and beyond the Trust which offer the school challenge, support and facilitate the core plan.</li> <li>• Increase professional development opportunities for senior leaders through further commissions for School To School Support.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the annual appraisal process, each member of staff has a programme of internal and external CPD devised specifically for their role, or linked to the Core Plan.</li> <li>• Every member of staff can identify at least 5 CPD activities they have undertaken during the year, and can describe the impact of this training on their professional development and practice.</li> <li>• School supports support local cluster schools in Leicestershire and other schools outside of the Trust.</li> </ul>
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## Review of Priorities for 2022/23

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p><b>Priority 1</b> Improve outcomes and progress in Maths by adapting the White Rose Maths Framework so that it enables pupils to become more assured in the fundamentals of mathematics and to use this fluency to reason mathematically and solve problems by applying their knowledge.</p>	<ul style="list-style-type: none"> <li>• The teaching of core principles of mathematics has allowed children to more confidently secure arithmetical fluency and to better engage with solving problems, showing perseverance and their factual knowledge.</li> <li>• As a result, progress and attainment levels have increased <b>significantly</b>. Pupils working at ARE 22/23: Y1 91.7%; Y2 82.7%; Y3 95.6%; Y4 77.3%; Y5 92.2%; Y6 SATS 76.7%</li> <li>• Percentage of pupils making good or better progress over the year: Y1 100%; Y2 84.3%; Y3 86.7%; Y4 88.6%; Y5 92%; Y6 86%</li> <li>• Teachers' planning now provides more appropriate pacing and sequencing of curriculum content and assessment to enable pupils to make good progress.</li> <li>• By streamlining content, teachers are more effectively covering the essential core content in each phase within the available time.</li> <li>• Lesson observations and book looks show that teachers have a good grasp of the needs of the children based on astute AFL and work is more appropriate for meeting these needs because of flexible grouping.</li> <li>• Children are able to talk more confidently about the abstract methods they use and are demonstrating better retention of key facts and prior knowledge, enabling them to apply this more successfully to problem-solving and reasoning.</li> <li>• The teaching of core principles of mathematics such as the four operations, is allowing children to better engage with solving problems, showing perseverance and their factual knowledge.</li> <li>• Because we have streamlined the use of manipulatives, pupils display more confidence in how to make the best use of resources. Additionally, pupils are more familiar and confident with the models and representations.</li> <li>• Lessons have become more consistent in terms of structure.</li> <li>• Because pupils have regular opportunities to secure the rapid recall of the fundamental knowledge of mathematics e.g. times tables, number bonds etc. the intensity of this fluency teaching and extra practice has promoted earlier entry points to mastery.</li> <li>• Pupils feel success and know that they can improve with their learning through building connections between prior and future learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to follow the adapted White Rose Maths Framework and the progress that the children have made this year, so that it enables pupils to become more assured in the fundamentals of mathematics and to use this fluency to reason mathematically and solve problems by applying their knowledge.</li> <li>• Secure excellent rates of progress and challenge for more able pupils in maths</li> <li>• Close gaps in the performance of SEND and lower ability pupils by developing their mastery of 'basic' mathematical concepts and improving fluency.</li> <li>• To further enhance skills of Teaching Assistants in delivering small group interventions and in lesson support so that pupil progress is accelerated.</li> <li>• Pupils to take part in a range of mathematical enrichment days to enable them to be more fully immersed in to a particular topic of mathematics e.g. measures, fractions, shape.</li> <li>• Calculation workshop for parents- includes how to support with calculations and times tables.</li> <li>• Monitor impact of the SMIRFS - a non-negotiable list for each year group.</li> <li>• Review and update the Calculations Policy in the light of our adaptation of White Rose Maths.</li> </ul>
<p><b>Priority 2</b> Improve subject provision and achievement in Art, DT, French, Music, PE &amp; Computing, so that these subjects provide a stronger basis for the development of progressive knowledge, skills and cultural capital.</p>	<ul style="list-style-type: none"> <li>• Teachers' subject knowledge for Music, Art, PE and Computing has improved, ensuring concepts and skills are taught effectively. As a result, the quality of teaching and learning across these subject areas is strengthened.</li> <li>• The percentage of pupils working at ARE in these foundation subjects has increased.</li> </ul>	<ul style="list-style-type: none"> <li>• French and DT to be the focus for 24-25. Introduce new Kapow French scheme. New Leader for DT to drive improvement.</li> <li>• Continue to adapt the KWL grids to give them more purpose.</li> <li>• Introduce and develop the use of vocabulary in a more refined way so that pupils retain and use vocab more appropriately.</li> <li>• Embed clear knowledge organiser practice to ensure the key information is being retained.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children are more effectively building on previous learning for Computing, Art, PE and Music and can make connections both within and across the curriculum, allowing them to apply this in a range of ways to develop their skills.</li> <li>• Children have had access to a wide range of learning opportunities related to these subjects as staff confidently build enrichment opportunities into lessons and then embed within the wider curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for greater exploration of strategies explored in the 'Challenge for All' staff meeting within learning journeys by streamlining further.</li> <li>• Develop the concepts approach – 'Think like a historian'.</li> <li>• Build in discussion time to incorporate Socratic thinking &amp; questioning.</li> <li>• Revisiting planning with how, why and what QFLs.</li> <li>• Build time to practice skills taught so children can apply them confidently</li> <li>• Continue to look for ways to revisit learning via quizzes and have opportunities for application of skills.</li> <li>• Visits to other school for foundation leads in French, Art and DT.</li> <li>• Make learning sequence 'maps' for each subject covering what units/concepts/musicians/artists were learnt in which year group to jog the memory so that pupils can explicitly talk about what they learnt, and when.</li> </ul>
<p><b>Priority 3</b> To provide outstanding provision for more able pupils in order to meet their needs effectively and ensure that these children are challenged and their depth of learning increased.</p> <p><b><i>Still need to raise the profile, attainment and progress for pupils identified as more able, especially in Literacy and Numeracy through further enhancing provision across the creative curriculum. Target not fully met – needs embedding.</i></b></p>	<ul style="list-style-type: none"> <li>• Staff are more confident in the effective use of a range of pedagogical strategies to challenge MA pupils. E.g. Bloom's Taxonomy questioning, elements of choice over task or recording methods and thoughtful scaffolding</li> <li>• AFL has become more effective in securing appropriate pitch for learning tasks although this is not consistent across the whole school.</li> <li>• Pupils' work shows good progress and evidence of learning at a 'greater depth' standard.</li> <li>• All teachers have secure subject knowledge of GDS.</li> <li>• As a result, the % of GDS and pupils working 'above' (OT+) has increased in RWM across the majority of year groups, although GDS at the end of Y6, is marginally lower in all subjects compared to last year's more able cohort.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to embed whole school alignment re: MA provision and the setting of consistently high expectations.</li> <li>• MA children still need to be provided with greater opportunity to extend and deepen understanding through the provision of appropriate, challenging activities</li> <li>• Lesson observations show that some MA pupils are highly engaged, motivated and curious learners who are being effectively challenge but not the majority.</li> <li>• Only some MA children have high aspirations and 'grit' – some MA pupils still lack 'ambition' and drive.</li> <li>• HT to track provision for MA pupils – underachievement to be discussed at Pupil Progress meetings.</li> <li>• Improve the level of challenge and attainment of MA pupils by developing staff understanding and confidence in delivering Greater Depth opportunities and strategies.</li> <li>• Run specific enrichment activities to inspire and motivate MA pupils e.g. Donington Dynamos.</li> <li>• Secure strong confidence and accuracy re: teacher assessment for GDS Writing through moderation.</li> <li>• Revise scaffolding methods and the teaching of adapted response strategies to raise the level of challenge to all.</li> <li>• English and Maths leaders to specifically monitor GDS.</li> <li>• Challenge for all through adaptation is explicit on teacher planning.</li> <li>• Extend the use of AfL strategies to identify 'gaps' in learning and opportunities to challenge OT+ pupils so that they convert to GDS/above.</li> </ul>

<p><b>Priority 4</b> Through the implementation of targeted, well-resourced interventions and support strategies, improve the outcomes of disadvantaged children and those in the lowest 20% attainment range for Reading, Writing and Maths for each year group.</p>	<ul style="list-style-type: none"> <li>• Outcomes have improved from 2021-22: Pupils with SEND are making good progress, according to their developmental needs.</li> <li>• SEND provision remains highly regarded and positively promoted throughout the school. Staff feel more confident, trained and well supported re: SEND provision. They have a good understanding of how to meet the needs of children with ALN/SEND and can plan effective adapted learning opportunities. As a result, SEND pupils and those in the lowest 20% make good or accelerated progress.</li> <li>• Each year group has run highly effective interventions for pupils with A/N; the SHINE materials have been very successful.</li> <li>• Pre and post-teaching has become a more effective element of both QFT and intervention across the school, raising pupil confidence and progress by giving them the knowledge to access lessons more successfully.</li> <li>• Staff are more confident in identifying the signs of barriers to learning swiftly. They are using a wider range of teaching strategies, alongside knowledge and understanding of individual pupils.</li> <li>• A range of assessment tools are now used to identify the best provision for each pupil. NTS data has been really useful, and O Track is working well.</li> <li>• All staff are ambitious about outcomes for SEND &amp; LA pupils and feel confident in achieving them.</li> <li>• Accurate AFL and small steps data analysis is consistently informing the next steps in learning for SEND and Watchful Eye pupils.</li> <li>• Evidence shows the deployment of support staff has a measured and evidenced impact on pupil progress and wellbeing, as well as impacting on classroom and whole school SEND practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils classed as 'Watchful Eye' (W/E) are not making the accelerated progress we need them to so that they move from working Below to OT or OT-. Target group for 23-24.</li> <li>• Class Teachers to introduce pupil support packs/toolkits/scaffold mats to include resources to support W/E children in class and at home to reach their targets. Also need to incorporate stronger scaffolding methods in some classes e.g. Clicker 8.</li> <li>• Need to ensure that teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time through engagement in focused and highly effective professional development. E.g. increase the scope of, and opportunities for, using class visits and peer to peer coaching to secure professional growth and share good practice, thereby enabling a more self-regulating process for providing effective collaboration, personal reflection and professional growth.</li> <li>• SEND: undertake a robust monitoring and observation timetable to ensure improved outcomes for learners with SEND and AND; develop robust systems of support for all year group teams in order to promote high quality outcomes for all learners with SEND/AND; to evaluate the effectiveness of targeted interventions; to develop staff training and resources for SEN needs in the school.</li> <li>• Monitor and support wider curriculum planning to ensure meaningful maths and writing opportunities are created across the curriculum and that mathematical vocabulary is developed through the use of real life contexts</li> </ul>
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## Headline Results

Key	Below NA	Approx at NA	Above NA
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GLD	School	Difference from previous year	National	Difference (+/-)
	82.2%	21-22 = 80.9% = +1.3%	67.2%	+15.0%

Phonics Screening Y1	School	Difference from previous year	National	Difference (+/-)
	85.4%	21-22 = 80.4% = +5.0%	78.9%	+6.5%

### KS1

KS1 SATs		School	Difference from previous year	National	Difference (+/-)
Reading	EXP and ab	80.8%	21-22 = 73.3% = +7.5%	68.3%	+12.5%
	Greater depth	21.1%	21-22 = 15.6% = +5.5%	18.8%	+2.3%

KS1 SATs		School	Difference from previous year	National	Difference (+/-)
Writing	EXP and ab	76.9%	21-22 = 64.4% = +12.5%	60.1%	+16.8%
	Greater depth	7.6%	21-22 = 0% = +7.6%	8.2%	-0.6%

KS1 SATs		School	Difference from previous year	National	Difference (+/-)
Maths	EXP and ab	82.7%	21-22 = 86.7% = -4.0%	70.4%	+12.3%
	Greater depth	21.1%	21-22 = 31/1% = -10%	16.4%	+4.7%

KS1 SATs		School	Difference from previous year	National	Difference (+/-)
Combined	EXP and ab	76.9%	21-22 = 64.4% = +12.5%	56%	+20.9%
	Greater depth	7.7%	21-22 = 0% = +7.7%	6.2%	+1.5%

KS2

KS2 SATs		School	Difference from previous year	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Reading	EXP and ab	81.4%	21-22 = 77.8% = +3.6%	72.6%	+8.8%	106 (NA 105.1)	21-22 = 106.7 = -0.7
	Greater depth	25.6%	21-22 = 40% = -14.4%	29%	-3.4%		

KS2 SATs		School	Difference from previous year	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Writing	EXP and ab	72.1%	21-22 = 75.5% = -3.4%	71.5%	+0.6%	NA	NA
	Greater depth	11.6%	21-22 = 13.3% = -1.7%	13.3%	-1.7%		

KS2 SATs		School	Difference from previous year	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
Maths	EXP and ab	76.7%	21-22 = 75.6% = +1.1%	72.8%	+3.9%	103.9 (NA 104.2)	21-22 = 104.3 = -0.4
	Greater depth	11.6%	21-22 = 15.6% = -4.0%	23.8%	-12.2%		

KS2 SATs		School	Difference from previous year	National	Difference (+/-)	Av scaled score	Difference from previous year (+/-)
GPS	EXP and ab	88.4%	21-22 = 73.3% = 15.1%	72.3%	+16.1%	104.8 (NA 104.9)	21-22 = 105.7 = +0.9
	Greater depth	18.6%	21-22 = 26.7% = -8.1%	30%	-30%		

KS2 SATs		School	Difference from previous year (+/-)	National	Difference (+/-)
Combined	EXP and ab	65.1%	21-22 = 71.1% = -6.0%	59%	+6.1%
	Greater depth	4.7%	21-22 = 13.3% = -8.6%	8%	-3.3%

Progress scores (end of KS1-KS2)		School	National	Difference from previous year
Progress scores (end of KS1-KS2)	Reading	+0.88	+0.04	21-22 = +0.69 = +0.19
	Writing	-0.07	+0.05	21-22 = +0.85 = -0.92
	Maths	-0.22	+0.04	21-22 = -0.66 = -0.44

## Key Priorities for 2023-24



## Implementation Plan / Logic Model



<b>Priority 1</b>	<b>Improve outcomes and progress in Writing</b>	<b>Leader(s)</b>	<b>Fiona Shields &amp; Ashleigh Cooper</b>
<b>Start Date:</b>	August 2023	<b>Mid-Review:</b>	February/March 2024
		<b>Evaluation Date:</b>	July 2024

### What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:																																																																																
<ul style="list-style-type: none"> <li>The proportion of pupils meeting age expectations in Writing at the end of each year still falls below Maths and Reading – the gap is widening.</li> <li>Streamline the curriculum so that we target the <i>particular</i> writing skills or standards that present special difficulties to pupils.</li> <li>The interventions provided to struggling writers are not strong enough currently to increase their ability to meet significantly improved standards which accelerate their progress from respective baselines. Pupils in the Watchful Eye group, or those receiving SEND Support needed access to high quality and effective intervention programmes within class and across school. Children in the focus group change regularly according to the needs identified.</li> <li>The % of pupils in each classroom that are becoming more proficient writers as the year progresses needs to develop at the same rate as Maths &amp; Reading.</li> <li>At the beginning of the year, pupils at special risk of not being able to meet targets/required standards of progress by the end of the year need to receive teacher led interventions. Need to use assessment information to schedule intervention strategies and to develop the school's capacity to provide more intensive and targeted writing instruction to pupils whose writing is below ARE.</li> <li>Training for Support Staff re: pedagogical skills, would enable them to assist pupils who may need additional, or improved instructional support better. Further training is essential to making important instructional adjustments or "mid-course corrections" for individual pupils, such as increasing instructional time, reducing instructional group size, or shifting an instructional approach, to increase the rate of learning for pupils who might otherwise continue to make inadequate progress during the year.</li> <li>Ensure that Talk for Writing strategies are consistent EYFS to Y6 ensuring clear skills and knowledge progression. Streamline the English curriculum further so that teachers are ensuring thorough coverage and progression of grammar.</li> <li>The quality of modelled texts used with pupils sometimes varies due to the level of teacher subject knowledge - identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development; organise in-house CPD accordingly. For 23-24 have a focus on teacher modelling/using modelled texts as WAGOLLS.</li> </ul>	<ul style="list-style-type: none"> <li>A lot of our Watchful Eye and SEND children need Writing to be taught in a very functional way, initially focusing on the non-negotiable key concepts, knowledge and skills that are the most important components for progression.</li> <li>Slower graspers' especially need to fully master the key learning objectives that must be understood before being able to start a new concept. They may need a more structured approach to their writing lessons.</li> <li>Not all pupils retain key vocabulary to use within their writing units and other connected areas of the curriculum.</li> <li>Not all learners are adequately prepared for the subsequent year in terms of content, skills and knowledge.</li> <li>Due to a lack of retention and application of 'the basics', an increasing number of children are not demonstrating age-appropriate skills required for all elements of Writing.</li> <li>Pupils need clear teacher modelling of grammar, sentences, text type etc.</li> <li>Pupils need access to quality texts to support and inspire their writing.</li> <li>Pupils need to apply skills and knowledge when writing independently.</li> <li>SEND and W/Eye pupils need more personalised resources in writing lessons.</li> </ul>	<table border="1"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="4">Attainment</th> <th colspan="4">Progress</th> </tr> <tr> <th colspan="4">% pupils working at or above ARE</th> <th colspan="4">% pupils making good or better progress over the year</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM Combined</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM Combined</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>83.3%</td> <td>81.3%</td> <td>91.7%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2 SATS</td> <td>80.8%</td> <td>76.9%</td> <td>82.7%</td> <td>76.9%</td> <td>84.3%</td> <td>82.4%</td> <td>84.3%</td> <td>74.5%</td> </tr> <tr> <td>Y3</td> <td>88.9%</td> <td>71.1%</td> <td>95.6%</td> <td>71.1%</td> <td>93.3%</td> <td>80%</td> <td>86.7%</td> <td>71.1%</td> </tr> <tr> <td>Y4</td> <td>84%</td> <td>63.6%</td> <td>77.3%</td> <td>61.4%</td> <td>93.2%</td> <td>77.3%</td> <td>88.6%</td> <td>61.4%</td> </tr> <tr> <td>Y5</td> <td>92.2%</td> <td>88.2%</td> <td>92.2%</td> <td>82.4%</td> <td>90%</td> <td>78%</td> <td>92%</td> <td>68%</td> </tr> <tr> <td>Y6 SATS</td> <td>81.4%</td> <td>72% TA 84.1% WR 88.4% GPS</td> <td>76.7%</td> <td>65.1%</td> <td>School 88 Diff + 0.04</td> <td>TBC</td> <td>School 83 National 84 Diff - 0.23</td> <td></td> </tr> </tbody> </table>	Year Group	Attainment				Progress				% pupils working at or above ARE				% pupils making good or better progress over the year					Reading	Writing	Maths	RWM Combined	Reading	Writing	Maths	RWM Combined	Y1	83.3%	81.3%	91.7%						Y2 SATS	80.8%	76.9%	82.7%	76.9%	84.3%	82.4%	84.3%	74.5%	Y3	88.9%	71.1%	95.6%	71.1%	93.3%	80%	86.7%	71.1%	Y4	84%	63.6%	77.3%	61.4%	93.2%	77.3%	88.6%	61.4%	Y5	92.2%	88.2%	92.2%	82.4%	90%	78%	92%	68%	Y6 SATS	81.4%	72% TA 84.1% WR 88.4% GPS	76.7%	65.1%	School 88 Diff + 0.04	TBC	School 83 National 84 Diff - 0.23	
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What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes
<p><b>Developing children's 'Talk'</b></p> <ul style="list-style-type: none"> <li>• Improve children's spoken vocabulary and use of extended vocabulary and correct use of grammar in writing.</li> <li>• Daily shared reading to include modelling and focus on vocabulary and grammatical structures within texts</li> <li>• Reinforce Talk for Writing 'strategies' - the developmental exploration, through talk, of the thinking and creative processes involved in being a writer.</li> <li>• Teacher talk (talking with, not at, children in order to verbalise the thought processes involved in the various aspects of the writing process e.g. modelled writing)</li> <li>• Supported children's talk (structured opportunities for pupils to develop/practise T4W through class and group activities)</li> <li>• Independent children's talk (pairs, small groups independent of the teacher e.g. Guided Reading)</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Ensure that planning: <ul style="list-style-type: none"> <li>- identifies pupils' needs, based on effective AfL and linked to curricular targets;</li> <li>- an understanding of the prior learning required to undertake a unit of work;</li> <li>- making decisions about the number and structure of phases and the anticipated number of days required to secure the learning at each phase;</li> <li>- at various points during the unit, adjusting the plan to provide opportunities to revisit and secure aspects of the children's learning;</li> <li>- intervention through guided writing sessions that are identified to address specific learning needs with groups of children.</li> <li>- assessment criteria for feedback and marking, self and peer assessments</li> <li>- differentiated groups where necessary to target particular areas of need re: grammar/transcriptional skills, changes to grouping as required – fluid</li> <li>- scaffolding strategies</li> <li>- built-in review time and flexibility</li> <li>- visualiser annotations to pupils' work as a means of modelling the editing process etc.</li> </ul> </li> <li>• use of guided group sessions for explicit formative assessment opportunities</li> <li>• effective questions recorded as a result of AFL that really reached pupils' understanding / misconceptions</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Develop pedagogy through audit I identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development; organise CPD accordingly.</li> </ul>	<p>EEF Improving Writing in the Early Years and Key Stage 1</p> <p>EEF Improving Writing in Key Stage 2 (and Key Stage 3)</p>	<ul style="list-style-type: none"> <li>• Staff CPD to be built in to the academic year:</li> <li>• Staff will be kept up to date with any new guidance and/or initiatives and encouraged to take up any offers of free courses and training specific to their year group and/or to aid their own professional development with regards to mastery.</li> <li>• English Leader to assist teachers with planning for the different forms of assessment.</li> <li>• Peer to Peer classroom visits and support work/modelled lessons.</li> <li>• Writing Moderation – cluster and in-house</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' planning provides appropriate pacing and sequencing of curriculum content and assessment to enable pupils to make good progress.</li> <li>• Lesson observations and book looks show that teachers have a good grasp of the needs of the children and work is appropriate for meeting these needs.</li> <li>• Teachers cover the essential core content in each phase within the available time.</li> <li>• Learners are adequately prepared for the subsequent term, and year ahead, in relation to content, skills, knowledge, attitudes, and values.</li> <li>• Senior Leaders are confident and can evidence that a range of genres, audiences and purposes have been covered and that writing is consistently taught effectively across the school</li> <li>• Pupils will showcase vocabulary, grammar and punctuation in their writing</li> <li>• Pupil's enjoyment of writing is increased across the school</li> <li>• Pupils feel success and know that they can improve with their learning through building connections between prior and future learning.</li> <li>• Evidence of all children being engaged and able to access the learning.</li> <li>• Pupils will feel more confident when writing independently</li> <li>• More pupils are working to their age related objectives.</li> <li>• At least good progress for the majority of each cohort during the academic year 23/24. 85%+ target across the school for progress.</li> <li>• Pre &amp; post intervention checks show progress.</li> </ul>

**Talk for Writing structure enhanced**

- Enhance the Talk 4 Writing structure at all stages of the writing process: Reading and Responding to Texts; Before Writing/Capturing Ideas; Shared/Guided Writing; After Writing/Reflection through:
  - Paul Ginnis active learning strategies/discussion/capturing ideas etc.
  - Word and Language Games (Warming up the word/Warming up the Imagination; visualization); GPS Warm Ups
  - Book Talk
  - Writer Talk (Talk that helps children think and behave like a writer; Reading as a writer; Writing as a reader; Focused on the purpose and audience for the writing; Is most effective when it focuses on the intended effect on the reader)
  - Explore how storytelling and story-making can be incorporated more into units
  - Role Play and Drama/Small World Play (MOE) Especially in relation to boys' writing.

**Scaffolding**

- Ensure key Scaffolding Strategies are well embedded this year for Shared Writing (Scribing); Shared Writing (supported composition) ; Modelled Writing (Demonstration); Guided Writing; Independent Writing.
- There is a good balance between support (plans, frames, collaboration, etc.) and independence is well maintained with scaffolding provided as appropriate.

**Writing for a purpose**

- Improve the engagement of pupils but notably boys, by varying their learning and curricular opportunities for writing with resultant improvements to the learning environment.
- Purposeful Cross Curricular Writing Opportunities - A range of learning experiences are planned to enable pupil to apply writing techniques linked to the broader curriculum; children are able to revisit genres that they have covered in Literacy and use them again in the context of another subject.
- For boys in particular it is important that:
  - there is a balance within the curriculum between an emphasis on 'skills' and a focus on content, meaning and impact of writing
  - schemes of work for English and across the curriculum provide for a wide range of genres to be studied and practised-
  - the curriculum includes approaches to learning that feel 'active', such as drama, working with media texts and IT, etc.
- Real Life Writing Opportunities - demonstrate how skills learned in word-level and sentence-level teaching are applied in 'real' writing activities.
- Ensure that the audience for writing is made clear and that, wherever possible, the audience goes beyond the immediate classroom/setting environment.
- Create real opportunities for audience involving parents and carers

**Contexts for Writing**

- Some writing should be directed to specific audiences beyond the teacher and purposes beyond mere exercise of skills.
- Skilful links are made between reading and writing, so features of text noted and modelled (by shared text or teacher models) find their way into boys' writing.
- There are offers of choice of topic or content (so valuing individual ideas) but with clarity over the form required.

- All groups of learners make at least expected progress with target groups making accelerated progress to close the gap.

<ul style="list-style-type: none"> <li>• There is a balance between 'timed' pieces (plan and final text) and re-drafted work with no routine re-drafting.</li> </ul> <p><b>To strengthen the teaching of writing through reading</b></p> <ul style="list-style-type: none"> <li>• Good writers read widely and draw upon the models of other texts in their own work. Therefore as well as reading for pleasures, ensure that Literacy lessons include learning the reading skills required by the format and medium of publishing, such as reading onscreen; higher order comprehension reading skills, for example, to identify the author's intent; reading as a writer to identify structures, vocabulary and techniques for use in their own writing.</li> </ul> <p><b>AFL</b></p> <ul style="list-style-type: none"> <li>• Further develop self and peer-assessment techniques in order to help them develop the ability to better evaluate/assess, clarifying their own ideas and understanding of both the learning intention and the assessment criteria.</li> <li>• Live marking with the children/peer and self-mark during the lesson so that pupils can monitor their own progress and make improvements/corrections 'at the point of learning'.</li> <li>• <u>Embed</u> formal feedback through group and 1:1 conferencing sessions to better help close the learning gap and move pupils forward in their understanding.</li> <li>• <u>Embed</u> DIRT Time: pupils are given opportunities to reflect on their own work, on what they have learned and how they have learned throughout the lesson and during a specific DIRT session, to make explicit the links between what they have learned and the success criteria.</li> <li>• <u>Embed</u> feedback strategies through the 'next steps' approach: effective suggestions for improvement act as 'scaffolding', ie pupils are given only as much help as they need to use their knowledge. They are not given complete solutions but learn to think things through for themselves.</li> <li>• E.g. There might be positive feedback on 3 aspects of the work; 1 single area highlighted for improvement; 2 suggestions on how the improvement can be made; information on what the improvement will do</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Each phase to interrogate the gaps and benchmark against year groups to better evaluate provision</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Develop the use of intervention strategies to target deficiencies in the attainment of sentence and word level objectives/GPS. E.g. Pre-teach and Post teach interventions based on astute AFL.</li> </ul>			
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Activity	Subject Leadership Release Time	CPD	Resources	Writing Moderation Meetings
Cost	HLTA costs (£3700)	Only £300 in budget for external curriculum training for teachers, and £300 for Support Staff therefore do in-house and via visits to other schools and free webinars	No money in budget – use PTA funds for enhancement activities e.g. theatre groups, to purchase role play props/small world equipment	£0

<b>Priority 2</b>	To provide outstanding provision for more able pupils in order to meet their needs effectively and ensure that these children are challenged and their depth of learning increased, especially in Writing.	<b>Leader(s)</b>	All subject leaders, but primarily Fiona Snhields, Ashleigh Cooper & Charlotte Brown
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<b>Start Date:</b>	August 2023	<b>Mid-Review:</b>	February/March 2024	<b>Evaluation Date:</b>	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:																																																																										
<b>Teachers:</b> <ul style="list-style-type: none"> <li>In order to increase the percentage of pupils achieving GDS, we need to ensure that more able pupils are provided with greater opportunity to extend and deepen their understanding, especially within the core subjects.</li> <li>Have spent a lot of time focusing on SEND and OT- provision – now need to reflect on our whole school policy on how we promote deeper learning for more able pupils.</li> <li>Need to more strongly embed the 'policy' of teaching to the top in every lesson and embedding high expectations of all pupils so that we can make sure that everyone is being genuinely stretched and challenged.</li> <li>Need to transfer this mantra into tangible strategies and ideas that are consistently used across all classes to ensure we are continuously challenging our pupils, especially those in the highest ability range.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>GDS figures for Orchard remain below the NA.</li> <li>Pupils need to demonstrate stronger drive, grit, motivation and desire to succeed and challenge themselves.</li> <li>Pupils' higher order thinking needs to be strengthened further.</li> </ul>	<b>Attainment:</b> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="4">Attainment % pupils working above ARE – no. of pupils shown in brackets</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM Combined</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>6.3% (3)</td> <td>2% (1)</td> <td>0</td> <td>0</td> </tr> <tr> <td>Y2 SATS</td> <td>19.2% (10)</td> <td>7.7% (4)</td> <td>19.2% (10)</td> <td>7.7% (4)</td> </tr> <tr> <td>Y3</td> <td>28.9% (13)</td> <td>0</td> <td>28.9% (13)</td> <td>0</td> </tr> <tr> <td>Y4</td> <td>27.3% (12)</td> <td>2.3% (1)</td> <td>13.6% (6)</td> <td>2.27% (1)</td> </tr> <tr> <td>Y5</td> <td>27.4% (14)</td> <td>0</td> <td>23.5% (12)</td> <td>0</td> </tr> <tr> <td>Y6</td> <td>25.6%</td> <td>11.6%</td> <td>11.6%</td> <td>7%</td> </tr> <tr> <td></td> <td>NA 29% Diff -3.4%</td> <td>NA 13.3% Difference -1.7%</td> <td>NA 23.8% Diff -12.2%</td> <td></td> </tr> </tbody> </table> <p>Pupils working at OT+ in Writing</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>Year Group</th> <th>Autumn Term (Dec 22)</th> <th>Spring Term (Mar 23)</th> <th>Summer Term</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>2 = 4.1%</td> <td>4 = 8.3%</td> </tr> <tr> <td>2</td> <td>0</td> <td>7 = 13.5%</td> <td>5 = 9.6%</td> </tr> <tr> <td>3</td> <td>1 = 2.2%</td> <td>5 = 11.1%</td> <td>6 = 13.3%</td> </tr> <tr> <td>4</td> <td>5 = 11.1%</td> <td>7 = 15.9%</td> <td>8 = 18.1%</td> </tr> <tr> <td>5</td> <td>7 = 13.7%</td> <td>7 = 13.7%</td> <td>8 = 15.6%</td> </tr> <tr> <td>6</td> <td>5 = 11.6%</td> <td>5 = 11.6%</td> <td>10 = 23.2%</td> </tr> </tbody> </table>	Year Group	Attainment % pupils working above ARE – no. of pupils shown in brackets				Reading	Writing	Maths	RWM Combined	Y1	6.3% (3)	2% (1)	0	0	Y2 SATS	19.2% (10)	7.7% (4)	19.2% (10)	7.7% (4)	Y3	28.9% (13)	0	28.9% (13)	0	Y4	27.3% (12)	2.3% (1)	13.6% (6)	2.27% (1)	Y5	27.4% (14)	0	23.5% (12)	0	Y6	25.6%	11.6%	11.6%	7%		NA 29% Diff -3.4%	NA 13.3% Difference -1.7%	NA 23.8% Diff -12.2%		Year Group	Autumn Term (Dec 22)	Spring Term (Mar 23)	Summer Term	1	0	2 = 4.1%	4 = 8.3%	2	0	7 = 13.5%	5 = 9.6%	3	1 = 2.2%	5 = 11.1%	6 = 13.3%	4	5 = 11.1%	7 = 15.9%	8 = 18.1%	5	7 = 13.7%	7 = 13.7%	8 = 15.6%	6	5 = 11.6%	5 = 11.6%	10 = 23.2%
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What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes
<ul style="list-style-type: none"> <li>MA record is circulated and monitored by the HT and subject leaders at the beginning of each term – updated where necessary.</li> <li>HT to track provision for MA pupils – underachievement to be discussed at Pupil Progress meetings.</li> <li><u>Embed</u> strategies from April 23 training session to improve understanding of expectations for GDS and 'Challenge for All'</li> <li>Raise the profile, attainment and progress for pupils identified as more able, especially in Literacy and Numeracy through further enhancing provision across the creative curriculum.</li> </ul>	<p>NACE - Making space for able learners: phase 1. Cognitive challenge: principles into practice.</p> <p>Making space for able learners: phase 2. Effective</p>	<ul style="list-style-type: none"> <li>Identify children with potential for greater depth / exceeding</li> <li>Aspirational target setting in reading, writing and maths</li> <li>Training throughout the year MA RWM as a focus</li> </ul>	<ul style="list-style-type: none"> <li>Staff are confident in the effective use of a range of pedagogical strategies to consistently challenge MA pupils. E.g. Bloom's Taxonomy questioning, elements of choice over task or recording methods and thoughtful scaffolding.</li> <li>Provision for more able pupils will be effective, as shown by the increase in percentage of children on track for 'Above in all year groups in Reading, Writing and Maths</li> </ul>

<ul style="list-style-type: none"> <li>• Improve the level of challenge and attainment of MA pupils by developing staff understanding and confidence in delivering Greater Depth opportunities and strategies. For example: <ul style="list-style-type: none"> <li>- Offer high quality reading lists to pupils that will push them out of their current reading patterns and encourage them to read more widely</li> <li>- Offering examples that go slightly above and beyond the expectations of the specifications</li> <li>- Exploring how to create engaging and interesting introductions and conclusions</li> <li>- Exploring how to analyse with flair in the examples we provide</li> <li>- Using the visualiser to exemplify excellent pupil examples</li> <li>- Focusing on the language we use in the classroom</li> <li>- Exploring vocabulary and encouraging challenging vocabulary in the work pupils' submit</li> <li>- Don't do 'more of the same' – ensure tasks are challenging and stretch the most able</li> <li>- Use higher level Socratic questioning to target pupils and to extend and challenge</li> <li>- Set research homework that extends pupils' understanding of the task/text etc.</li> <li>- Use why? simply getting pupils to think about what they have said and why they have said it can be powerful</li> <li>- Use how? To get pupils to investigate further what they think</li> <li>- Use what? Again to probe further</li> <li>- Bounce questioning from pupil to pupil and allow them opportunities to develop each other's ideas</li> <li>- Use pose, pause, pounce &amp; bounce questioning</li> <li>- Use metacognition tasks</li> <li>- Get pupils to create quizzes/papers using a range of resources to help embed key information/facts</li> <li>- Staff who aren't afraid to deviate from the lesson plan when an interesting learning point is made/can be developed</li> <li>- Scaffold using extension tasks</li> <li>- Ensuring that more confident pupils don't dominate - more able pupils who are quieter just need opportunities to shine</li> <li>- Show highest / very high level examples to pupils and use the criteria with this to show them how to get to that level</li> <li>- Link to criteria/success criteria as this allows them to know how to get to an end point</li> <li>- Be creative when planning</li> <li>- Offer lots of opportunities for group work or group discussion before writing</li> <li>- Ensure all valid contributions are recognised and praised; set the tone so pupils know it is okay to make mistakes</li> <li>- Use rewards to encourage pupils</li> </ul> </li> </ul>	<p>assessment and the importance of language-rich classrooms</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>EEF Improving Mathematics in the Early Years and Key Stage 1</p> <p>EEF Improving Mathematics in Key Stage 2 (and Key Stage 3)</p>	<ul style="list-style-type: none"> <li>• Monitoring through scrutiny and lesson observations/pupil interviews.</li> <li>• Enrichment – Donington Dynamos, visitors, competitions etc.</li> <li>• Character Education work to inspire pupils to have high aspirations and a positive Growth Mindset</li> <li>• Deepen understanding of how children learn – cognitive load and long term memory retrieval</li> <li>• Develop staff understanding of greater depth / exceeding learning behaviours and assessment criteria</li> <li>• Planned provision for deeper understanding, fluency and knowledge retrieval – reading, maths, science and history</li> <li>• Key stage meetings/moderation with maths and English lead</li> <li>• Inter school moderation</li> <li>• CPD to raise staff confidence and skill levels in meeting the needs of MA pupils</li> <li>• CPD to further develop a range of approaches to aid effective scaffolding &amp; challenge for all</li> <li>• CPD to explore the wider use of open questioning techniques in all subjects that guide and support the process of learning</li> <li>• Subject leaders identify provision made for MA pupils across their subject - opportunities are highlighted by subject</li> </ul>	<ul style="list-style-type: none"> <li>• AFL is effective in securing appropriate pitch for learning tasks.</li> <li>• Whole school consistency re: provision and high expectations are well embedded.</li> <li>• MA children are provided with greater opportunity to extend and deepen understanding through the provision of appropriate, challenging activities</li> <li>• Lesson observations show MA pupils to be highly engaged, motivated and curious learners who are being effectively challenged.</li> <li>• Subject leaders identify provision made for more able and talented pupils across their subject.</li> <li>• Pupil progress meetings impact on how teachers make use of assessment information, pitch work accurately and deepen learning.</li> <li>• MA children have high aspirations and 'grit'.</li> <li>• All teachers have secure subject knowledge of GDS.</li> <li>• Teacher assessments are moderated and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the % of pupils achieving GDS in RWM at the end of KS1 and KS2.</li> <li>• Individual targets are being met.</li> <li>• Pupils' work shows good progress and evidence of learning at a 'greater depth' standard.</li> </ul>
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<ul style="list-style-type: none"> <li>- Select different questions for different pupil to stretch the most able</li> <li>- Introduce higher level terms/definitions that not all will use but the most able may include</li> <li>- Create opportunities for pupils to think outside the box. Offer success criteria but leave how they get to the success up to them. (offer more freedom of activity)</li> <li>- Higher level questioning</li> <li>- Through Kos and LST ensure that the students are offered opportunities to embed information and then they can apply in their own work</li> <li>- Feedback: both written and verbal which challenges and promotes higher level thinking (also, offering your subject knowledge at a higher level)</li> <li>- Allowing freedom to lead and guide tasks or outcomes during a lesson E.g – posing a this is the outcome I'd like to see you decide how you will achieve this today (type question/resources)</li> <li>- Creating an open environment in the class for discussion: this can be done by trying to take a slightly more hands off approach when teaching</li> <li>- Offer extension tasks which challenge – not more of the same</li> <li>- Ensure pupils are taken out of their comfort zone and have to think really hard about the work</li> <li>• Post pandemic. re-establish specific enrichment activities to inspire and motivate MA pupils e.g. Donington Dynamos.</li> <li>• Secure strong confidence and accuracy re: teacher assessment for GDS Writing through moderation.</li> <li>• Revise scaffolding methods and the teaching of adapted response strategies to raise the level of challenge to all.</li> <li>• English and Maths leaders to specifically monitor GDS</li> <li>• Challenge for all through adaptation is explicit on teacher planning</li> <li>• Extend the use of AfL strategies to identify 'gaps' in learning and opportunities to challenge OT+ pupils so that they convert to GDS/above.</li> </ul>		<p>leaders to challenge these children</p> <ul style="list-style-type: none"> <li>• Provide opportunities for accelerated starting points for MA pupils through provision of opportunities to apply, consolidate and peer teach</li> <li>• SLT to monitor provision for the more able and opportunities to encourage greater depth – books, observations, pupil voice and learning drop-ins.</li> <li>• Develop a range of MA interventions which develop opportunities to apply and extend learning through problem solving and cross curricular application</li> <li>• Conduct pupil voice questionnaires from the more-able to collect views topic choices and any barriers to improve motivation and engagement</li> </ul>	
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Activity	Staff Meeting/INSET	Subject Leadership Time	Subject Leader release time & resources	Enrichment/Visitors	CPD
Cost	NA	HLTA Costs (£3700)	NA HLTAs Resources for DD workshops £0	PTA and in-school fundraising. Estimated costs £3000 in total.	Only £300 in budget for external curriculum training for teachers, and £300 for Support Staff - do in-house/via visits to schools /webinars

<b>Priority 3</b>	Through the implementation of targeted, well-resourced interventions and support strategies, improve the outcomes of children identified as 'Watchful Eye' for Reading, Writing and Maths for each year group.	<b>Leader(s)</b>	Fiona Shields, Ashleigh Cooper, Hayley Webster & Lauren Farrar
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<b>Start Date:</b>	August 2023	<b>Mid-Review:</b>	February/March 2024	<b>Evaluation Date:</b>	July 2024
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What needs to change? What is the problem we are trying to address, from the perspective of:																																												
<b>Teachers:</b> <ul style="list-style-type: none"> <li>Whilst SEND provision is highly regarded and positively promoted throughout the school, we would like to <i>accelerate</i> the attainment and progress of pupils within the OT-attainment range for RWM so that the closing of gaps in learning is generally more swift, efficient and effective across the whole school.</li> <li>Evidence shows interventions vary re: the impact on pupil attainment, achievement and pupil wellbeing. Need to ensure therefore that the deployment of support staff has a measured and evidenced impact on pupil progress and wellbeing, as well as impacting on classroom and whole school practice for Watchful Eye (lower attaining) pupils.</li> <li>The school is well resourced to support pupils' needs, both in staff knowledge and physical resources but we would like to explore meta-cognition strategies more and strengthen our approaches to scaffolding.</li> </ul>	<b>Pupils:</b> <ul style="list-style-type: none"> <li>Despite a creative and focused approach to meeting the needs of all pupils within the classroom, with external advice and support implemented swiftly when needed, current strategies are not leading to <i>accelerated</i> progression rates.</li> </ul>	<b>Attainment:</b> <table border="1" style="margin-top: 10px;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Year Group</th> <th colspan="2">NTS Reading Summer Term (Jun 23)</th> </tr> <tr style="background-color: #D9E1F2;"> <th></th> <th>SS</th> <th>EXS+</th> </tr> </thead> <tbody> <tr><td>2</td><td>80.7</td><td>50</td></tr> <tr><td>3</td><td>99.1</td><td>82.4</td></tr> <tr><td>4</td><td>96.2</td><td>62.6</td></tr> <tr><td>5</td><td>95.2</td><td>63.6</td></tr> <tr style="background-color: #D9E1F2;"><td><b>Av</b></td><td>96.8</td><td>69.5</td></tr> </tbody> </table> <table border="1" style="margin-top: 10px;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Year Group</th> <th colspan="2">NTS Maths Summer Term (June 23)</th> </tr> <tr style="background-color: #D9E1F2;"> <th></th> <th>SS</th> <th>EXS+</th> </tr> </thead> <tbody> <tr><td>2</td><td>93.4</td><td>80</td></tr> <tr><td>3</td><td>95.1</td><td>50</td></tr> <tr><td>4</td><td>92.3</td><td>50</td></tr> <tr><td>5</td><td>94.8</td><td>72.7</td></tr> <tr style="background-color: #D9E1F2;"><td><b>Av</b></td><td>94.06</td><td>57.6</td></tr> </tbody> </table>	Year Group	NTS Reading Summer Term (Jun 23)			SS	EXS+	2	80.7	50	3	99.1	82.4	4	96.2	62.6	5	95.2	63.6	<b>Av</b>	96.8	69.5	Year Group	NTS Maths Summer Term (June 23)			SS	EXS+	2	93.4	80	3	95.1	50	4	92.3	50	5	94.8	72.7	<b>Av</b>	94.06	57.6
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What we plan to do	Research Links	Implementation Activities	Targeted Pupil Outcomes	
<b>Interventions/Targeted Support</b> <ul style="list-style-type: none"> <li>Embed SHINE materials so that staff can utilise intervention materials for Reading and Maths specifically tailored to individuals or groups based on NTS outcomes/analysis.</li> <li>Ensure that quality interventions are well planned and have an impact, through observations, planning meetings, monitoring forms and feedback.</li> <li>By week 3 Autumn Term, ensure that streamlined interventions have been set up across each phase with a support staff lead for specific areas across each phase e.g. Reading for Inference Lead; Maths</li> </ul>	EEF Cognitive Science in the Classroom (July 2021)  EEF Metacognition & Self-Regulated Learning (2018)	<b>Identification</b> <ul style="list-style-type: none"> <li>KS1 and KS2 identify the lowest 20% of pupils and identify gaps within first 2 weeks of Autumn term and EYFS by end of first term</li> <li>KS1 and KS2 interventions in place by week 3</li> <li>Autumn Term to address</li> </ul>	<b>General SEND Provision</b> <ul style="list-style-type: none"> <li>Provision for pupils on the SEND Record remains highly regarded and positively promoted throughout the school</li> <li>Pupils in the Watchful Eye Group feel valued, have opportunities to succeed and demonstrate an enjoyment of learning</li> <li>Each year group will run</li> </ul>	<b>Outcomes</b> <ul style="list-style-type: none"> <li>Pupils with additional needs will make good progress, according to their developmental needs.</li> <li>Children in the Watchful Eye Group will demonstrate <i>rapid</i> progress from their starting points.</li> <li>The progress of all W/Eye</li> </ul>

<p>Fluency Lead; Phonics Lead.</p> <ul style="list-style-type: none"> <li>For Support Staff, link intervention to the rigorous performance management cycle, which includes feedback from class teachers and analysis of data and other evidence.</li> </ul> <p><b>CPD</b></p> <ul style="list-style-type: none"> <li>See Target 1</li> </ul> <p><b>QFT &amp; Pedagogy</b></p> <ul style="list-style-type: none"> <li>Fully embed the use of pre and post-teaching as an intervention for pupils with gaps in their learning, especially in Mathematics.</li> <li>How we use time will be crucial - teaching needs to be sharp and focused to optimise learning opportunities. Therefore, review the essence of effective teaching with all teaching staff – teaching approaches and pedagogy so that all teaching is never less than good – look at the great teaching toolkit evidence review</li> <li>Maximise the opportunity to learn – teacher modelling; models and images in Maths; modelled texts and exemplar texts in Literacy etc.</li> <li>Teach pupils 'how' to learn, to remember.</li> <li>Strengthen scaffolding strategies.</li> <li>Where and when appropriate, use 'low stakes' quizzing and child-friendly testing to assess where extra support for key skills, such as reading are needed.</li> <li>Use of knowledge organiser activities/games to help pupils commit concepts/facts to memory. (Important to do retrieval through quizzing – KO's must be used consistently and as a crucial part of each lesson).</li> <li>Staff meeting to remind staff about transferral of knowledge to short term memory, long term memory, use of knowledge organisers</li> <li>Offer a curriculum pedagogy that teaches and provides ample practice for metacognition strategies. These include planning, identifying how to solve problems, organisation, self-evaluation, analysis, adjusting etc.</li> </ul> <p><b>Metacognition Strategies</b></p> <ul style="list-style-type: none"> <li>Explain to pupils why we need to review learning, why they need to recall from memory, why they need to be motivated (supports learning behaviours).</li> <li>Share the bigger picture/put the learning in context.</li> </ul> <p><b>Strategies to support poor short term and working memory and embedding learning into longer term recall</b></p> <ul style="list-style-type: none"> <li>Reduce working memory load by reducing quantities of material e.g. not too much text to read, and reviewing topics regularly.</li> <li>Simplify mental processing activities; break down multi-step tasks.</li> </ul>	<p>EEF Improving Literacy in KS2</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Teacher Feedback to Improve Learning</p> <p>EEF SEND in Mainstream Schools</p> <p>EEF Tiered Approach, 'Making learning stick - the science of learning,'</p> <p>EEF tiered approach, DfE 2020, Rosenshine</p>	<ul style="list-style-type: none"> <li>identified gaps and EYFS by end of first term</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Embed the effective use of assessment tools for early intervention and impact, ensuring staff are confident in identifying barriers to learning.</li> <li>Use small steps data to identify specific and appropriate next steps for pupils with SEND, according to their individual attainment and learning needs.</li> </ul> <p><b>Targeted academic support</b></p> <ul style="list-style-type: none"> <li>Year 6 extra teaching group daily using SLT expertise</li> <li>Interventions across all classes using SHINE and other resources</li> <li>Additional in school tuition in Reading and Maths by teachers</li> </ul> <p><b>QFT &amp; Pedagogy</b></p> <ul style="list-style-type: none"> <li>Ensure that Quality First Teaching is provided for all pupils, monitored through regular learning walks, observations, pupil voice and work scrutiny.</li> </ul> <p><b>CPD</b></p> <ul style="list-style-type: none"> <li>Continue a rolling programme of workshops to upskill all teaching teams in: Dyscalculia, Working Memory, Sensory Processing Disorder, supportive learning environments and</li> </ul>	<ul style="list-style-type: none"> <li>efficiently with highly effective QFT prioritised, alongside tightly targeted interventions.</li> <li>Pre and post-teaching will be an effective element of both QFT and intervention across the school, raising pupil confidence and progress by giving them the knowledge to access lessons more successfully.</li> <li>Staff feel confident, trained and well supported re: W/Eye provision. They have a good understanding of how to meet the needs of children with ALN and can plan effective adapted learning opportunities. This will be achieved through early identification, thorough assessment of need, specific and appropriate high quality intervention and thorough tracking.</li> <li>Staff will feel confident in identifying the signs of barriers to learning swiftly.</li> <li>Teaching teams have working documents that accurately reflect the pupils, their barriers to learning and interventions in place.</li> <li>Staff will use a wide range of teaching strategies, alongside knowledge and understanding of individual pupils. Staff will be determined that all pupils do well and persevere in finding a successful way forward.</li> <li>A range of assessment tools will be used to identify the best provision for each pupil.</li> <li>All staff will be ambitious about outcomes for SEND pupils and</li> </ul>	<p>pupils will be <i>accelerated</i> through efficient and effective identification of 'gaps' in learning and individual learning styles.</p> <ul style="list-style-type: none"> <li>More children will be on track each term, with more of these children closer to being on track (OT) rather than working 'below' or OT-.</li> <li>Phonics Screening in Y1 to be above national average.</li> <li>Y2&amp;Y6 EXS to be at least in line with the NA</li> <li>RWM combined for KS1 &amp; KS2 to be at least in line with the national average, and ideally above it</li> <li>SEND KS2 progress to be no less than -1 in RWM</li> <li>EYFSP GLD be above the national average</li> <li>A more creative and focused approach to meeting the needs of all pupils within the classroom will also lead to increased progression rates, with external advice and support implemented when needed</li> <li>Lesson observations show that the lowest 20% of children are being supported by the class teacher for the majority of the time</li> <li>Lesson drop ins demonstrate highly effective teaching pedagogy.</li> </ul>
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<ul style="list-style-type: none"> <li>• Plan for plenty of repetition opportunities to support knowledge acquisition.</li> <li>• Use memory aids such as word strips, wall charts, multiplication grids and counters. As well as audio recording devices and programmes (as above).</li> <li>• Use of thought mapping, note taking and visual prompts wherever possible, encourage older pupils to become more independent with this.</li> </ul> <p><b>Reading intervention foci including SHINE planning:</b></p> <ul style="list-style-type: none"> <li>• Focus on all the following aspects to ensure reading recovery: <ul style="list-style-type: none"> <li>- Phonological awareness and decoding accurately</li> <li>- Word recognition</li> <li>- Wider decoding</li> <li>- Comprehension strategies (teaching/learning each reading skill systematically through VIPERS)</li> <li>- Responding to text</li> </ul> </li> </ul> <p><b>Reading Pedagogy</b></p> <ul style="list-style-type: none"> <li>• QFT- targeted questioning and scaffolded support for those identified as the bottom 20%.</li> </ul> <p><b>Reading strategies for the lowest 20%:</b></p> <ul style="list-style-type: none"> <li>• One to one reading diagnostic task and reading record completed to produce a pupil profile to use as a bench mark start point.</li> <li>• Check book banded reading book from previous year is still applicable following above task.</li> <li>• Daily reading programmed into class timetable.</li> <li>• Daily phonics lessons in EYFS &amp; KS1 – timetable in revision of earlier phases as well as new phases being taught as intervention.</li> <li>• Shared reading with focus on VIPERS, to ensure good depth of understanding. Map in a wide range of tasks exploring vocabulary, use of graphic organisers, (and sequencing, analysis of themes, comparison with other texts, zones of relevance for KS2)</li> <li>• Teach children the range of strategies necessary to be able to tell the gist of a piece of text so they can explain in own words all salient facts.</li> <li>• In KS2, pupils should be encouraged to make connections between different pieces of information they have read. Use the discussion as an opportunity to include GPS. For example, pronoun links.</li> <li>• Work on stamina so children are improving not only how long they can read for as independent readers <b>but also pace of reading aloud</b>. (Year 2 needs to be 90 words per minute; Year 3 and 4 need to be over 100).</li> </ul> <p><b>Accelerated Reader</b></p> <ul style="list-style-type: none"> <li>• Target pupils whose reading age is less than their chronological age for additional intervention.</li> </ul>		<p>strategies for QFT and other interventions.</p> <ul style="list-style-type: none"> <li>• Twilight Sessions: continue to implement x1 Phase SEND Record review meeting at the end of each term so that Support Staff and Teachers can evaluate provision and explore further strategies to support any pupils whose progress is causing concern.</li> <li>• Continue to hold regular meetings with SEND governor, increase involvement with other staff and pupils</li> <li>• Ensure external agencies are deployed efficiently and that their advice is acted upon and has an impact.</li> </ul> <p><b>Wider Strategies</b></p> <ul style="list-style-type: none"> <li>• Robust attendance monitoring of groups- PP, SEN with EHCP and the bottom 20% of attainers in the school</li> <li>• Train an additional staff member in school to support the ELSA with mental health and wellbeing concerns</li> <li>• Character Education work to focus on skills that can be transferred to learning into the classroom (e.g. resilience, problem solving and teamwork skills)</li> </ul> <p><b>Reading Resources</b></p> <ul style="list-style-type: none"> <li>• Diagnostic tasks</li> </ul>	<p>feel confident in achieving them.</p> <ul style="list-style-type: none"> <li>• Immediate intervention time is prioritised for W/Eye pupils.</li> <li>• Accurate AFL and small steps data analysis consistently informs the next steps in learning for W/Eye pupils.</li> <li>• Communication between class teachers and support staff will be thorough and support pupils' learning and progress.</li> <li>• Evidence shows the deployment of support staff has a measured and evidenced impact on pupil progress and wellbeing, as well as impacting on classroom and whole school W/Eye practice.</li> <li>• Appraisal: Support Staff will be able to evidence their impact on pupil progress in terms of outcomes.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Evidenced by improvement measured at end of specific intervention programme.</li> <li>• Improvement seen in reading skills for decoding, word recognition and wider range of strategies used for comprehension.</li> <li>• Phonetic knowledge has increased and is being applied for reading and spelling.</li> <li>• Shared reading allows immersion in more demanding texts and reading for enjoyment.</li> <li>• Comprehension skills are more advanced.</li> <li>• Vocabulary knowledge has expanded by exposure to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with SEN can evaluate their learning effectively and identify next steps for themselves</li> <li>• Pupils are able to use strategies to make progress and feel more confident in their learning.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Reading Age has improved at a faster rate than chronological age.</li> <li>• Reading stamina has improved in terms of time reading independently and pace (words read aloud per minute).</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Parental engagement in parents' evening to be at least 95% for this group of pupils.</li> <li>• Attendance of key groups (e.g. bottom 20%, PP, SEN with EHCP) to be no less than 2% below school's average each term</li> </ul>
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<ul style="list-style-type: none"> <li>• Reports for SEND/lowest 20% should be collected fortnightly and checked so that pupils not reading or performing less well on quizzes can have their ZPD checked.</li> </ul> <p><b>Reading Interventions/Targeted Academic Support</b></p> <ul style="list-style-type: none"> <li>• Intervention groups to address the stumbling block for each pupil who is struggling to read - work on strategies to assist.</li> <li>• Each class will most likely need more than one intervention for reading covering comprehension/inference and one for SEND/LA focusing on pace and comprehension.</li> <li>• For Y6 especially, reading comprehension and written answers – model how to construct a good answer with all necessary detail and focus on the phrasing of questions so children are familiar with what that question is asking for. Identify any pupils with major difficulties learning to read.</li> <li>• Look at strategies for improving working memory as well as same day phonics intervention for KS1 and EYFS.</li> <li>• Delivery of NELI to target group in EYFS.</li> <li>• SHINE intervention material to be introduced for 22-23.</li> </ul> <p><b>Maths – See Priority Area 1 from 22-23 Core Plan.</b> Will embed all strategies introduced last year following huge success.</p> <p><b>Writing Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Ensure that a Writer's Toolkit is used for each unit</li> <li>• Work through Talk for Writing GPS progression document to ensure coverage of all objectives</li> <li>• Maintain practice by using a range of revisit sessions/starters at the beginning of every English lesson.</li> <li>• Follow the Talk for Writing sequence of lessons for a unit. However, extend the number of lessons on the imitation section: read as a reader and read as a writer so that children have sufficient practice at sentence writing.</li> <li>• Make it clear how much writing is expected – mark on the page or state number of sentences to be completed and checked. Need to build writing stamina.</li> <li>• Have word banks for key vocabulary on desks.</li> <li>• Working walls need to have lots of quality resources that can be referred to for writing. Story/text maps need to be displayed as well as the all-time toolkit and toolkit being used for the genre. Use WAGOLLS.</li> <li>• Allow lots of time for DIRT following a Hot Write.</li> </ul> <p><b>Writing Interventions/ Targeted Academic Support</b></p>	<ul style="list-style-type: none"> <li>• Literacy Shed VIPERS</li> <li>• Power of Reading tasks</li> <li>• Ensure a wide range of texts/genres are used as material for children to access and enjoy throughout the year</li> <li>• Phonics Play</li> </ul> <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>• Higher profile rewards for regular reading at home and A/R word count.</li> </ul> <p><b>Writing Resources</b></p> <ul style="list-style-type: none"> <li>• Grammarsaurus</li> <li>• Pie Corbett games</li> <li>• Talk for Writing books</li> <li>• Lancs KLIPS document</li> <li>• Orchard GPS SOW</li> <li>• Spellingdrome</li> </ul>	<p>more demanding text, discussion of morphology and looking at words in context.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Children become familiar with GPS elements needed in every sentence and improve their ability to check after writing (DIRT) so punctuation is in place.</li> <li>• New skills are learnt and applied in talk for writing tasks</li> <li>• A clear improvement from the cold write at the start of each unit to the work completed at the end of the unit. This will be seen in quality, use of genre features and stamina.</li> <li>• Good editing evidenced through DIRT sessions.</li> </ul>
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<ul style="list-style-type: none"> <li>• Interventions focusing on building sentences for children finding sentence work difficult. Moving on to sequencing sentences. Rehearse, write, check.</li> <li>• Embed the use of Clicker 8 with SEND.</li> <li>• Intervention for children without SpLD who find spelling challenging due to gaps in knowledge.</li> <li>• Audit current standards of writing for SEN, LA and disadvantaged pupils across the school - identify the specific aspects of writing that need to be improved</li> <li>• Class Teacher to create an action plan of personalised opportunities for this group of children against the findings of the pupil audit</li> <li>• Deliver specific impact driven interventions across the school (Interventions will be monitored and tracked accordingly with any that are not effective being swiftly closed)</li> <li>• Ensure that planning clearly outlines the scaffolding strategies used to a) support pupils' writing but b) enable them to transfer skills independently</li> </ul>			
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<b>Activity</b>	Intervention Resources	EP package	CPD	Literacy Subscriptions
<b>Cost</b>	Shine Subscription £720	£1500	£150 in house or via EP package	Phonics Play £25; AR extra £69.96; AR Sub £2333.34

## Staff Professional Development Plan (CPD)

<b>Whole school priority link</b>	<b>What</b> needs to be achieved?	<b>How</b> (training, by whom?)	<b>What</b> will success look like and what will be its <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?
<b>Priority 1: Writing</b>	<ul style="list-style-type: none"> <li>Improve outcomes and progress in Writing</li> </ul>	English Subject Leader Peer to Peer Coaching Visits to other schools	More pupils are working to their age related objectives. At least good progress for the majority of each cohort during the academic year 23/24. 85%+ target across the school for progress. Pre & post intervention checks show progress. W/Eye target group makes accelerated progress to close the gap in writing.	£0 for new initiatives as no money in budget. Budget costs for subscriptions, Support Staff, HLTA cover for release time	AS reporting to FS
<b>Priority 2: MA</b>	<ul style="list-style-type: none"> <li>Improve the level of challenge and attainment of MA pupils by developing staff understanding and confidence in delivering Greater Depth opportunities and strategies.</li> <li>CPD to improve understanding of expectations for GDS, what does it look like and how to achieve in RWM.</li> </ul>	In-house: FS AC Maths Leader CB English Leader Peer to Peer Coaching Visits to other schools	Staff are confident in the effective use of a range of pedagogical strategies to consistently challenge MA pupils. As a result, the % of GDS and pupils working 'above' increases.	NACE Leading on policy and provision for MA learners - webinar £100 & Planning for Challenge Webinar £150	FS & the SLT
<b>Priority 3: Lower Attaining Pupils (Watchful Eye Group)</b>	<ul style="list-style-type: none"> <li>Continue a rolling programme of SENDCO or EP led workshops to upskill all teaching teams in: Dyscalculia, Working Memory, Sensory Processing Disorder, supportive learning environments and strategies for QFT and other interventions.</li> <li>Training on metacognition strategies</li> <li>Twilight Sessions: continue to implement x1 Phase SEND review meeting each term</li> <li>CPD activities led by subject leaders for all teaching staff to develop knowledge and skills in teaching the lowest 20% in all subjects.</li> <li>Teacher led interventions for lowest 20% of pupils (where appropriate)</li> <li>Support staff led interventions for lowest 20% of pupils (where appropriate).</li> </ul>	In-house: FS SENDCOs HW & LF CB & AC	Staff feel confident, trained and well supported re: provision for lower attaining pupils in the Watchful eye group with barriers to learning. They have a good understanding of how to meet the needs of children with ALN and can plan effective adapted learning opportunities. As a result, W/E pupils and those in the lowest 20% make good or accelerated progress.	£1500 EP Package £150 CPD HLTA and Support Staff	Phase Leaders reporting to FS, HW & LF
<b>Other headline CPD</b>	<ul style="list-style-type: none"> <li>Annual safeguarding update including key issues linked to our school, families and community (for all staff and governors)</li> <li>Refresher Training: All staff to undertake DFE PREVENT training (Tier 1: Awareness) as part of the annual safeguarding update (for all staff and governors)</li> <li>All support staff team trained in supporting writing in the classroom</li> <li>Support Staff training re: Pedagogical Strategies</li> <li>KS2 French Scheme of Work - CPD for all teachers and cover staff</li> <li>All teaching and learning staff to undertake Mental Health First Aid training and/or Mental Health awareness and strategies for the classroom training.</li> <li>First Aid &amp; Team Teach Training (renewals)</li> <li>Free pupil wellbeing training from NWLSP</li> </ul>	SLT  Subject Leaders  EP	The school meets its statutory duties re: safeguarding training. Staff are confident in the effective use of a range of pedagogical strategies across all areas of the curriculum. As a result, the % of teaching classed as 'good' is 100%, with an increasing % outstanding.	Have £300 in teacher CPD budget and £300 in Support Staff budget	SLT

## Governance Review, Development and Monitoring Plans

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like / what is the <b>impact</b> ?
<p>Improve effectiveness of monitoring visits</p>	<p>Ensure consistency and timeliness of completing visit templates, and discussing these in more depth at governing meetings to share best practice/successes etc</p>	<p>Throughout the school year 2022-2023</p>	<p>Visit templates are completed within 2 weeks of a visit, loaded to the governor area and governors informed, so they can be reviewed ahead of discussion at the next FGB meeting.</p> <p><b>Impact:</b> Governors monitoring responsibilities are more effective, improving communication and collaboration across the governing body to share successes/best practice which ultimately should improve the teaching and learning across the school</p>
<p>Improve the overall knowledge of the Governing Body by each governor committing to completing/attending at least two training courses/webinars throughout the school year.</p>	<p>Identify training opportunities from the NGA and/or other governor organisation e.g. Governors for Schools</p> <p>In particular consider training which focus on the wider educational landscape – an area identified by most on the board as area for improvement</p>	<p>Throughout the school year 2023-2024</p>	<p>All governors rating themselves as a '3' or below in the skills matrix in a particular area, or where a governor has identified an area for improvement, to have completed at least two training courses / attended information webinars</p> <p><b>Impact:</b> a governing body who are more able to effectively carry out their governing duties</p>
<p>Succession planning: Ensure that through the recruitment of associate governors and creating awareness of the governing body and the role it plays in the school, that the board has a diverse representation with knowledge and experience across a range of skills areas.</p>	<p>Effective use of the annual skills audit to identify strengths and areas for improvement</p> <p>Proactive monitoring of term end dates and governor's intentions for continuing in role</p> <p>FGB agenda item to discuss recruitment of associate governors to fill any identified gaps</p>	<p>Throughout the school year 2023-2024</p>	<p>Full board membership</p> <p>Pipeline of potential governors to fill roles as governors step down</p> <p>Clear identification of areas for improvement and/or gaps so these can be actioned</p> <p><b>Impact:</b> a governing body who collectively have the required knowledge and skills to effectively monitor and challenge the School across all areas</p>