



Heaton St. Barnabas CE Primary School Improvement Plan 2022 – 23

Constructed by school leadership: June 2022
Priorities approved by Governors: July 2022
Priorities shared with all staff: July / September 2022

Vision

*'Our school is an exciting, fun and friendly place
where everyone is safe, valued and encouraged to
be world class learners, developing confidence
and a thirst for knowledge, trusting in God and
realising our talents to create our futur*

School Self Evaluation	<ul style="list-style-type: none"> • Quality of Education - Good • Behaviour & Attitudes - Good • Personal Development, behaviour and welfare - Good • Leadership & Management- Good • EYFS – Good 	
AREA	Reference	Outcomes
Quality of Education	AF1	<p>A. To improve pupil’s outcomes linked to the ARE through implementation of the MORE intent in every lesson, leading to gaps being closed. Teaching to the long-term memory</p> <p>B. Ensuring that the recovery curriculum continues to promote and sustain a thirst for knowledge and a love of learning to prepare children for their lives in modern Britain</p> <p>C. Ensuring that all teachers make accurate and productive use of assessment early in the year using feedback and marking to impact on progress.</p> <p>D. Improve standards across school particularly Reading and Writing for all children particularly for those who have significant gaps in learning to meet the strengths and needs of all pupils to improve progress</p>
Behaviour and Attitudes	AF2	<p>A. Maintaining the application of behaviour and safeguarding policies across the school to ensure there is a positive and safe learning environment.</p> <p>B. To re-establish positive attitudes and commitment to teaching and learning in the classroom, through developing stamina and wellbeing</p> <p>C. To build upon the successful strategies for increasing links with parents to help at home and improve attendance</p>
Personal Development	AF3	<p>A. To support improving mental health and embed extra wellbeing support inside and outside of the classroom after the pandemic</p> <p>B. To improve pupil voice activities and experiences</p> <p>C. Ensure that pupils understand how to keep themselves and others safe and healthy through a strong PSHE and E-Safety curriculum</p> <p>D. To continue to embed our Christian distinctiveness, through the increased links with the church so that the School ethos will be strengthened</p>
Leadership and Management	AF4	<p>A. Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas</p> <p>B. Ensuring effective and engaging performance management drives school improvement and proactive CPD to develop subject leaders in order to improve standards</p> <p>C. Ensuring Curriculum leadership drives innovation, enrichment, enjoyment and progress across the wider curriculum</p> <p>D. Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed including clear provision, planning and monitoring of SEND pupils.</p> <p>E. Ensuring Governors are highly ambitious in their vision for the school. Ensure the vision and values are embedded</p>
EYFS	AF5	<p>A. To embed New EYFS curriculum raising standards in all pupils, in order to gain a higher GLD by June 2023</p> <p>B. Develop quality interactions between practitioners and pupils in improve development and progress</p>

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
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AFI 1: Quality of Education:

Mile stones and success criteria to support monitoring and evaluation by governors and SLT

- A. Improve standards across school particularly **Reading and Writing** for all children particularly for those who have significant gaps in learning to meet the strengths and needs of all pupils to improve progress
- B. Ensuring that the recovery curriculum continues to promote and sustain a thirst for knowledge and a love of learning to prepare children for their lives in modern Britain
- C. Ensuring that all teachers make accurate and productive use of assessment using feedback and marking to impact on progress.
- D. To improve pupil’s outcomes linked to the ARE through implementation of the MORE intent in every lesson, leading to gaps being closed. Teaching to the long-term memory

By December 2022	By April 2023	By July 2023
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<p>Autumn 1</p> <ul style="list-style-type: none"> • Whole staff CPD Whole school curriculum staff and pupil well being - Mental health Champions training • Curriculum CPD – Clare Holt / Alison Philipson /LA • Review and agree ‘Marking and feedback’ and Teaching and Learning policies and communicate to all staff. • Identify how ‘marking and feedback’ outcomes are included in, and impact future planning, teaching and learning. – • Incorporate the objectives of the curriculum into the annual planning cycle; purchase new resources for topics and arrange visits / visitors to engage the pupils. • Planning Support for teachers in Reading and wider curriculum across school, particularly SEN and disadvantaged groups • Reciprocal reading CPD updates for staff to improve delivery of reading sessions to whole class. • Effective use of library to instil love of reading <p>Autumn 2</p> <ul style="list-style-type: none"> • Observe, monitor and embed ‘marking and feedback’ procedures in teaching and learning. • Monitor and evaluate the impact of ‘marking and feedback’ on pupil outcomes via pupil progress meetings with focus on most able and disadvantaged. Monitoring of teaching and learning across school – drop ins by subject coordinators and data / book scrutiny. • After school reading club in new library 	<p>Spring 1</p> <ul style="list-style-type: none"> • Review Mile stones and add more robust actions to focus on pupils who have made no or low progress • Review the new curriculum themes and outcomes. <p>Spring 2</p> <ul style="list-style-type: none"> • Implement actions, resources and timetabling to improve phonics, times tables and reading. • Create and conduct a curriculum pupil survey which evidences pupil engagement. • Analyse and evaluate the survey responses to measure impact and improvement • Communicate outcomes via the school website. • Monitor and review the teaching of the curriculum through timetabled observations, scrutiny of pupils’ work, planning & assessments of subject areas. • Monitoring of teaching and learning across school – drop ins by subject coordinator and book scrutiny and guided reading sessions • Devise 6 week catch up programme for pupils not making sufficient progress and reassess at the end of May • Mid-Year Performance management reviews with additional CPD support identified 	<ul style="list-style-type: none"> • Key stage 2 results place the school’s performance in line with and above the DfE’s floor standard • All attainment and progress targets met or exceeded • Results in Reading Maths and Writing are at or above national figures at the end of key stage 1 at expected and GDS • In year progress data, work in books, and the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subject’s pupils are making strong progress considering their different starting points • Marking and feedback will be consistent; high quality and focussed on the next steps for learning resulting in outstanding practice that raises pupil achievement. • The teaching of Phonics, Reading, Maths and curriculum is at least good and pupil engagement and enjoyment is improved • Outcomes of teaching and learning are at least good with at least 60% outstanding across school. • Children using their understanding of spirituality in outdoor learning skills to become more confident and self-assured. • Progress measures of SEN and most able • Review Use of library to access books and instil love of reading.
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A. Improve standards across school particularly <i>Reading and Writing</i> for all children particularly for those who have significant gaps in learning.	Reading CPD support to improve teaching Phonics, Reading, Spelling & Handwriting	September & October 2022	SLT	£1,500	Confident teaching of Reading by all staff High quality teaching and learning read/phonics/GPS	Read Write leaders and SLT	SLT
	Coaching cycle to support weaker teaching.	Ongoing during year	SLT Phase leader		Quality first teaching	AHT / DHT Lead Teacher	SLT
	Identify which pupils need targeted intervention Y1-6 Year 6 booster classes NTP Y2-6	Every half term	DHT SLT	NA	Narrowing the gaps for disadvantaged groups and accelerating progress for more able	Phase Leader DHT	SLT
	Writing Moderation CPD Alison Philipson / TSA	Autumn / Spring term	SMT	£1000	Pupils have an engagement with & love of writing across curriculum	A.Philipson/ Literacy Leader	PF / SLT
	Library Clubs	Autumn 2022	English leader	NA	Engagement & access books	HLTA'S	PF
B. Curriculum Promotes and sustain a thirst for knowledge and a love of learning preparing children for their lives in modern Britain	Wide range of visits and visitors	Ongoing through year	Trips Leaders	£10,000	Hook for learning and engagement	Leaders and teachers	SLT
	Mini book scrutiny with phase leaders as well as 3X annual	Ongoing throughout the year	2x Teachers	NA	Improved expectations and standards of work	Phase Leaders SLT	Teachers Phase leaders
C. Teachers make accurate & productive use of assessment using feedback and marking to impact on progress.	Review and ensure teachers confident of marking and feedback policy guidance	September 2021	SLT	NA	Increase confidence and secure understanding of AFL and use of codes	DHTs / HT	SLT
	Book Scrutiny Writing CPD	SLT to scrutinise books half termly	SLT	NA	Consistent approaches and increasing expectations	SLT	SLT English leader
D. Improve pupils' outcomes	Phonics & Writing External CPD	RW Development day AP Moderation	Read write	£1600	Improve the standards In delivering phonics and writing	RC /PF	HT
	Literacy Coordinator network meetings	October 2022, Feb'23 June 2023	English leader	£350	Updates to share with all staff at termly meetings	English leader	PF
	Booster / Interventions SATs support classes NTP Catch up Clubs	SLT to run booster sessions for pupils and coaching for staff	RC/PF/LM LB/SB/TW	NA	Improve teaching and learning and standards in Reading across school	SLT / TW/PF Staff	SLT
	English team meetings Coaching Cycle support	SLT Coaching Peer to peer coach	SLT / Staff	NA	Improve teaching and learning and standards	SLT/ Teachers	SLT

Evaluation – have the Success Criteria been met or exceeded?

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
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AFI 2: Behaviour and Attitudes:

Mile stones and success criteria to support monitoring and evaluation by governors and SLT

- A.** Maintaining the application of behaviour and safeguarding policies across the school to ensure there is a positive and safe learning environment.
- B.** To re-establish positive attitudes and commitment to teaching and learning in the classroom, through developing stamina and wellbeing
- C.** To build upon the successful strategies for increasing links with parents to help at home and improve attendance

By December 2022	By April 2023	By July 2023
<p>Autumn 1</p> <ul style="list-style-type: none"> Staff CPD and ongoing work on developing pupil mental health and well-being – Hand2mouth Improving attendance will be achieved through implementation of proactive, robust procedures reducing 'Overall Absence' and improving the Attendance from 93.5% to at least NA or 96%. This will be ongoing and monitored termly by Headteacher, Attendance Team, BCL and safeguarding team. Monitor attitudes for learning and collaborative learning through lesson observations Develop developed PSHE curriculum which teaches children how to keep themselves safe in our developing technological world. Election of School Council and School Parliament teams <p>Autumn 2</p> <ul style="list-style-type: none"> Review of policies relating to anti-bullying in line with current government focus. Analysis of misbehaviour into categories such as race, gender, religion, etc. to precisely address issues. Identification of key actions to respond to the above analysis. E.g. anti-bullying week, Pupil Surveys (OFSTED), Pupil Voice. Train Peer Mediators for the new cohort Develop a supportive learning culture where all pupils are strategically paired with pupils who can mentor them through the use of the Restorative Practise strategies. Enhance involvement and partnership through effective communication channels with the church community. 	<p>Spring 1</p> <ul style="list-style-type: none"> Review Mile stones and add more robust actions to focus on pupils who have needed pastoral intervention for behaviour support. Review work on mental health and well-being and self-awareness. Review behaviour logs and attendance data for the autumn term. Share with safeguarding team. <p>Spring 2</p> <ul style="list-style-type: none"> Achieve consistent uninterrupted learning across the school for all pupils through reinforcing the use of pupil support workers to reinforce the 6 values, assist vulnerable pupils with low self-esteem, distraction and de-escalation and conflict resolution for those who need guidance. Reinforce the supportive learning culture for all pupils by strategically pairing LA and MA pupils with more able pupils who can mentor them through the use of the talking curriculum. Demonstrate how pupils can positively contribute to the lives of others in the locality and wider. Ensure pupils have an increased respect for their own culture and that of others through RE /assemblies. Monitor levels of effective behaviour for collaborative learning 	<ul style="list-style-type: none"> Improved attendance to be in line or above NA (96%) Pupils attitudes to learning continue to strengthen and impact on their learning capacity In year progress data, work in books, the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subject's pupils are making strong progress due to positive behaviours for learning Links with St Barnabas Church and other leading community places of worship are strengthened. Increase the School Council and pupil voice in policy and decision making within the school so that pupils make an increased contribution and leadership and the profile of the school council is raised. The culture and Ethos of the school is strongly embedded within the schools everyday life. Monitor and evaluate the link and partnership with the church and how this impacts on raising the school profile. Children know how to keep themselves safe and healthy and are well prepared for life in modern Britain Children respect and appreciate the partnerships within the local community and local church.

A. <i>Maintaining the application of behaviour and safeguarding policies across the school to ensure there is a positive and safe learning environment.</i>	Weekly SLT meetings & fortnightly safeguarding meetings to review behaviour Safeguarding audit	Termly and weekly	HT	£600	Consistent and clear policies and practise which evolve to meet concerns or developments in behaviour or safeguarding	DS	HT
	Reviewing the Behaviour Policy and Bullying & RSE Policies Parent consultation	Autumn 2022	SLT	NA	Consistent and clear approaches to behaviour management and following related Policies & procedures	SLT Phase leaders	SLT
	Identify which pupils need targeted Pastoral intervention	Every half term	DHT's Teachers	NA	Improved outcomes for disadvantaged and vulnerable groups	SLT	HT
	Restorative Practise Training	Autumn 2022	DS	£1000	Consistent and clear approaches to behaviour management across school	SLT	HT
	Peer Mediator Training	Autumn 2022	JA	£200	Pupils champion positive behaviour across school	Pastoral Leader	Staff
B. <i>To re-establish positive attitudes and commitment to teaching and learning in the classroom, through developing stamina and wellbeing</i>	British Values assemblies, displays and core messages taught as part of everyday expectations	Throughout the year through worship and everyday teaching	DS / LB	NA	Pupils understand they can make a positive contribution to their community.	DS/LB	SLT
	Staff School priorities and School ethos CPD Worship and RE CPD	Throughout the year termly	DS / LM	NA	Staff understanding the importance of spiritual reflection & Personal development and well being	DS LM	HT RE Leader
C. <i>To build upon the successful strategies for increasing links with parents to help at home and improve attendance</i>	Parent Surveys Parent consultation meetings & timetable	Autumn 1B Summer 3A	DS/PF/LM /RI	NA	Parents have the ability to contribute to school life and choices	SLT	SLT
	Parental Engagement timetables–Year overview Parent workshops, Health & nurture programme.	All year-round calendar of events	DS JArif	£500	The vast majority of parents partner with school to help their child learn, resulting in progress of their child's learning.	JA/DS	PEW HT
	Attendance Officer to monitor & track attendance. Feedback to SLT weekly monitor PA at safeguarding meetings	Ongoing all year round To include monitoring letters, panel meetings and visits	DS / LA /BCL	NA	Improved outcomes for pupils and improved attendance	DS / LA /BCL	HT Attendance leader
Evaluation – have the Success Criteria been met or exceeded?							

AFI 3: Personal Development:

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
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Mile stones and success criteria to support monitoring and evaluation by governors and SLT

- A. To support improving mental health and embed extra wellbeing support inside and outside of the classroom after the pandemic
- B. To improve pupil voice activities and experiences
- C. Ensure that pupils understand how to keep themselves and others safe and healthy through a strong PSHE and E-Safety curriculum
- D. To continue to embed our Christian distinctiveness, through the increased links with the church so that the School ethos will be strengthened

By December 2022	By April 2023	By July 2023
<p>Autumn 1</p> <ul style="list-style-type: none"> • Staff CPD and ongoing work on developing pupil mental health and well-being – Hand2mouth • PHSE staff CPD September 2022 led by PHSE Leader • Timetable of targeted support for pupils from the Pastoral team to include Breakfast club, 1-1 sessions, group sessions and class support sessions. • Timetabled events across the school year including workshops by Worry Wizard, Hand2mouth, PCSO etc in support of ensuring pupils understand how to keep themselves healthy in mind and body • Early set up of School Parliament teams with dedicated time to meet and agree actions for school led by themselves • Timetabled events set up for the school parliament teams to work towards and plan activities for. • Through whole school worship and class teaching embed the school vision and values in the first weeks of the Autumn term to ensure pupils are invested in the expectations and values the school promotes <p>Autumn 2</p> <ul style="list-style-type: none"> • Identification of key actions to respond to the above analysis. E.g. anti-bullying week, Pupil Surveys (OFSTED), Pupil Voice. • Train Peer Mediators for the new cohort • School Council deliver assemblies and presentations to classes to promote their upcoming events and actions • School parliament lead staff evaluate the work completed so far and report back to SLT • Parent workshops with PCSO to support pupil with online safety and acceptable use of mobile devices. 	<p>Spring 1</p> <ul style="list-style-type: none"> • First round of Worry wizard Workshops completed to all pupils across school. Second Phase commenced • Review work on mental health and well-being and self-awareness. • Review groups working with Pastoral team and consider any other children in need. If necessary accelerate to external agency support where needed • Parents workshops to discuss developing strategies in supporting children’s mental health and well being • Nurture Programme for Parents run by pastoral team. <p>Spring 2</p> <ul style="list-style-type: none"> • Review School Parliament Actions and work carried out so far • Complete second pupil voice questionnaires • Review the PHSE curriculum and actions following staff CPD in Autumn 1 • Demonstrate how pupils can positively contribute to the lives of others in the locality and wider. • Develop opportunities for engagement with local church and create tailored tasks that help embed a successful partnership 	<p>Summer 1</p> <ul style="list-style-type: none"> • Links with St Barnabas Church and other leading community places of worship are strengthened. • Increase the School Council and pupil voice in policy and decision making within the school so that pupils make an increased contribution and leadership and the profile of the school council is raised. • The culture and Ethos of the school is strongly embedded within the school’s everyday life. • Monitor and evaluate the link and partnership with the church and how these impact upon raising the school profile. • Children know how to keep themselves safe and healthy and are well prepared for life in modern Britain • Children respect and appreciate the partnerships within the local community and local church. <p>Summer 2</p> <ul style="list-style-type: none"> • Review PHSE curriculum long term plans and KAPOW scheme of work and resources • Check books used for PHSE and outline any new titles needed • Evaluate the work of workshops and external providers in supporting pupils mental health and well being • Evaluate the work completed by pastoral team with targeted pupils and case studies of individual pupils with impact of outcomes.

A. To support improving mental health and embed extra wellbeing support inside and outside of the classroom after the pandemic	Identify which pupils need targeted Pastoral intervention	Every half term	DHT's Teachers	NA	Improved outcomes for disadvantaged and vulnerable groups	SLT	HT
	Reviewing PHSE / RSE Policy Parent consultation	Autumn 2022	SLT	NA	Consistent and clear approaches related Policies & procedures	SLT Phase leaders	SLT
B. To improve pupil voice activities and experiences	Pupil Questionnaires	Autumn 2022 / Summer 2023	SLT	£250	Pupils share ideas and opinions in order to shape their learning	SLT	SLT
	School Council team meetings	Ongoing throughout the year	Teachers	NA	Pupils voice shared across school	Phase leaders	Phase leaders
	Peer Mediator Training	20/09/2020	JA	£200	Pupils champion positive behaviour across school	Pastoral Leader	Staff
	School Parliament assemblies, displays and core messages taught as part of everyday expectations	Throughout the year through worship and everyday teaching	DS Lead LB Worship team leader	NA	Pupils understand they can make a positive contribution to their community.	DS/LB	SLT
C. Ensure that pupils understand how to keep themselves and others safe and healthy through a strong PSHE and E-Safety curriculum	PHSE CPD for all teachers and cover staff to look at resources and planning using KAPOW Review any updates	September 2022	SBailey	NA	Staff have a strong understanding on the delivery of the curriculum	DS/SB	SLT
	Planned workshops across the school year for pupils and parents on mobile devices and safety	Throughout the year	DS	£3000	Pupils have opportunities to discuss how to keep safe online, discuss their mental well being and reflect on healthy lifestyles	DS/ SB/ Teachers	SLT
D. To continue to embed our Christian distinctiveness, through the increased links with the church so that the School ethos will be strengthened	Staff School priorities and School ethos CPD and support Worship and RE CPD	Throughout the year termly	DS	NA	Staff understanding the importance of spiritual reflection and attitudes	DS	HT
	Parent Surveys Parent consultation meetings & timetable	Autumn 1B Summer 3A	DS/LM/PF	NA	Parents have the ability to contribute to school life and choices	SLT	SLT
Evaluation – have the Success Criteria been met or exceeded?							

AFI 4: Leadership & Management:

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
Mile stones and success criteria to support monitoring and evaluation by governors and SLT							
<p>A. Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas through strengthened vision and focus upon the school development plan priorities.</p> <p>B. Ensuring effective and engaging performance management drives school improvement and proactive CPD to develop subject leaders in order to improve standards</p> <p>C. Ensuring Curriculum leadership drives innovation, enrichment, enjoyment and progress across the wider curriculum</p> <p>D. Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed following COVID -19</p> <p>E. Ensuring Governors are highly ambitious in their vision for the school. Ensure the vision and values are embedded</p>							
By December 2022		By April 2023			By July 2023		
<p>Autumn 1</p> <ul style="list-style-type: none"> Staff, subject leaders and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment. Phase leaders will support staff at the centre of learning CPD for reading, writing and wider Curriculum embedding the school vision across school focus on timely interventions and narrowing the gaps. Target setting for every child in every class clearly identified and shared with all teachers Election of School Council Election of School Parliament Members Development of Parental Engagement Officer Role and planned Parental engagement across the year. Performance Management targets set. Governors to review the schools 3-year strategic plan and their Action Plan. <p>Autumn 2</p> <ul style="list-style-type: none"> Via triangulation High expectations will be evidenced through the effective use of marking and feedback procedures resulting in increased pupil progress and attainment, reviewing Marking Policy. Monitor progress of groups in reading and Phonics Identify cohorts with the most need. Allocate support staff to particular roles targeting vulnerable / under achieving pupils. Monitor and evaluate the effectiveness of the extra support via Pupil Progress meetings SLT support booster sessions for focussed groups to ensure gaps are narrowed. Governor Learning Walk 		<p>Spring 1</p> <ul style="list-style-type: none"> Review milestones and add more robust actions to focus on – reading & Key skills in Maths and writing. Review curriculum development in ensuring coverage of key skills and knowledge Focus on disadvantaged groups –PP, SEN Update Parental Engagement timetable including workshops for how to support the school and help their child learn at home, ensuring accessibility to all parents. Host Parent Consultation Meetings ensuring the vast majority of parents attend and receive information about their child's progress. Follow up parents who are unable to attend the above meetings using an appointment system. Identify parents who are not engaging with their child's learning and support them to deliver tailored tasks that help parents support their child's learning through individual appointments <p>Spring 2</p> <ul style="list-style-type: none"> Observations and work scrutiny with a focus on Reading and Wider Curriculum Review progress towards individual targets at pupil progress meetings – Reading in particular & action groups following extended school closure Review allocation of support to particular roles, targeting vulnerable / underachieving pupils Review performance management targets mid-year. Governor training – Governor Service Ofsted framework Governor meet the management team Middle leaders review action plans to ensure progress and accountability for their subjects and lead on appropriate CPD. 			<ul style="list-style-type: none"> Strengthened leadership structure building capacity for the school in phases with new roles for phase leaders. Subject leaders have an accurate understanding of achievement of standards in their subject and are able to communicate this confidently in Ofsted Improve and sustain standards of Achievement across EYFS, KS1 and KS2 in all core subjects including disadvantaged pupils In year progress data, work in books and the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subject's pupils are making strong progress due to positive behaviours for learning Parental Partnership continues to strengthen School Parliament is increased so that pupil voice is further developed within school policy and decision making. Governors are prepared for upcoming Ofsted Inspection Governors have an increasingly accurate understanding of improvement within school and an ambitious vision for the future. High expectations and effective marking and feedback consistently applied throughout school Outcomes in reading at all Key stages - evaluating for disadvantage groups and more able. 		

A. Ensuring the Senior Leadership Team drive the pursuit of excellence in all areas through strengthened vision and focus upon the school development plan priorities.	DHT / Teacher / HLTA covering PPA to strengthen, monitor and support teachers	All year round	SLT	NA	Improved outcomes for pupils, SLT engagement with teachers to improve standards	DS	HT
	Timetable observations, scrutiny of pupil's work, planning & assessments of subject areas. Timetable of PM meetings to review staff performance	All year round on a monitoring cycle 3x a year	DS / SLT	£1000 Moderation CPD £400 Coaching training	Disseminate and embed skills through shared teaching & coaching to raise standards. Refine and embed the leadership procedures as part of an annual management cycle for senior leaders PM for all staff	DS / SLT All Teachers	HT
	Preparation for Ofsted inspection B11 Training Leadership training SLT	Coaching CPD and Well Being session 19 th September 22 Leadership training	SLT	£1000	Improve standards of teaching & learning of wider curriculum subjects that engages and build upon skills and knowledge. Staff well-being inset.	DS Hand to Mouth	HT
B. Ensuring effective and engaging performance management drives school improvement and proactive CPD to develop subject leaders in order to improve standards	CPD Training schedule for developing core leadership skills in their area of expertise – coaching across school & CPD where needed Whole school CPD– Writing	Termly reviewed	DS / English leader / subject leaders	£4000	Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment. Subject leaders will have increased confidence in their subjects.	DS/PF	SLT
C. Ensuring Curriculum leadership drives innovation, enrichment, enjoyment and progress across the wider curriculum	Staff Meeting CPD time for Subject leaders to deliver training / support to teachers and report to Governors.	Termly see CPD Schedule	DS/PF Teachers	NA Cover £1000	Middle leadership will take increased responsibility to measure the impact of actions on outcomes LA authority – Moderation LA training – Curriculum develop	Teachers Subject leaders	SLT
D. Actively promote equality and diversity ensuring any gaps in achievement between different groups of learners are narrowed and/or closed.	Leadership team meetings including all SLT to review PProgress Focus on Reading, Key skills and wider curriculum	Weekly for SLT Monthly SMT	DS / PF / LM / RI / LB / SB	NA	To refine and embed the leadership procedures as part of an annual management cycle for senior leaders. Measure impact of progress	SLT	SLT
E. Ensuring Governors are highly ambitious in their vision for the school. Ensure the vision and values are embedded	Governor Skills audit to be revisited in Governors meeting to establish key roles	Establish plan for each of the committee meetings	Governors DS	NA	Governor skills being used effectively to improve standards and achievement across school and hold leaders to account	Governors	SLT
	Governor Meetings	Establish 3YR plan of action for HSTB	Governors SLT	NA	Governors up to date upon Ofsted Inspection	Governors	SLT
	Ofsted Update training	DS/AW	Governors	£200	Inspection ready and clarity of expectations from governors	Governors	SLT
Evaluation – have the Success Criteria been met or exceeded?							

AFI 5: EYFS:

Mile stones and success criteria to support monitoring and evaluation by governors and SLT

- A. To embed New EYFS curriculum raising standards in all pupils, in order to gain a higher GLD by June 2023
- B. Develop quality interactions between practitioners and pupils in improve development and progress
- C. Increase the confidence level and expertise of staff within EYFS learning environment
- D. Screen all children for NELI Language and create intervention groups as a result of this

By December 2021	By April 2022	By July 2022
<p>Autumn 1</p> <ul style="list-style-type: none"> • Ensure all EYFS staff have good knowledge and understanding of the EYFS curriculum expectations • All EYPs to have undertaken training for quality interactions with children – Rachel Jacobs • New EYFS Teacher attended relevant training in preparation for the role and continue to attend updates and training to ensure fully aware of the expectations of the EYFS curriculum • EYFS Lead to coach and support new teacher in the unit – coaching cycle 1 • Complete the statutory baseline assessments within first few weeks of full-time schooling. • SENDCO review any SEND pupils and provision <p>Autumn 2</p> <ul style="list-style-type: none"> • Pupil progress meetings with the team to discuss progress of pupils and set draft targets for end of reception outcomes in core areas • Parent log-ins distributed for Tapestry to engage with and contribute to pupils learning • Lesson observations and triangulation SLT monitoring of provision and outcomes • Parent meetings and Reading workshops • EYFS audit of provision using OFSTED criteria. • Phonics development day – Read/write consultant • Begin NELI interventions • Review of outdoor learning provision • Phonics assessments • SEN Review with SENDCO 	<p>Spring 1</p> <ul style="list-style-type: none"> • Provision monitoring and evaluation • Continued CPD for EYPs and new teacher to ensure quality interactions • Monitoring of observations on Tapestry and engagement from parents • Coaching cycle 2 of new to Reception teacher • Monitor and evaluate impact of NELI programme for pupils targeted • Pupil progress meetings and review of draft targets • Phonics assessments <p>Spring 2</p> <ul style="list-style-type: none"> • Staff meeting time dedicated to continued training staff with the new EYFS framework • Learning environment check • Quality interactions – observed through lessons • Lesson / provision observation • Monitoring Tapestry use and engagement with parents • Review of outdoor learning provision • Big book and mark making / writing book monitoring • PM review of staff - meeting targets? • Phonics assessments • SEND provision review 	<p>Summer 1</p> <ul style="list-style-type: none"> • Progress meetings to review pupil progress and whether on track to meet end of year expectations • Review the impact of NELI Programme on targeted pupils • Monitoring of Tapestry observations and engagements • Phonics assessments – review final actions to ensure pupils have secured the set 1 and 2 sounds in readiness for Y1 <p>Summer 2</p> <ul style="list-style-type: none"> • Phase 1 meetings dedicated to ensuring pupils are on track and targeted pupils have received good level of intervention support • Evaluate impact of interventions, NELI and SEND provision • Complete EYFS report for governors on the outcomes and impact 2022 23 • Planning for 2023 24 - review curriculum and bespoke to suit needs of the school and its pupils.

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
A. To embed New EYFS curriculum raising standards in all pupils, in order to gain a higher GLD by June 2023	EYFS CPD for EYPs and New teacher	Ongoing throughout the year	DS/LM	£1,000	Improved provision of EYFS Quality interactions and engagement between adults and pupils	LM	AHT
	EYFS Lead and HT attend EYFS CPD	June 2022 October 2022	DS / LM	£325	Improved leadership and expectations of EYFS	DS/LM	SLT

B. Develop quality interactions between practitioners and pupils in improve development and progress	Rachel Jacobs training for EYP'S on quality interactions and provision development	Autumn 1	LM	£500	Improved provision of EYFS Quality interactions and engagement between adults and pupils	LM	SLT
	Early Excellence training for EYFS Teacher Coaching with EYFS lead	Ongoing from Summer 2022 to 2023	Teacher EYFS leader	£1000	Confidence in delivery and interactions for pupils High quality provision and developed expertise of staff	DS / LM	SLT
C. Increase the confidence level and expertise of staff within EYFS learning environment	Coaching cycles and staff meeting time to review and evaluate provision and curriculum outcomes	Ongoing throughout the year	EYFS Staff	NA	Impact on delivery of EYFS provision and expertise of teacher being coached and supported Engagement and passion for the EYFS provision Improved outcomes for pupils	LM	SLT
D. Screen all children for NELI Language and create intervention groups as a result of this	Screening of pupils to be targeted for the NELI Programme Identify SEND needs early Autumn Development of PSED	Updated training for EYP delivering it Autumn 2022 Pastoral support	EYP / HPatel SENDCo	NA	Impact on communication and language of pupils needing additional support including SEND pupils Improved PSED development of pupils	LM	SLT
Evaluation – have the Success Criteria been met or exceeded?							

SCHOOL DEVELOPMENT PLAN 22 - 23

Objective:	Term 1		Term 2		Term 3	
	1A	1B	2A	2B	3A	3B
1. AF1 QUALITY OF EDUCATION	AHT/DHT – in class teaching Coaching Cycle 1 Learning Walks Moderation Writing CPD – A.Philipson September 2021 and Autumn 1B	Coaching - cycle 1 cont. Appraisal 1 PM targets Book scrutiny / Triangulation Pupil progress meetings – Read Writing moderation – Consult.	Coaching - cycle 2 Booster classes SATS parent workshops SLT Moderation 2/6 PM mid-year review – TA	Lesson Observations – 2 Coaching cycle 2 cont Start cycle 3 Appraisal 2 – review teachers Reading Ambassadors	Coaching cycle 3 Pupil tutorials SATS – targets Moderation groups Yr6 / 2 – writing	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2020/21 Data Report to Govs
	Marking and feedback training support staff Book scrutiny with Govs SLT – monitoring in classes Pupil responses to marking monitoring by Phase leaders Disadvantage group tracking	Book scrutiny with Eden TSA School Parliament meetings Marking and feedback training TLR – Book scrutiny drop in Talk4writing updates – Staff Pupil progress meetings – tracking disadvantage groups Mastery Maths/tables training	Marking and feedback – monitoring use of pupil response time and teacher comments Book scrutiny – SLT Moderation – whole staff External support - moderation	Book scrutiny - SMT/SLT focus on AFL and responses to marking Pupil tutorials week Marking and feedback review policy SEN meetings with 1-1 support staff	Marking and feedback – monitoring use of pupil response time and teacher comments Peer to peer support on good practise Pupil progress – review disadvantaged groups	Pupil progress handover – moderation of books Sharing good practise – teacher comments planning for next steps Reviewing codes and impact on teaching and learning Impact on PP / SEN
	Marking and feedback training support staff Book scrutiny with Govs SLT – monitoring in classes Pupil responses to marking monitoring by Phase leaders Disadvantage group tracking	Book scrutiny with Eden TSA School Parliament meetings Marking and feedback training TLR – Book scrutiny drop in Talk4writing updates – Staff Pupil progress meetings – tracking disadvantage groups Mastery Maths/tables training	Marking and feedback – monitoring use of pupil response time and teacher comments Book scrutiny – SLT Moderation – whole staff External support - moderation	Book scrutiny - SMT/SLT focus on AFL and responses to marking Pupil tutorials week Marking and feedback review policy SEN meetings with 1-1 support staff	Marking and feedback – monitoring use of pupil response time and teacher comments Peer to peer support on good practise Pupil progress – review disadvantaged groups	Pupil progress handover – moderation of books Sharing good practise – teacher comments planning for next steps Reviewing codes and impact on teaching and learning Impact on PP / SEN
2. AF2 BEHAVIOUR & ATTITUDES	CPD refresher training for all staff on restorative practise Child Pro training - all stake. School values embedded Safeguarding Audit review	CPD for lunchtime staff Clear expectations set within classes of behaviour Behaviour rewards Safeguarding policy review	Worship/class assemblies to embed Christian values for all. Behaviour rewards with pastoral care team support	Pastoral care team support for vulnerable groups Behaviour rewards	Site safety review Lessons obs – behaviour Pupil interviews on behaviour and safety Pastoral care support	Behaviour rewards Review behaviour and safety across school Staff updates CPD – all stakeholders
3. AF3 PERSONAL DEVELOPMENT	Online safety workshops PHSE CPD for staff delivered by leader Review of PHSE / RSE Curriculum / school values	Pupil questionnaires School Parliament meetings Staff well-being session Hand2Mouth journeys Puberty Talks Y6	Worry Wizard Workshops Parent support meetings Nurturing programme	Hand2mouth journey/ RE day Staff well-being review Pastoral support groups review PCSO online safety – KS2	Hand2mouth journeys Y5 my personal journey Puberty Talks Y5 Review Pastoral support and hubs	Hand2mouth Y6 moving on Journey Pupil questionnaires Pastoral support review External support review
4. AF4 LEADERSHIP AND MANAGEMENT	AHT/DHT – in class teaching Pupil premium interventions Year group expectations Target setting /Learning walk Appraisal 1 SLT Support / coaching cycle	Lesson Observations 1 Coaching - cycle 2 Book scrutiny /Triangulation Moderation – whole staff Pupil progress meetings	TSA moderation Year 2/6 Coaching - cycle 2 cont Booster classes SATS parent workshops SLT Moderation 2/6	Lesson Observations – 2 Coaching cycle 3 Start cycle 3 Appraisal 2 – review teachers Moderation with Y1,3 & 5	Coaching cycle 3 cont Pupil tutorials SATS – targets Moderation - groups Yr6& 2 with Alison Philipson	Lesson Observations 3 Coaching cycle review End appraisal cycle 2021/22 End of year pupil progress Data report to governors
5. AF5 EYFS	CPD training for EYP and teacher on provision and quality interactions Baseline assessments weeks 3 and 4 Parent Report 1	CPD training - Tapestry Online logins for parents Pupil progress meetings Coaching Cycle 1 Lesson Observation 1 SEND support	EYFS Provision review Draft targets agreed NELI intervention review Reports to parents SEND Support Parent Report 2	EYFS CPD and phase meeting support Coaching Cycle 2 Lesson observation Provision review and moderation	Review of targets and final setting Governors invitation to provision presentation NELI review	Fianl data report to governors of EYFS End of year outcomes Curriculum planning for 2023 24 EYFS Moderation & Review

End of Key stage assessments Summer 2022

This school improvement plan, if effective, will help the school achieve or exceed ambitious targets for children and pupils by July 2023:

End of Key Stage Assessments Summer 2019

Attainment targets	All	Boys	Girls	PP	National 2022
% with a GLD at the end of EYFS	73.3%	72%	74.3%	66.7%	65.2%
% Mean Score at the end of EYFS	31.9	31.4	32.3	30.5	TBC
% achieving the expected standard in phonics by end of year 1	91.2%	82.8%	100%	76.9%	75.5%
% achieving the expected standard in phonics by end of year 2	71%	60%	100%	72%	TBC
% achieving the expected standard or above in reading at the end of year 2	78.3%	75%	82.1%	57.1%	68%
% achieving a high standard in reading at the end of year 2	20%	15.6%	25%	14.3%	TBC
% achieving the expected standard or above in writing at the end of year 2	80%	71.9%	89.3%	42.9%	59%
% achieving a high standard in writing at the end of year 2	11.7%	6.3%	17.9%	0%	TBC
% achieving the expected standard or above in mathematics at the end of year 2	76.7%	75%	78.6%	42.9%	70%
% achieving a high standard in mathematics at the end of year 2	15%	15.6%	14.3%	0%	TBC
% Achieving the expected standard in Reading, writing and Maths at the end of Y2	70%	65.6%	75%	42.9%	53.4%
% achieving at the expected standard in science at the end of year 2	86%	85%	100%	TBC	TBC
% achieving the expected standard in reading or above at the end of year 6	73%	74.2%	71.4%	59.1%	74%
% achieving a high standard in reading at the end of year 6	23.7%	16.1%	32.1%	22.7%	TBC
% achieving the expected standard in writing at the end of year 6	74.6%	74.2%	75%	63.3%	69%
% achieving a high standard in writing at the end of year 6	5.1%	0%	10.7%	0%	TBC
% achieving the expected standard in mathematics at the end of year 6	78%	83.9%	71.4%	63.9%	71%
% achieving a high standard in mathematics at the end of year 6	20.3%	16.1%	25%	9.1%	TBC
% achieving the expected standards in R,W and M at the end of year 6	59%	61.3%	60.7%	50%	59%
% achieving at a higher standard in R,W and M at the end of year 6	4%	0%	7.1%	0%	TBC
% achieving the expected standard in GPS at the end of year 6	78%	83.9%	75%	68.2%	72%
% achieving a high standard in GPS at the end of year 6	28%	25.8%	46.4%	22.7%	TBC
% achieving at the expected standard in science by the end of year 6	86%	TBC	TBC	TBC	79%
Progress targets					
Progress scores for reading from key stage 1 to key stage 2	-2.9	-3.31	-2.47	-4.54	0 (-5 floor standard)
Progress scores for writing from key stage 1 to key stage 2	-1.3	-2.16	-0.33	-1.92	0 (-7 floor standard)
Progress scores mathematics from key stage 1 to key stage 2	-0.2	+1.10	-1.39	-0.08	0 (-5 floor standard)
Personal development, behaviour and welfare targets					
% Attendance of statutory age children and pupils	93.2%				TBC
% Attendance of statutory age children and pupils inc Eid	95.4%				TBC
% Persistent Absence					TBC

KEY: Green Above NA, Yellow in line with NA, Red below NA