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**School Development Plan 2022 – 2025**

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| **Priority One** | **To improve children’s attainment and progress in maths across the school** |
| **Priority Two** | **To improve children’s attainment and progress in reading across the school** |
| **Priority Three** | **To ensure all areas of the curriculum are consistently developed** |
| **Priority Four** | **To ensure that the most vulnerable pupils (SEN, PP, Lowest 20%) make progress in line with the peers or more (or towards individual targets as lined out in EHCP)** |
| **Priority Five** | **Ensure that the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish.** |
| **Priority Six** | **Ensure that the wellbeing and mental health of staff and children is prioritised** |
| **Priority Seven** | **To improve school attendance so that it remains in line with government expectations** |
| **Priority Eight** | **Investigate opportunities for further collaboration with other schools and opportunities for academisation** |

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| Priority 1 - Maths | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention? | How will it be done? | **Fidelity** (*the degree to which staff use the approach)* **Acceptability** *(Visible signs of staff taking ownership)*  **Reach** *(Haw many children are impacted)* |  |
| End of key stage results in Maths need to be at least in line with national figures | Active Ingredient:  *Effective Senior Leadership*  Senior leaders will   * Ensure funding requested by the maths action plan matches the school needs, is data driven and research lead. * Ensure time allocation requested by the maths action plan matches the school needs, is data driven and research lead. * Hold middle leaders accountable for time specified outcomes against the maths action plan * Quality assure mentoring by middle leaders   Active Ingredient:  *Effective Middle Leadership*   * Middle leaders are clear how the SDP and their action plan are linked. * Maths action plans and therefore resourcing funding and CDP is data driven and has measurable outcomes. * Middle leaders have a clear action plan to share with staff and communicate why and how actions and targets improve outcomes for children. * Maths middle leadership take ownership for their CPD. | Collaborative expectation setting:   * Review as a school potential issues. * Share action plan and expectations e.g. assessment * Staff meetings to have maths as a standing agenda item every 2 weeks   Training:   * Whole school Inset training in Oct (Reading and Maths focus) * Weekly coaching opportunities provided by the maths lead * Maths leads to keep abreast of current research e.g. NCTEM, EEF   Monitoring Activities   * Lesson visits focussing on individual targets * Pupil conferencing * Monitor the impact of any ‘keep up’ interventions, including Mastering Number program in KS1   Assessment   * New assessment materials to be introduced to ensure teachers can quickly address any gaps in knowledge   Environment   * Subject leads to look at working walls | **Short Term (Autumn Term)**  **Fidelity**   * Weekly LS will feedback maths monitoring conducted by middle leadership to SLT starting on the first Thursday of the Autumn term. * Maths action plan and progress presented to SLT at autumn half term. Specific focus linking data from STARMaths to allocation of time and resources. * Funding allocation during Autumn term shared with FGB at both Autumn meetings * Progress of maths action plan will be shared with governors at both autumn term FGB meetings.   **Acceptability**   * All staff are aware they must prioritise the teaching of maths and most actively promote positive mathematical pedagogies. * Most staff show positivity towards seeking support and advice from the math middle leadership team. * Middle leadership demonstrate effective engagement and support where staff are not able to identify their own training needs.   **Reach**   * 100% children Y2-Y6 base assessments completed using STARMaths within first week. * !00% of children in YR to complete YR numeracy baseline within statutory timeline. * 100% of Y1 children to be assessed using WR resources specified by subject leaders. * 100% children will be organised according to new assessment system to identify support needed. * Progress data presented to SLT by middle leaders at autumn half term for STARMaths | * Key Stage 1 & 2 results to be at least in line with national figures in 2023 and beyond * The majority of children pass the multiplication check at the end of year 4 in 2023 and beyond |
| **Medium term (Spring)**  **Fidelity**   * Maths middle leadership confidently share the progress made against their action at each half term point showing statistical progress against targets. * SLT can link allocation of time and resources to outcomes for children through effective middle leadership action planning for completed sections and effective application of assessment and moderation systems. * Impact of use of additional funding e.g. use of school-led tutoring assessed by leadership team and governors   **Acceptability**   * SLT confidently and consistently monitor time allocation and resources in line with current data and current research. * SLT actively provide support and challenge to math middle leadership to ensure it is effectively improving outcomes for children. * Middle leadership positively engages with their action plan, research and data to champion their subject and outcomes for children. * Most teachers now confidently use school’s assessment/moderation system to identify knowledge of gaps in learning. * Most staff access relevant training to improve their own practice.   **Reach**   * Most children will have a positive attitude to maths. * All children in the bottom 20% will be receiving effective intervention. * All children in interventions will show clear accelerated statistical progress that is tracked closely by teachers, middle leaders and SLT * Most children will be on track to be at the age-appropriate expected level or above. |
| **Long term (Summer)**  **Fidelity**   * There is clear evidence that there is effective senior leadership overseeing middle leadership through statistical data and outcomes for children. There is also evidence middle leadership has been monitored and held to account sharing outcomes with stakeholders. * Maths middle leadership confidently share the progress made against their action plan and its contribution to the SDP. They can evidence their impact as leaders through outcomes for children along with other supporting actions. * Staff share improved outcomes for children in maths.   **Acceptability**   * SLT engage with and draw upon a range of evidence to consistently and confidently prove improved outcomes for children. * SLT consistently provide active support and challenge to math middle leadership drawing on evidence over time * Middle leadership positively analyses their action plan to assess it’s completion level and outcomes. This will supported by research and data support further action plans. * All teachers now confidently use school’s assessment/moderation system to identify knowledge of gaps in learning to inform transition * All staff access relevant training to improve their own practice and have supporting evidence to show their CPD this year.   **Reach**   * All children and staff demonstrate a positive, resilient attitude to maths. * All children in the bottom 20% or having intervention throughout the year will show improved outcomes from interventions clearly exemplified in summative data. * Most children will be at the age-appropriate expected level or above. |

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| Priority 2 - Reading | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention?  What activities and behaviours will you see when it is working? | How will it be done?  What blend of activities are required | **Fidelity** (*the degree to which staff use the approach)* **Acceptability** *(Visible signs of staff taking ownership)*  **Reach** *(Haw many children are impacted)* |  |
| End of key stage results in Reading to be at least in line with national figures  Phonics screening test results to be in line with results in previous years | Active Ingredient:  *Effective Senior Leadership*  Senior leaders will   * Ensure funding requested by the reading action plan matches the school needs, is data driven and research lead. * Ensure time allocation requested by the reading action plan matches the school needs, is data driven and research lead. * Hold middle leaders accountable for time specified outcomes against the reading action plan * Quality assure mentoring by middle leaders   Active Ingredient:  *Effective Middle Leadership*   * Ensure that the Reading action plan follows Ofsted's 7 areas of reading (prioritise reading, love of reading, programme and progress, books match sounds, phonics from the start, catch up quickly, early reading experts) * Regular monitoring to take place * Support staff to access relevant training * Regularly present progress to key stakeholders * Middle leaders to ensure reading curriculum is progressive and there is a clear rational behind book / author choices | Collaborative expectation setting:   * Review as a school potential issues * Share action plan and expectations e.g. assessment * Staff meetings to have reading as a standing agenda item every 2 weeks   Training:   * Whole school RWI training to take place on first Inset day in September * Whole school Inset training in Oct (Reading and Maths focus) * Weekly early reading training to continue * Daily coaching for early reading teachers * Staff meetings focussing on developing staffs subject knowledge of children's literature * Reading leads to keep abreast of current research e.g. Literacy trust   Monitoring Activities   * Lesson visits focussing on the teaching of reading * Regular checks on daily read aloud program * Pupil conferencing * Monitor the impact of any ‘keep up’ interventions   Environment   * Subject leads to look at library provision * Review classroom areas   Parent engagement   * Subject leads to look at ways of engaging parents (Tre & Pet training, Open university info on website, reading events) | **Short Term (Autumn Term)**  **Fidelity**   * NB will feedback reading monitoring conducted by middle leadership to SLT starting on the first Thursday of the Autumn term. * Reading action plan and progress presented to SLT at autumn half term. Specific focus linking data from PiRA to allocation of time and resources. * Funding allocation during Autumn term shared with FGB at both Autumn meetings * Progress of reading action plan will be shared with governors at the second autumn term FGB meetings and 7 areas of reading document to be shared with governors   **Acceptability**   * All staff are aware they must prioritise the teaching of reading and ensure time is planned in for children to practice the skills learnt * Most staff show positivity towards seeking support and advice from the reading middle leadership team. * Middle leadership demonstrate effective engagement and support where staff are not able to identify their own training needs. * Middle leaders to engage with the English Hub to ensure succession planning in place   **Reach**   * 100% children Y2-Y6 base assessments completed using PiRA * !00% of children in YR to complete YR reading baseline within statutory timeline. * 100% of Y1 children to be assessed using WR resources specified by subject leaders. * 100% children will be organised according to new assessment system to identify support needed.   Progress data presented to SLT | Key Stage 1 & 2 results to be at least in line with national figures in 2023  Phonics screening to be above 90% in 2023 |
| **Medium term (Spring)**  **Fidelity**   * Reading middle leadership confidently share the progress made against their action at each half term point showing statistical progress against targets. * SLT can link allocation of time and resources to outcomes for children through effective middle leadership action planning for completed sections and effective application of assessment and moderation systems. * Impact of use of additional funding e.g. use of school-led tutoring assessed by leadership team and governors   **Acceptability**   * SLT confidently and consistently monitor time allocation and resources in line with current data and current research. * SLT actively provide support and challenge to Reading middle leadership to ensure it is effectively improving outcomes for children. * Middle leadership positively engages with their action plan, research and data to champion their subject and outcomes for children. * Most teachers now confidently use school’s assessment/moderation system to identify knowledge of gaps in learning. * Most staff access relevant training to improve their own practice including training on recent children’s literature. * Additional English Hub support in place for new Reading lead. New team member considered. * Classrooms to provide a wide range of cross-curricular reading materials * Teachers and leaders to be able to articulate the rational for choices of books, demonstrating a clear progressive reading curriculum. This is displayed on the website.   **Reach**   * Most children will talk favourably about what they are reading. * All children in the bottom 20% will be receiving effective intervention. * All children in interventions will show clear accelerated statistical progress that is tracked closely by teachers, middle leaders and SLT   Most children will be on track to be at the age-appropriate expected level or above. |
| **Long term (Summer)**  **Fidelity**   * There is clear evidence that there is effective senior leadership overseeing middle leadership through statistical data and outcomes for children. There is also evidence middle leadership has been monitored and held to account sharing outcomes with stakeholders. * Reading middle leadership confidently share the progress made against their action plan and its contribution to the SDP. They can evidence their impact as leaders through outcomes for children along with other supporting actions. * Staff share improved outcomes for children in reading, including case studies of the lowest 20%.   **Acceptability**   * SLT engage with and draw upon a range of evidence to consistently and confidently prove improved outcomes for children. * SLT consistently provide active support and challenge to reading middle leadership drawing on evidence over time * Middle leadership positively analyses their action plan to assess it’s completion level and outcomes. This will supported by research and data support further action plans. * All teachers now confidently use school’s assessment/moderation system to identify knowledge of gaps in learning to inform transition * All staff access relevant training to improve their own practice and have supporting evidence to show their CPD this year.   **Reach**   * All children and staff demonstrate a positive attitude to reading and a love of reading is shared across the school. * All children in the bottom 20% or having intervention throughout the year will show improved outcomes from interventions clearly exemplified in summative data.   Most children will be at the age-appropriate expected level or above. |

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| Priority 3 – Consistency across all curriculum areas | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention?  What activities and behaviours will you see when it is working? | How will it be done?  What blend of activities is required? |  |  |
| **School**:  Sequencing documents to be monitored to ensure current quality and clarity is maintained  All curriculum areas need to be established  **Teachers**:  New staff (and new to year groups) need to be offered CPD to support their subject knowledge  All staff need to understand the evidence in terms of cognitive science and how retrieval practice, including spaced retrieval and interleaving, can support the development of memory  All staff must incorporate time into lessons for retrieval practice  **Children**:  Children need to be able to recall knowledge from previous years  Children need to continue to speak positively of their learning and progress in curriculum subjects  Children need to articulate how their learning in the curriculum prepares them for life in the wider world  **Impact on Progress and Achievement:** | **Active Ingredient 1:**  *Effective Senior Leadership*  Senior leaders will:   * Ensure funding requested by subject action plans match the school needs, is data driven and research lead. * Ensure time allocation requested by the subject action plan matches the school needs, is data driven and research lead. * Hold middle leaders accountable for time specified outcomes against subject action plan * Quality assure mentoring by middle leaders   **Active Ingredient 2:**  *Effective Middle Leadership*   * Middle leaders have dedicated time each half term to work with a member of the SLT to focus on key curriculum design * Regular monitoring to take place * Support staff to access relevant training * Regularly present progress to key stakeholders * Keep up to date with current research and use high quality resources to support teaching and learning e.g. National Geographical Society | **Training:**   * Staff meeting time dedicated to individual subjects, following time allocated with senior leaders * Staff continue to receive training around curriculum sequencing, core concepts, and longer-term retrieval practice * Subject leads to keep abreast of current research e.g. EEF, Ofsted subject reviews   **Monitoring Activities**   * Lesson visits focussing on lesson sequencing, building on prior knowledge and the retrieval of previous learning * Pupil conferencing * Book looks to check high expectations for all pupils and curriculum coverage   **Environment**   * Displays to show a broad and balanced curriculum * Displays to show progress throughout unit wherever possible * Each class to contribute to half-termly Jigsaw display | **Short Term** **Fidelity** -SLT will ensure that all Autumn sequences are planned in small steps and that sequences are shared on the school website -Teachers set high expectations for all children’s work from the outset in September - SLT to ensure that curriculum lessons are being delivered using recommended slide templates (to support retrieval and development of prior knowledge) in agreed subjects  -Subject leaders to provide action plans for 100% of curriculum subjects by half term [Curriculum | Marc Hayes (marcrhayes.com)](https://www.marcrhayes.com/curriculum) -Subject leaders to provide action plans for 100% of curriculum subjects by half term -Teachers to provide assessment webs for all subjects at October half term **Reach** -When asked, most children will be able to define the vocabulary used within lesson sequences for Autumn 1 -When asked, most children will be able to give examples of sticky knowledge from their previous year group -During Curriculum Conversations, most children will speak of what they have *learned* this half term with a partner. **Acceptability** -Some teaching staff will begin to engage in reading and research within their subject areas -3 year groups (TBC) will create corridor displays to demonstrate curriculum learning across the Autumn term. -SLT and middle leaders will share completed outcomes so far with governors at both FBG meetings in Autumn. -Additional funding requests considered by Finance Team. | Most children will be at the age-appropriate expected level or above in all subject areas.  Most children can recall knowledge from previous years  Children speak positively of their learning and progress in curriculum subjects  Children can articulate how their learning in the curriculum prepares them for life in the wider world |
| **Medium Term (Spring Term)** **Fidelity** -SLT and Middle Leaders monitor that all staff explicitly include retrieval practice within all lessons, using recommended slide templates for agreed subjects **-** SLT and Middle Leaders will monitor books to ensure that the high standards set in September are consistently applied throughout the Spring Term. -Assessment Webs are consistently used by all staff to monitor the progress of their class and the vulnerable groups within it.  -All staff are able to adapt future planning to address knowledge gaps based on assessments -Middle leaders can articulate where strengths and weaknesses are within their subjects, according to assessment webs. Relevant actions are made on action plans and shared with SLT.  -Middle Leadership provide all staff with a clear rationale for curriculum planning decisions, e.g. Which artists to be studied in art.  **Reach**  -When asked, children continue to speak positively about their experiences in curriculum subjects  ­-Children use vocabulary that is specific to the subject when discussing their learning  -Children can give clear examples of how learning in curriculum subjects is important to their wider lives  -In discussion with peers, parents, teachers and governors, children in all demographic groups speak with growing confidence about their learning.  -Displays show a progress throughout unit.  -Displays around the school show a broad and balanced curriculum.  **Acceptability**  -Subject leads share good practice and inspiration with colleagues.  -Each class contributes to half- termly Jigsaw display. |
|  | **Long Term (Summer Term)** **Fidelity** -A consistent and embedded approach to planning, sequencing and retrieval opportunities is seen throughout the school (learning walks, book looks and triangulation with SLT, ML and Pupil Conferencing)  -Middle leadership confidently share the progress made against their action at each half term point showing statistical progress against targets.  -SLT can link allocation of time and resources to outcomes for children through effective middle leadership action planning for completed sections and effective application of assessment and moderation systems.  -Impact of use of additional funding assessed by leadership team and governors  **Reach**  - When asked, children continue to speak positively about their experiences in curriculum subjects  -Children use vocabulary that is specific to the subject when discussing their learning  -Children can give clear examples of how learning in curriculum subjects is important to their wider lives  -In discussion with peers, parents, teachers and governors, children in all demographic groups speak with growing confidence about their learning.  -Displays show a progress throughout unit.  -Displays around the school show a broad and balanced curriculum.  -All children in the bottom 20% or having intervention throughout the year will show improved outcomes from interventions clearly exemplified in summative data.  -Most children will be at the age-appropriate expected level or above.  **Acceptability** -Staff feel confident and inspired to include retrieval practice as a fundamental element of their lesson planning and delivery  -Subject leads share good practice and inspiration with colleagues.  -SLT engage with and draw upon a range of evidence to consistently and confidently prove improved outcomes for children.  -SLT consistently provide active support and challenge to middle leadership drawing on evidence over time.  -Middle leadership positively analyses their action plan to assess its completion level and outcomes. This will be supported by research and data support further action plans.  -All teachers now confidently use school’s assessment webs to identify knowledge of gaps in learning to inform transition  -All staff access relevant training to improve their own practice and have supporting evidence to show their CPD this year. |

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| Priority 4 – Vulnerable Groups (SEND, PP, lowest 20% learners in each class) | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention?  What activities and behaviours will you see when it is working? | How will it be done?  What blend of activities are required |  |  |
| Increase in the number of pupils requiring EHCP applications  Increased workload for SENCO (EHCP, EP referrals etc)  Increase in the number of children in receipt of PP during Covid – need to improve the outcomes for these pupils  A number of pupils requiring a bespoke ‘Engagement Curriculum’ - staff need to be trained to design and deliver this  Some disadvantaged pupils perform less well than their peers (data). | **Active Ingredient 1:**  *Effective Senior Leadership*  Senior leaders will   * Ensure funding requested by SENCO match the school needs, is data driven and research lead. * Ensure time allocation requested by the Senco matches the school needs, is data driven and research lead. * Monitor the impact of the appointment of the deputy SENCO * Ensure the Deputy SENCO has access to the statutory training * Hold SENCO accountable for time specified outcomes against subject action plan   **Active Ingredient 2:**  *Effective SEND Leadership*   * SENCO to have additional weekly time to complete required work (supported by the Deputy SENCO Bi-weekly) * Clear understanding of who the lowest 20% of pupils are in each class * Knowledge of the needs of all individual pupils on the register of need * Regular monitoring to take place * Support staff to access relevant training * Regularly present progress to key stakeholders   **Active Ingredient 3:**  *Strong Parental Engagement:*   * Review the timings of ADPR meetings to ensure maximum engagement | **Training:**   * 1-1 staff to be adequately trained to meet the needs of the individuals they are working with * Staff meeting time allocated to vulnerable groups * Subject leads to keep abreast of current research e.g. EEF, Ofsted reviews * SENCO to attend network meetings * Autumn training day for all staff on attachment led by Educational Psychologist   **Monitoring Activities**   * Lesson visits focussing on progress made by the lowest 20% - are they ‘knowing more, remembering more’ * Lesson visits ensuring all staff working in each classroom can talk about the needs of the learners and strategies being implemented to meet them * Pupil conferencing * Book looks to check high expectations for all pupils and curriculum coverage   **Communications with families**   * SEN policy, SEN information report and SEN school offer shared with all stakeholders. * Planned and regular education of the whole school community through agreed school communication systems: leaflets, email, text, website and Facebook. * Termly APDR meetings held with parents to share progress, interventions and next steps. * Annual EHCP review meetings held with parents and professionals to share progress and review EHCP targets. * Targeted communication with individual families through agreed communication system (seesaw, home- school book, TAC meetings) for children on an engagement led curriculum or have behavioural needs.   **Academic Intervention**   * Classroom staff will be aware of the lowest 20%, PP and SEN children and ensure on going interventions include these children to ensure progress is being made. | **Short Term (Autumn term)**  **Fidelity**  -PP action plan and progress presented to SLT each autumn half term.  -SEN action plan and progress presented to SLT each autumn half term.  -SENCO will email deputy SENCO bi-weekly with work which needs to be completed during allocated time.  -SENCO will complete staff audit on training to ensure all staff have relevant training to meet pupil's individual needs.  -Weekly AS will feedback monitoring to SLT starting on the first Thursday of the Autumn term.  Specific focus on all staff having a clear understanding of who the lowest 20% of pupils are in each class and knowledge of the needs of all individual pupils in their class on the register of need.  -progress of SEN and PP action plan and SEN policies will be shared with governors at both Autumn term FGB meetings.  - Teachers to provide assessment and assessment webs for all subjects at October half term.  -Teachers to provide provision maps detailing provision put in place for children in receipt of PP and children on the record of need by Friday 19th September.  -Teachers to update APDR documents for children on the record of need before October half term.  -Funding allocation during Autumn term shared with FGB at both Autumn meetings.  -Assessment webs presented to SLT by middle leaders each autumn half term with a focus on how SEN children and PP children are accessing the curriculum.  -SLT and middle leaders to ensure that all SEND children are receiving entitled provision  **Acceptability**  -All staff are aware they must prioritise their lowest 20% of pupils, SEN and PP children and ensure they are receiving entitled provision.  -Most staff show positivity towards seeking support and advice from the pupil premium leads, SENCO and deputy SENCO.  -SENCO and pupil premium leads demonstrate effective engagement and support where staff are not able to identify their own training needs.  -Additional funding requests considered by Finance Team.  -SENCO to engage with SEN termly network meetings.  - Teachers regularly share interventions, handy websites, training, strategies they have implemented to ensure all children's needs are being met during staff meetings.  -SENCO to regularly complete training sessions with support staff during TA meetings.  **Reach**  - 100% children Y2-Y6 base assessments completed within first week.  -100% of children in YR to complete YR baseline within statutory timeline.  -100% of Y1 children to be assessed using WR resources specified by subject leaders.  -100% children will be organised according to new assessment system to identify support needed including children on engagement curriculum or working on pre key stage standards.  -Progress data presented to SLT by middle leaders at autumn half term.  -When asked, most children will be able to talk about their provision and what has helped them with their learning this half term. -When asked, most children will be able to give examples of sticky knowledge from their previous year group -During Curriculum Conversations, most children will speak of what they have *learned* this half term with a partner. | Pupils with SEND obtain the highest possible outcomes given their starting points and individual needs  PP / lowest 20% to make similar progress from their starting points to that of their peers (also compare to National figures) |
| **Medium term (Spring Term)**  **Fidelity**  -PP and SENCO team confidently share the progress made against their action at each half term point showing statistical progress against targets.  -SLT can link allocation of time and resources to outcomes for children through effective middle leadership action planning for completed sections and effective application of assessment and moderation systems.  -Impact of use of additional funding e.g., use of school-led tutoring assessed by leadership team and governors  -SLT and Middle Leaders will monitor books to ensure that the high standards set in September are consistently applied throughout the Spring Term. -Assessment Webs are consistently used by all staff to monitor the progress of their class and the vulnerable groups within it.  -All staff can adapt future planning to address knowledge gaps based on assessments -Middle leaders can articulate where strengths and weaknesses are within their subjects, according to assessment webs. Relevant actions are made on action plans and shared with SLT.  **Acceptability**  -SLT confidently and consistently monitor time allocation and resources in line with current data and current research.  -SLT actively provide support and challenge to pupil premium leads and SENCO to ensure it is effectively improving outcomes for children.  -SENCO and pupil premium leads positively engages with their action plan, research and data to champion vulnerable groups and outcomes for children.  -Most teachers now confidently use school’s assessment/moderation system to identify knowledge of gaps in learning.  -Most staff access relevant training to improve their own practice.  **Reach**  -Most children will have a positive attitude towards learning.  -All children in the bottom 20% will be receiving effective interventions.  -All children in interventions will show clear accelerated statistical progress that is tracked closely by teachers, middle leaders and SLT  -In discussion with peers, parents, teachers and governors, children in all demographic groups speak with growing confidence about their learning. |
| **Long term (Summer Term)**  **Fidelity**  -There is clear evidence that there is effective senior leadership overseeing middle leadership through statistical data and outcomes for children. There is also evidence middle leadership has been monitored and held to account sharing outcomes with stakeholders.  -SENCO and pupil premium leads confidently share the progress made against their action plan and its contribution to the SDP. They can evidence their impact as leaders through outcomes for children along with other supporting actions.  -Staff share improved outcomes for children in all subjects.  -A consistent and embedded approach to planning, sequencing and retrieval opportunities is seen throughout the school (learning walks, book looks and triangulation with SLT, ML and Pupil Conferencing)  **Acceptability**  -SLT engage with and draw upon a range of evidence to consistently and confidently prove improved outcomes for children.  -SLT consistently provide active support and challenge to SENCO and pupil premium leadership drawing on evidence over time  -SENCO and pupil premium leads positively analyse their action plan to assess its completion level and outcomes. This will be supported by research and data support further action plans.  -All teachers now confidently use school’s assessment/moderation system to identify knowledge of gaps in learning to inform transition  -All staff access relevant training to improve their own practice and have supporting evidence to show their CPD this year.  -Deputy SENCO complete national SENCO qualification  **Reach**  -All children and staff demonstrate a positive, resilient attitude to learning.  -All children in the bottom 20% or having intervention throughout the year will show improved outcomes from interventions clearly exemplified in summative data. |

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| Priority 5 – Ensure that the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish. | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention?  What activities and behaviours will you see when it is working? | How will it be done?  What blend of activities are required |  |  |
| All stakeholders, including governors do not yet have a clear understanding of the schools vision and underpinning theology.   1. All stakeholders, including governors do not yet have a clear understanding of the SIAMS framework, including the 7 areas 2. Vision and Leadership 3. Wisdom, Knowledge, and Skills 4. Character Development: Hope, Aspiration, and Courageous Advocacy 5. Community and Living Well Together 6. Dignity and Respect 7. Impact of Collective Worship 8. Effectiveness of Religious Education.   All stakeholders, including governors do not yet have a clear understanding of how the school’s Christian vision impacts school policy and practice e.g. the SDP.  Due to covid , some pupils have not yet fully flourishing academically.  Ensure opportunities are planned into the curriculum to encourage and promote courageous advocacy.  Ensure that collective worship is the heartbeat of each day and impact beyond the school hall. | Active Ingredient:  *Effective Senior Leadership*  Senior leaders will   * Ensure time is allocated to re-visit SIAMs priorities e.g. on agenda for Governors meetings and staff meetings. Additional support materials to be produced to support stakeholders to articulate the vision. * Ensure time allocation is given for those directly involved in preparation for inspection * Governors and leaders to consider the schools Christian distinctiveness when setting the strategic direction for the school   Active Ingredient:  *Effective Middle Leadership*   * SIAMS support lead to have additional weekly time to complete required work (young leaders program, collective worship planning, RE leaders etc) * Eco council to look at opportunities to promote courageous advocacy (achieve bronze accreditation) * Regularly present progress to key stakeholders * Monitor and report the impact of collective worship to senior leaders and governors   Active ingredient:  *Empowered teachers -Teachers to have relevant information and training*   * Teachers to have a clear understanding of who the lowest 20% of pupils are in each class * Ensure staff are able to access relevant training e.g. world faiths * Knowledge of the needs of all individual pupils on the record of need | Training:   * Teachers to be adequately trained to deliver the RE curriculum (Diocese training offer) * Staff meeting time allocated to SIAMS discussion, SDP, vulnerable groups * Subject leads to keep abreast of current research e.g. EEF, Ofsted reviews * RE to attend network meetings * Head teacher to continue to work as a school based lead for the Diocese and attend all relevant training   Monitoring Activities   * Lesson visits focussing on progress made by the lowest 20% - are they ‘knowing more, remembering more’ * RE lesson visits * Pupil conferencing * Book looks to check high expectations for all pupils and curriculum coverage * Governor minutes reviewed | **Short Term**  Action plans presented to SLT each autumn half term.  SLT and middle leaders will share with governors at both FGB meetings with completed outcomes so far.  Leaders to ensure that all SEND/PP children are receiving entitled provision  Assessment webs presented to SLT by middle leaders each autumn half term. These show progress in the Agreed Syllabus.  Collective worship to happen daily and follow up thought / activity provided e.g. jigsaw scroll activity | Children flourish socially, mentally and academically. This is reflected in pupils been ready for the next stage in their education and in national performance figures. Pupils perform above national in reading, writing and maths by the end of KS2. |
| Medium term  Progress of ECO council towards ECO schools award shared with leaders. |
| Long term  All staff have accessed relevant training  RE is fully developed including scope, sequencing, core concepts, essential knowledge identified, strong retrieval of long term knowledge  Assessment webs used to identify gaps in knowledge and subject strengths and weakness'. |

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| Priority 6 – Ensure that the wellbeing and mental health of staff and children is prioritised | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention?  What activities and behaviours will you see when it is working? | How will it be done?  What blend of activities are required |  |  |
| All children to have access to support for their mental health and wellbeing (in school and wider services support)  Staff to be fully trained (DFE approved programme –  Strengthen partnership working to create some consistent approaches across the Penair Partnership e.g. Staff workload charter  Children requiring referrals to external mental health agencies (e.g. CAMHS) are timely. | Active Ingredient:  *Effective Senior Leadership*  Senior leaders will   * Ensure time is allocated to senior staff member to access and complete training * Ensure time allocation is given for those directly involved in delivering well-being interventions (TIS, Forest School nuture groups) * Ensure time qiven to the SENCO (and Deputy SENCO) to make any referrals for additional mental health support (CLEAR, CAMHS, Dreadnaughts, music therapy, Play therapy) * Leaders to regularly check impact of interventions and curriculum entitlement for all children * Governors to monitor school budget training allocation and impact   Active Ingredient:  *Staff equipped to recognise when their health and wellbeing is suffering*   * Regular supervision in place with a choice of senior staff * Supervision provided through the Penair Partnership for DSLs * Occupational health services available (including counselling where needed)   Active Ingredient:  *Staff well trained so that they feel equipped to for fill their role to the best of their ability*   * *Staff encouraged and supported to identify training needs and access training both internally and externally*   Active ingredient:  *Well informed parents*   * Parents to be informed about the provision available in school and where to seek further advice if needed (Early Help etc)   Active ingredient:  *Well informed children*   * Children taught about where they can get help and advice * Strong PHSE curriculum to support children to make healthy lifestyle choices | Training:   * Teachers to be adequately trained to deliver the PHSE curriculum * Staff meeting time allocated to training and discussion around impact of interventions * Well-being lead to attend network meetings and complete DFE programme * Staff to access a range of training including subject knowledge, career progression, pedagogy   Monitoring Activities   * Impact of individual training on teaching e.g. phonics * Jigsaw lesson visits * Pupil conferencing * Staff and pupil questionnaires to be completed to check impact * Governors to monitor impact through visits to school, meetings with staff and pupils | **Short Term**  Well-being lead to start DFE programme and attend first cluster meeting  SLT and middle leaders will share with governors at the second FGB meetings with completed outcomes so far (through the Head teachers report)  Record of staff training and impact to be updated.  At half-term and Christmas, monitor and adjust and intervention groups.  Lesson visits to focus on impact on training (prioritise reading and maths)  Parent consultations to take place to identify any children requiring additional mental health / wellbeing support (October)  Initial questionnaires carried out to assess staff and pupil wellbeing | Children flourish socially, mentally and academically. This is reflected in pupils been ready for the next stage in their education and in national performance figures. The school’s own evaluations and any internal visit / inspection information show that children and staff feel well supported. |
| Medium term  Joint Penair Partnership workload charter introduced  Lesson visits to focus on impact on training (prioritise wider curriculum)  Any outstanding mental health referrals completed |
| Long term  All staff have accessed relevant training and is having a visible impact in the classroom  PHSE curriculum is fully developed including scope, sequencing, core concepts, essential knowledge identified, strong retrieval of long-term knowledge  Review of interventions and assessment of children no-longer needing support  Staff and pupil questionnaires analysed  All children receiving support (including any interim measures while children are placed on waiting lists) |

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| Priority 7 - Attendance | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention?  What activities and behaviours will you see when it is working? | How will it be done?  What blend of activities are required |  |  |
| **School**   * Too many children have an attendance below the government expectation. Too many children are classified as persistently absent. Vulnerable groups make up a higher proportion of these groups.   **Teachers**   * Teachers do not prioritise attendance as highly as they should if we are going to improve attendance rates   **Children**   * Students and their families especially vulnerable children/families do not value school attendance as highly as they could. In addition, vulnerable children are less able to catch up on missed work.   **Impact on attainment and progress**   * Children whose attendance is lower than the expected standard are in general attaining lower than age expected levels with less progress to catch up missed learning. | Active Ingredient 1:  *Make attendance a higher priority for all staff*   * Analyse previous data to identify key children who may need ongoing support. Precisely identify barriers to attendance. * Share with staff policies and procedures. Create a culture where all staff contribute to improving attendance. * Staff should be regularly updated on attendance data for the children they are responsible for.   Active Ingredient 2:  *Make attendance a higher priority for children and families*   * Ongoing education for children and families around the importance of attendance and the impact that it has. * Targeted education for key children and their families with an emphasis on reducing or removing barriers. * Create regular attendance specific communications with thresholds and logistics   Active Ingredient 3:  *Link attendance, attainment and progress in a designed procedure.*  Active Ingredient 3:  *Effective multiagency working* | **Training**   * September new attendance policies and procedures shared with all staff (including office staff who will prioritise attendance as a first task following the close of register) * SLT to support and model a culture that promotes and love of school and identifying barriers to attendance. * SLT to look for further training opportunities and current research to support improved attendance.   **Monitoring**   * SLT to track attendance and ensure the policy and procedures are in place. * SLT to monitor that all staff actively engage with families and children whose attendance is low.   **Communications with families**   * Attendance policy and procedures shared with all stakeholders. * Planned and regular education of the whole school community through agreed school communication systems: leaflets, email, text, website and Facebook. * Attendance levels shared at set points with whole school community. * Targeted communications set out the school policy when attendance drops below the thresholds. Next steps and other agencies who may support should be clearly communicated in advance.   **Academic Intervention**   * Classroom staff will be aware of whose attendance is low and ensure on going interventions include these children to ensure missed learning is addressed. | **Short Term**  Fidelity   * First week 100% of missed attendance accounted for with parental communications. * Staff to know when attendance dips below 96% and vulnerable children to have meetings with SLT straight away. * Parents to have received information on the importance attendance by the end of the second week. * Baseline data to be analysed against previous years attendance to ensure no vulnerable child is missing support.   Reach   * Most students when asked understand why regular attendance is important. * Most parents understand why regular attendance is important. * All staff are more focussed on improving attendance and the impact of low attendance. * Most parents struggling with maintaining attendance engaging with school support.   Acceptability   * All teaching staff will be informed of attendance weekly. * Office staff have a clear process to follow * Most parents have a growing understanding of policies and processes for attendance and support them. | **Short term**  Attendance is closely monitored and policies and procedures consistently applied. A fall in attendance below 96% is communicated immediately  **Medium term**  Children below 96% are supported and show improving attendance.  **Long term**   * Persistent absence is only in exceptional cases with an individual case study. * The vast majority of children have attendance above the national average. * Children and families have a commitment to education that will stay with them throughout their education. |
| **Medium term**  Fidelity   * In general, 100% of absence is reported through parental communications. Key families identified who are not actively engaging and supported. * Most children are attending more than 96% * policies and procedures have been applied to 100% of children below 96% * Staff can evidence how well intervention is supporting children below 96% * Parents have received attendance data half termly alongside educating materials. * SLT can evidence where they have removed barriers for children and families struggling with attendance. * Multiagency support is in place for children below 90%   Reach   * At the end of spring the majority of absence is recorded as authorised. * Children below 96% attendance show an increase in attendance following school support. * Children below 90% are actively engaged in multiagency support to remove barriers to attendance and show improving attendance.   Acceptability   * The majority of parents have a good knowledge of attendance policy and procedure and actively support it through booking medical appointments around school and requesting a leave of absence on in exceptional circumstances. * Parents and children below 96% understand the school’s expectations and the impact of attendance for their children’s education. * All staff are applying the school policies and procedures, and creating a culture to keep attendance regular. |
| **Long term (Summer 2)**  Fidelity   * The vast majority of staff, children and parents follow the school’s attendance polices and procedures. * All teaching staff can clearly evidence impact of interventions to counteract missed learning.   Acceptability   * All staff and the vast majority of children and families value school attendance through their actions and conversations.   Reach   * 96% of children have and attendance of 96% and above. |

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| Priority 8 – Academisation / Collaboration | | | | |
| Problem (why?) | Intervention Description (what?) | Implementation Activities (how?) | Implementation Outcomes (how well?) | Final Outcomes (and so?) |
| What needs to change? | What are the essential active ingredients of the intervention?  What activities and behaviours will you see when it is working? | How will it be done?  What blend of activities are required |  |  |
| The ‘White Paper’ lays out the governments ambition for all schools to be part of an academy by 2030  The Penair Partnership is not yet fully utilising all opportunities for school to school collaboration  The school does not yet have a full financial plan in place to show how reserves are to be spent over the next 3-5 years | Active Ingredient:  Investigate opportunities for future academisation   * Ensure time allocated to key stakeholder meetings e.g. Governors, SLT   Active Ingredient:  *Effective partnership working with local schools*   * *Investigate opportunities to work together and strengthen the partnership*   Active ingredient:  Clear financial plan in place   * Finance team to create a 3 year plan including capital spend and plans for reserves | Research   * The head teacher to attend information sessions around the LA initiated MAT * Discuss with Governors possible MAT partnerships and consider arranging initial presentations * Involve the Diocese in early conversations * Hold discussions with Penair Partnerships schools to establish any future plans   Planning   * Re-establish Safeguarding meetings * Create a partnership wide attendance policy and approach to punctuality * Opportunities for hub leads to be introduced to lead on subject training * Well-being working group to be created   Finance   * investigate academisation costs * Look at planned projects | **Short Term**  Governors to be aware of the options available to the school  Head teacher to attend bi-weekly head teacher meetings to plan partnership working  Attendance policy to be shared and agreed by governors at first full meeting  Subject working group leads identified  Finance plan discussed in November meeting | The school to be part of a MAT that holds the same vision and values (long term plan)  The school to continue to work as part of the Penair Partnership, ensuring that all local children have access to ‘great schools with strong teachers’.  The school to use it’s reserves to benefit its existing pupils and ensure future financial security |
| Medium term  Discussions to take place with the Diocese around academisation  Time scale of academisation to be discussed  Subject working groups to take place  Safeguarding / DSL meeting to take place |
| Long term  School spending agreed and included in new budget set, including 3 year predictions |