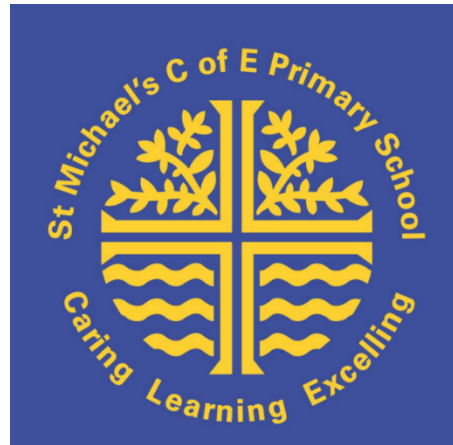




School Development Plan 2022/23

Introduction

This plan has been devised to incorporate actions to address the improvement points identified by Ofsted in November 2016 and other priorities identified by School Leaders.

Areas for improvement are identified as a result of monitoring and evaluation by the school leaders and areas indicated by partners such as the local authority. Continued self-evaluation and regular monitoring will lead to further revisions of this plan, including feedback from parents/carers and other stakeholders. The results of these actions, in conjunction with our termly data monitoring, will enable us to identify areas for further work and where success in one area can be applied in new areas.



St Michael's Church of England Primary School Vision

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.

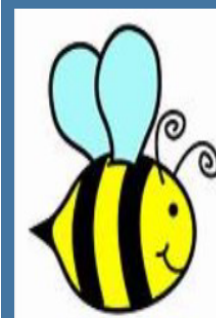
We have pride in who we are and excitement about who we can be.

Curriculum Intent

We pride ourselves in offering our pupils a broad, creative and exciting curriculum, which is delivered through imaginative and knowledge-rich projects based around the Cornerstones Curriculum model of a thematic approach. Our curriculum is personalised to our school, exposing all of our children to enriching experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. Pupils study the full curriculum; it is not narrowed. There are many opportunities for curriculum enrichment, including: music, choir, trips, residential visits, gardening, sports and a range of clubs after school.

Our curriculum puts the child at the centre of learning, providing them with a wealth of learning challenges that require them to use and build on their knowledge and skills base in order to be curious, confident and independent life-long learners.

Our School Values



Our School Be Rules

Be Safe: on the playground; on the Internet; around school

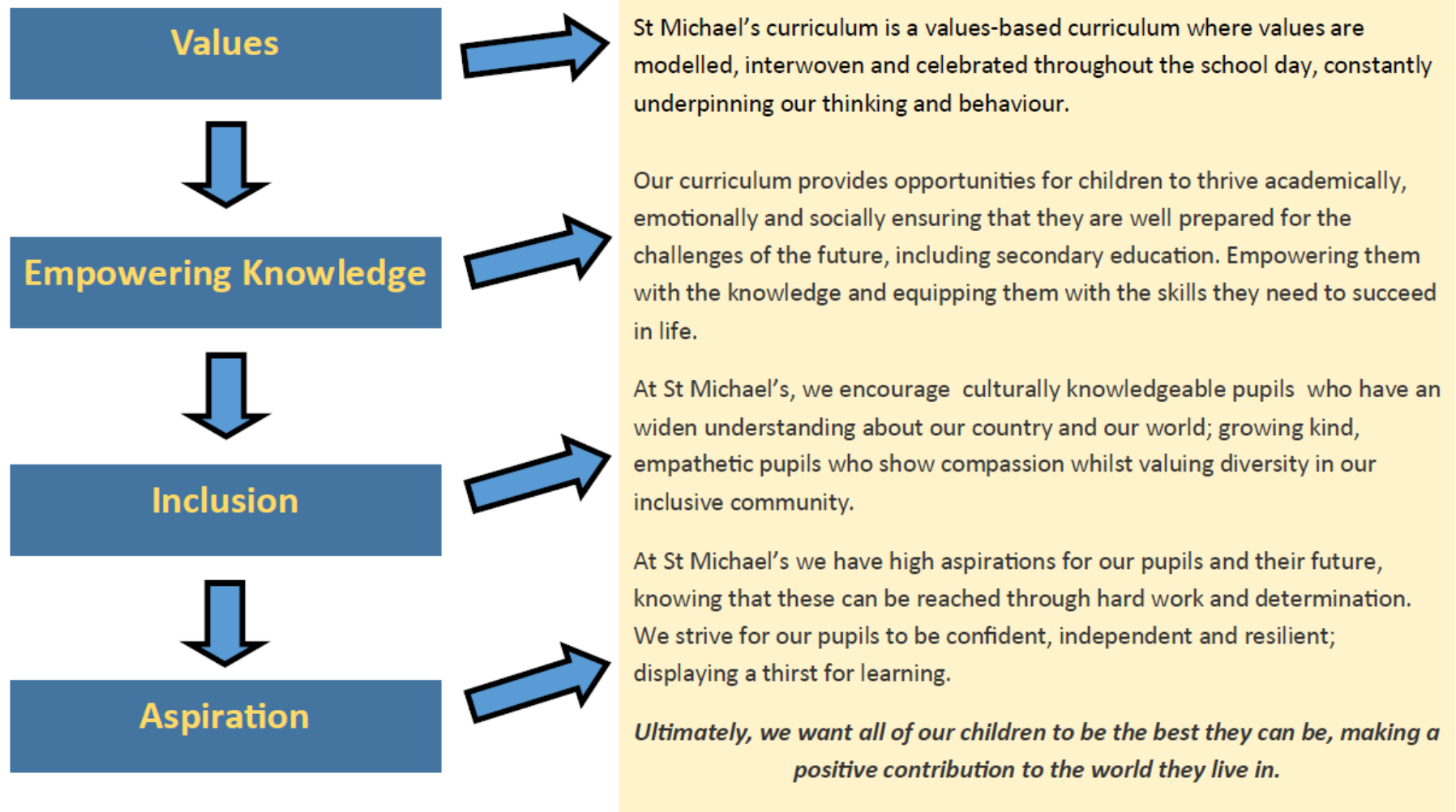
Be Caring: be kind and not hurt each other; be a friend

Be Respectful to all; my community and surroundings

Be Proud: of your work; of your appearance; of representing the school

Be Your Best: always try your hardest

Our Curriculum Drivers 'weave together' our Strategic School Vision, Values and Curriculum Intent



The following priorities will form the basis of the school's work over the coming year

To further develop the teaching and learning within Reading, Writing and Mathematics across the whole school so that attainment and progress improves and the proportion of children meeting and exceeding the nationally expected standard is increased.

- To monitor the teaching and implementation of phonics and embed approaches to reading across school to ensure high quality and consistency.
- To improve writing outcomes across the school.
- To improve outcomes and attainment data in maths in KS2.
- To close the gap in attainment and progress for vulnerable groups, pupil premium and SEND children across school.

To further develop the quality of education by reviewing and refining the school's curriculum.

- Embed curriculum leadership by enhancing and building leadership capacity at all levels throughout the school.
- Develop subject leadership so that subject leaders have a demonstrable impact on improving standards in the subjects that they are responsible for.
- Ensure that subject leaders know and understand and can confidently articulate the progression in skills and knowledge for their subject from EYFS through to Y6, including how these are assessed.

<u>Priority 1:</u> To further develop the teaching and learning within Reading, Writing and Mathematics across the whole school so that attainment and progress improves and the proportion of children meeting and exceeding the nationally expected standard is increased.			<u>Named Governors Responsible:</u> <u>Simon G</u> <u>Nikki H</u> <u>Rod Baddon</u>		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
1.1 To monitor the teaching and implementation of phonics and embed approaches to reading across school to ensure high quality and consistency.					
a) To monitor the Read, Write Inc. phonics programme for the teaching of phonics and reading across school. NH	RWInc programme, including all related resources and reading scheme for this academic year: £3000 Extend the RWInc training package. Utilise 2 development days and an allocated mentor. £1500	Refresher Training on 'Speed Sounds' teaching for all KS2 staff and any teaching staff members new to the school. Ongoing Ongoing development training, accessing online training videos for those responsible for teaching RWInc.	CS Phonics Lead Phonics lead to allocated training pathways and lead spotlight sessions accordingly as part of ongoing monitoring. Ongoing monitoring from trained reading leaders. (SA, GP and CS). Monitoring and tracking support from Phase leaders. . Governors and leaders monitoring of data relating to annual phonics check and termly assessment of reading. Implementation plan and timeline to be monitored by school leaders. See separate document 'Phonics implementation plan'.	Data tracking evidences an improving picture over time. 6 weekly check point data will evidence this impact. EYFS- Y4 6 weekly progress grids to be shared with an analysed by L.E.AD Literacy Specialist consultant. Termly PSC checkpoints show accelerated progress for bottom 20%. All identified staff receive quality training and are confident in teaching RWInc phonics.	
b) Participate in L.E.A.D. Literacy WAVE 4 Intervention becoming a Partner School with the English Hub. .	Costings for RWInc resources ongoing.	6 Literacy Specialist days over the academic Year 2021/22: 21.09.22 21.10.22 02.12.22	L.E.A.D Literacy Specialist half termly monitoring visits.	To ensure all pupils make speedy progress in phonics and reading. To develop pupils' understanding and use of spoken language	

	Staff release time for Phonics Lead and English Lead x6 £1800	10.02.23 23.03.23 12.05.23 Key Performance Indicators (see English Hubs' Challenge Checklist) will be met and securely in place by July 23.		To develop pupils' love of reading	
c) Monitoring alongside Read, Write Inc development days with specialist consultant.	Staff release time for phonics lead, English Lead and HT. £900	3 days consultancy support. September/January and April. Day 1: 30.09.22	CS Phonics Lead Phonics lead to allocated training pathways and lead spotlight sessions accordingly as part of ongoing monitoring. Ongoing monitoring from trained reading leaders. (SA, GP and CS). Monitoring and tracking support from Phase leaders. Governors and leaders monitoring of data relating to annual phonics check and termly assessment of reading. Implementation plan and timeline to be monitored by school leaders. See separate document 'Phonics implementation plan'.	Data tracking evidences an improving picture over time. 6 weekly check point data will evidence this impact. EYFS- Y4 Progress grids to be shared and analysed alongside consultancy support. Termly PSC checkpoints show accelerated progress for bottom 20%. All identified staff receive quality training and are confident in teaching RWInc phonics.	
d) Review the English Reading Curriculum so that the teaching of reading comprehension is coherently planned and sequenced across KS2.	Pathways to Read purchased and all supporting texts. £2000 Access to EEF improving reading in KS2 research. Access to Reading Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundation	Access to all Pathways to Read planning and resources July 2022. Progression documents evidence school's curriculum and approaches to reading- by September 2022. Pathways training focus on Inset day 02.09.22 Staff development meeting 14.09.22- Reading spotlight L.E.A.D Teaching school- virtual.	Teachers to explicitly teach and identify the six comprehension strategies matched to appropriate texts: prediction, questioning, clarifying, summarising, inference and activating prior knowledge. Phase Leaders to hold shadow staff development meetings to share best practice.	Consistency of comprehension teaching across the school. The school's reading curriculum beyond phonics is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points. The English Leader can confidently articulate the progression of skills and knowledge taught across the whole school in reading.	

	tions of literacy - Sept 22.pdf	Re-visiting and updating the Reading Framework Audit by October 2022.			
e) All children are exposed to story time daily from a core set of stories identified for each year group.	Purchase further high quality texts to supplement the reading curriculum. Including traditional and modern stories. £500		English Lead to monitor the quality of storytime and identify any necessary training/development required. Audit tool from The Reading Framework to be re-visited and reviewed regularly.	Daily storytime is a priority and teachers prepare the story reading so they can capture children's attention. Book corners are appealing to children and uncluttered. Exposure to stories and rhymes further develops language and vocabulary.	
f) Explicit teaching of broader vocabulary, weekly, across the whole school.	EEF research materials and guidance reports. The Reading Framework Closing the vocabulary gap- Alex Quigley. Staff development meetings led by the HT/English/EYFS leader to implement this. EYFS lead teacher is a language specialist leading the L.E.A.D. intervention project on early language and vocabulary across the county and will share key action plans and resources with school.	Staff Development meeting time in the Autumn Term.October 2022. Subject specific vocabulary shared through knowledge organisers for non-core subjects- termly. Word of the week across the whole school to be displayed and be a focal discussion point in classrooms. Shared wider on facebook to encourage vocabulary discussions at home. By October 2022. Second tier vocabulary is explored in wider contexts, once children know stories well-ongoing.	Monitoring by the English leader/HT through learning walks, talking with pupils, work in books, displays in classrooms. EYFS lead to Parental involvement in the sharing of 'word of the week'. Vocabulary is supported by the delivery of WellComm, NELI, Word Aware & RWI TTS. EYFS Lead trained in: ELKLAN, I CAN, NELI, Word Aware, RWI TTS will support in the monitoring of these.	Children will be exposed to a richer and broader range of vocabulary and will articulate this in their learning and evidence in the composition of their writing. Vocabulary training will allow for school leaders to ensure that there is consistency across school in implementing EEF research. There will be a shared understanding of detailed approaches to explicitly teaching vocabulary and teachers will know how to use dual coding, retrieval and spaced practice to encode vocabulary in the long-term memory. There will be evidence of oral rehearsal of written work and staff will feel confident in modelling and in the identification of tier 2 vocabulary based on text choices.	

<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
1.2 To improve writing outcomes across the school.					
a) Review the English Writing Curriculum Curriculum so that the teaching of writing is coherently planned and sequenced across the whole school.	Pathways to Write	Access to all Pathways to Write planning and resources July 2022. Progression documents evidence school's curriculum and approaches to writing- by September 2022. Pathways training focus on Inset day 02.09.22 Staff development meetings planned for October 22 and December 22- work scrutiny.	English Lead and Head Teacher Literacy Specialist Support as part of 6 days intervention with L.E.A.D. Work scrutiny Lesson visits Moderation activities timetable as part of staff development meeting time, including the use writing assessment grids English Lead to participate in Y2 and Y6 moderation activities.	Consistency of writing teaching across the school. The school's writing curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points. The English Leader can confidently articulate the progression of skills and knowledge taught across the whole school in writing. Full coverage of National Curriculum skills.	
b) Continue to monitor the use of the marking and feedback policy in books to ensure that there is a clear expectation for children to apply prior learning, including basic SPAG knowledge. Layout and presentation policy to be developed.	English Leadership time with HT. Staff development meeting time to share developed policies.	Oct/Jan/April WORK SCRUTINY English Lead regular book looks to highlight any inconsistencies so these can be addressed accordingly	English leader and Maths leaders will carry out regular book looks and work scrutiny (half termly) to ensure that SPAG/maths is being addressed in line with the marking and feedback policy.	Children's work will evidence the implantation/application of our agreed policy and high expectations for all work will be clear. . Adult feedback verbal or in books will allow for children to improve on elements of SPAG and will provide further challenges/next steps for learners. Marking will be purposeful and clear. Children are regularly engaging in self-assessment and are given adequate time to edit and improve their work..	

c) Regular work scrutiny (including with middle leaders) planned to triangulate evidence and TA judgements against end of year and key stage ARE.	Leadership time for subject leaders to be out of class £1800 (costing for external cover x 6 days, only to be used where internal cover not possible)	Ongoing 2022/23 Timetable as per Monitoring and Evaluation schedule.	Work in books is regularly monitored by HT/DHT/AHT and subject leaders. Staff development meeting time to look at evidence/work in books.	All leaders (middle and UPS) are involved in a rigorous cycle of monitoring against standards, including focussed monitoring of provision for disadvantaged, SEND and abler children. Triangulation of evidence shows that teaching, learning and assessment along with outcomes for all pupils is consistently good.	.
d) Teachers attend external moderation workshops for each of their year groups for writing.	Keystone TSA free assessment and moderation events. Access to Kyra moderation/cluster events.	Dates to be confirmed. January and April 2023	The Head Teacher's report to governors will highlight staff development opportunities. Moderation experiences to be shared and evaluated with Head Teacher and subject Leaders.	Teachers will have a shared expectation and understanding of standards in order to improve the consistency of their decisions about children's levels of attainment. Moderation shows that school assessments are accurate.	
e).Subject Leader action plan for English clearly outlines key actions in line with SPAG and reading and writing development across school for the academic year 2022/23	Leadership time timetabled for ½ day a fortnight (already in the staffing budget).Ongoing Attendance at Kyra English forums and access to free LEAD equate training and development opportunities. Performance Management Meetings in October will identify any further CPD. EEF guidance reports	Ongoing action planning linked to the SDP. . Updated by September 2022	Head Teacher to work with and monitor and evaluate impact against actions in line with the English action plan. English leader to present leader action plan to identified governors, including an end of year report. Subject leader performance appraisal reviews in line with leadership actions and job description. Locality lead monitoring visit reports.	The English action plan includes smaller SMART targets/steps broken down from key priorities in the School Development plan. Actions will refine and improve on practice through short term and long term smart targets. Book and planning scrutiny, alongside observations and discussions with children and staff will inform the evaluation of actions implemented and new targets accordingly. Teachers will feel supported by the school English leader and will in turn have an improved confidence in their knowledge and delivery of the English curriculum. The teaching of English across school will be consistent and be good.	.

<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
1.3 To improve outcomes and attainment data in maths in KS2.					
Subject Leaders action plan clearly outlines key actions in line with maths development across school.	Subject Leadership release time from class. ½ day every 2 weeks for each maths leader. Incorporated in the staffing budget. Attendance at Kyra Maths lead cluster meetings. Whole school staff development meeting time.	Ongoing action planning linked to SDP Maths action/implementation plan updated for September 2022	HT and subject leader's regular leadership meetings. Monitoring of the maths implementation plan alongside the general LTP maths development plan. Subject leader performance appraisal reviews in line with leadership actions and job description.	Leaders have the skill, knowledge and leadership to develop a curriculum that is ambitious for all pupils. The curriculum is coherently planned for mixed age classes, and sequenced towards developing pupil knowledge, and the skills required for future learning. Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well in national tests. Maths action plan and project implementation includes smaller step actions broken down from key school development priorities. Actions will continue to refine and improve practice through short and longer term targets.	
Continued monitoring of the teaching and planning of White Rose Small Steps progression to ensure accurate and progressive coverage across the phase through learning walks and book scrutinies.	White Rose Small Steps progression document as directed by SLs. Subject leaders leadership time.	Ongoing	Subject leaders will be released for subject release time to review books and carry out learning walks to ensure lessons follow the structure previously implemented during staff meetings and White Rose resources are being used accurately and effectively.	Children will follow the learning intentions in the order as set out in the White Rose small steps progression document to ensure a clear and coherent coverage is followed. Children will be able to link progression steps together to form a sound understanding of methods evidenced through discussions with SLs..	

				Subject leaders will be able to confidently discuss the progress and teaching of maths in UKS2.	
Teachers to attend regular internal and external moderation and work scrutinies to ensure progress is continuous and mirrored throughout UKS2.	KYRA moderation events. Local cluster moderation events with other Lincolnshire schools. In house moderation with subject leaders, SLT, HT and other experienced teachers.	See Monitoring and Evaluation Schedule.	Subject leaders/SLT/HT/Teachers	Teachers will have a secure understanding of expectations of UKS2 pupils' knowledge in maths. Teachers will feel confident in recognising WTs/Exs/GD levels of mathematical work and be able to identify these pupils within their own classes, allowing early intervention of those working towards the expected level. School assessments, provided by White Rose, will correlate with moderated work.	
All teaching staff in UKS2 receive regular CPD in the effective delivery of White Rose resources, CPA methods and scheme through newly designed CPD videos purchased by subject leaders.	White Rose CPD videos. Staff development meeting time.		Teachers will be given subject time to watch CPD videos on White Rose's premium website to aid the teaching of different topics within mathematics. Subject leaders sign post all teaching staff to the White Rose videos to help with subject knowledge progression.	Teachers will have a secure understanding in White Rose. Teachers will feel confident in applying a CPA approach to UKS2 children and how this can allow more children to achieve mastery within mathematics. Pupils will have lessons pitched with a variety of resources and equipment to help aid learning and progression.	
Workbooks are of high standards following the marking and feedback policy to promote progress and limit misconceptions. White Rose questions are set out as directed by SLs to allow for developed reasoning in both	Subject leader release time. Marking and feedback policy.	Ongoing	Subject leaders will regularly monitor books during subject release time to ensure that the marking policy is being effectively followed and that presentation is neat and consistent across not only KS2 but across years 1-6. Subject leaders to ensure the use of resources is in line with White Rose and	Pupil's books will look consistent across the school, making allowances in line with age/year group expectations. Pupils will have a secure understanding of how their maths work should be represented in their	

fluency and reasoning and problem solving questions.			that worksheets are appropriately snipped and evaluated to ensure high quality provision is used at all times. § Subject leaders to feedback to SLT about findings.	books as they progress throughout the school. Pupils will feel secure and have consolidated knowledge through misconceptions being identified and corrected in a timely manner. Subject leaders will clearly be able to identify lesson intentions and progression throughout work given, following CPA.	
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
1.4 To close the gap in attainment and progress for vulnerable groups, pupil premium and SEND children across school.					
a) High Quality Teaching for Pupils with SEND. Teachers should develop a repertoire of strategies advised in EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send#nav-download AR	Access to high quality, evidenced based intervention programmes. Staff development time allocated to research using a tiered model to identify current practice and impact Whole staff training for SEND	Ongoing throughout the academic year.	Learning walk and observations by SLT and SENCO in line with Monitoring and Evaluation schedule. Regular IEP/EHCP checks alongside work in books. Are interventions evidencing the expected impact? Lexia- monitoring of progress and attainment data by DHT.	EEF Evidence Review August 2021 guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers flexibly respond to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND. Intervention data/outcomes will demonstrate evidence of impact.	
b) Half termly monitoring of interventions and additional provisions for PP children by DHT. NH	SLT time	Half termly	DHT/SENCo will monitor the outcomes from interventions through observations, data analysis, conversations with those delivering interventions and also gather the voice of the child.	SENCo ensures that teachers are providing information in line with interventions and provisions in place. All teaching staff (incl TAs) will have a secure knowledge and understanding of key children in their class.	
c) Termly analysis of send data (SENCo/DHT) and PP data (HT) in	SLT time	Termly	SENCo/HT and DHT will analyse data for vulnerable groups following data	SEND pupils make good progress in line with IEP targets.	

advance of pupil progress meetings, parent meetings and SEND IEP reviews. NH		PP Provision Staff Development meeting time- September 22.	checkpoints. Pupil Progress discussions will be carried out and any necessary changes made to IEP/EHCP/PP/LAC reviews. Targeted observations and book looks by SENDCo (and HT/DHT as appropriate) following pupil progress meetings and key data checkpoints.	Staff can talk confidently and accurately about the needs, progress and attainment of all vulnerable groups in their cohort.	
d) The development of Cornerstones as an online tool for monitoring and recording interventions.	Training for the SLT followed by staff development meeting (twilight) time to set up with the wider staff team. To include TAs.	By February 2023	SENDCO/DHT to oversee monitoring of this. Teachers responsible to ensure that intervention assessments are updated accordingly.	Cornerstones will be used as a tool for supporting the recording of relevant intervention groups by all. The monitoring and recording of interventions will be strengthened through the use of a central electronic recording system.	
e) Ongoing whole school commitment to evidence based intervention to support SEND pupil: 5 evidence based recommendations to support pupils with SEND: https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/ SG/JM	Performance Management for TA/Key Persons to be based upon implementing EEF evidence based recommendations for supporting learning. October 2022	Review whole school provision mapping 3 times per year at the beginning of each term.	SENCO and SLT/Phase Leaders	Culture of SEND support embedded as part of QFT within classrooms. Provision mapping will provide evidence.	Whole staff training for how to implement SEND Vision 2021(3.9.21), including time to look at the 5 evidence based recommendations. Whole staff training for SEND (22.10.21), delivered by SENCO.
f) Increase attendance and punctuality for all pupils.. Attendance panel meetings with parents to begin academic year	EWO services. £350 budgeted for) Ongoing attendance training for identified staff members.	Review November 2022 Letters to parents for absences below 90% and 94% Nov/Dec 2022. EWO engagement for families of non-attenders and persistent	Attendance governor. Ongoing monitoring of attendance through school policy/practice. Weekly attendance reports from the school office administrators to be	The revised policy is adopted by governors and is rigorously followed and understood by all staff members. Attendance for our most vulnerable groups will see an improvement between September and December	Attendance policy revised in line with LA advice templates- September 2022.

2022, held by E Wood (DHT/Attendance Champion).	E Wood (DHT) to be Attendance Champion in school. Use of Attend Framework and work with external agencies(e.g. PRT) to support Emotionally Based School Avoidance (EBSA).	absence- reactive.	monitored and persistent absences highlighted. Head's report to governors will highlight attendance for all groups against local and national picture. Policy into practice.	2021.. Data analysed will evidence this. Tighter and staged procedures are resumed now the whole school returns to full time education and COVID-19 restrictions are lifted, this includes letters home and EWO involvement.	
g) External pupil premium review.	Costings approx. £600	By July 2023	PP governor HT to review actions and outcomes in line with PP champion's role.	School leaders are confident that all aspects of PP funding and provision are of the highest standard. PPG is used effectively.	Pupil Premium governor monitoring visit June 2022- see governor report.

Milestones Priority 1				
Area	By end of October 2022	By end of January 2023	By end of April 2023	By end of July 2023
Phonics and Reading NH	Phonics baseline have been completed so all children in bottom 20% have been identified for intervention. RWInc progress grids shared with English Hub for analysis. Intervention is in place and families are being targeted/supported. Staff new to FS and KS1 have received relevant training for phonics. Ongoing pathways training development. Coaching by a literacy specialist for all of those who provide RWInc toolkit intervention for the bottom 20%. 30.09.22	PSC Paper 2018 assessments show that all groups are making progress in phonics. Progress from starting points and previous assessment. PSC Paper 2018 shows that those in the bottom 20% have made accelerated progress in phonics, closing the gap. RWInc progress grids shared with English Hub for analysis. Reading meetings have been hosted for KS2 parents, focussing on how to support pupils at home with reading. No face to face meetings held but reading information shared with parents through QR codes (KS1) and on Tapestry (EYFS)	Children have made good progress in phonics and show that they are on track to meet the National expectation for phonics. PSC paper 2019 assessments show that all groups are making progress in phonics (March). PSC Paper 2019 shows that those in the bottom 20% have continued to make accelerated progress in phonics, closing the gap. RWInc progress grids shared with English Hub for analysis (March and April).	PSC paper 2023 shows that achievement in phonics is at least in line with National (2022-74.1%) School target of 85%. RWInc progress grids shared with English Hub for analysis (June and July). FS, key stage 1 and 2 reading outcomes are at least in line with National. Pupils across the school are ready to transition into the next key stage/phase of their learning. A love of reading ethos across school is embedded.

	Reorganisation of further learning spaces for RWInc groups- allowing for smaller group size. All pupils in FS practice reading letter-sound correspondences and oral sound blending 3x within the school day in addition to focus RWInc session. Assessments completed to identify pupils in LKS2 who require further support in phonics. Reading meetings have been hosted for FS and KS1 parents, focussing on how to support pupils at home with reading. No face to face meetings held but reading information shared with parents through QR codes (KS1) and on Tapestry (EYFS) Monitoring shows evidence of regular and high quality, consistent teaching of reading across school. All teachers read to children daily and this is timetabled. Training for pathways to reading (following RWInc completion) for all staff delivered during inset. A sequential approach to the teaching of reading across school is evident. LL report 15.09.22	Teaching of phonics is consistent and embedded across FS and KS1 and LL lead and governor monitoring visit reports reflect this. * Agreed during OFSTED inspection 2022. Data shows that pupils are making at least good progress in reading and phonics. Impact of immediate intervention is evident. Pupils across school are able to discuss their personal preferences of author/genre and whole class book reads. The teaching of reading comprehension is embedded, high quality and consistent across KS2 and upon exit from RWInc. School to sign up to the English Hub Bronze, Silver, Gold Reading Pledge.		
Writing	Active English is fully embedded and impacting positively on writing outcomes- evidence of implementation in books. Planning and lesson delivery show that pupils are being challenged and work is clearly differentiated for those working at a greater depth standard in writing.	Judgements are accurate for RWM across the whole school and exemplification materials are being used to support judgements. External moderation workshops attended by Y2 and Y6 teachers through Keystone/Kyra. (March 23) Internal moderation for all classes completed.(February staff development meeting time scheduled).	Spring assessments show improvement in line with data milestones. Word of the week embedded in school culture linked to tier 2 vocabulary. Outcomes in writing improve and this is evidenced through internal and external monitoring.	Summer assessments show improvement in line with data milestones. FS, key stage 1 and 2 writing outcomes are at least in line with National. External moderation workshops attended by Y2 and Y6 teachers through Keystone/Kyra.

	Whole school presentation policy to be created and shared with all staff to ensure consistency in expectations across the school. Training for Pathways to Writing and Spelling delivered in inset. Staff Development time to review the teaching of thematic studies- are activities differentiated for and accessible for all learners at all levels? What does writing look like cross-curricular and is it pitched at the appropriate level of expectation? 05.10.22/ 16.11.22 ongoing	Word of the week introduced to promote the use of tier 2 vocabulary in writing. Clearly displayed in each classroom and shared with families via facebook, weekly. Monitoring shows that pupils are making clear progress in the application of phonics into writing.		
Maths	LL Maths focus visit completed. Maths focus lesson visits evidence the implementation of LTP/MTP for White Rose mixed-age planning. Monitoring, including lesson visits and work scrutiny will evidence that progression and coverage is coherent and in line with White Rose planning. 05.10.22- see evidence Maths leader implementation plans updated and shared with SLT and all staff. Provision for SEND children is clearly differentiated and appropriate to ability.	Book looks will evidence that marking and feedback and presentation is consistent across phases and in line with whole school policy. Subject leaders to signpost teaching staff to relevant CPA training videos to access in professional development time following previous terms monitoring outcomes and CPD requirement. Phase leaders meet regularly with the team to ensure consistency in the teaching of mixed-age planning, including differentiation for those working at a greater depth standard. Maths leaders to deliver staff development meetings with a focus on SEND provision and bottom 20%. (Scheduled for March 23 staff development meeting time). Evidence in books from Term 1,2 and 3 and from observations shows that SEND and lower attaining children have been clearly and consistently differentiated in order to access the maths activities set.	Moderation shows evidence of challenge and mastery, including greater evidence of children meeting the requirements for GDS. Full audit of maths resources prior to budget setting.	FS, key stage 1 and 2 maths outcomes are at least in line with National. Times table check for Y4 (85%) or at least in line with National.
Vulnerable Groups, including Attendance RB/LT	IEPs reviewed and shared with parents and SLT. Pupil Premium/FSM provision mapping staff development meeting to identify tiered	Pupil Progress meeting data discussions highlight vulnerable children and inform provision mapping and next steps for quality first teaching.	IEPs are updated (February) following assessment checkpoints and shared with parents and SLT.	PP review carried out by an external consultant. IEPs are updated following assessment checkpoints and shared with parents, SLT

	approach strategies linked to teaching, wider strategies and targeted academic support. Whole staff team inset to focus on putting restorative and relational practice into action. SEND lesson visits show that EHCP targets and IEPs are working documents to support provision in the classroom. Attendance champion allocated and reported to LA. Review of attendance policy and shared with families via email.	Provision mapping reviewed and staff training updated accordingly. (March mid-term Performance Management Reviews). Work scrutiny and observations by SENDCo evidence the ongoing implementation of IEP targets and EHCP plans. Impact of interventions and support is maximised by regular analysis and review. Continued monitoring of attendance, use of EWO, direct support with families from SENDCo and Pastoral team shows improved attendance for vulnerable groups from 90%-94%. Attendance for all other groups to be at least 96% (July 93%)	Data milestones (for Feb 23) and work in books evidence accelerated progress for vulnerable groups. Continued monitoring of attendance, use of EWO, direct support with families from SENDCo and Pastoral team shows improved attendance for vulnerable groups from 90%-95%. Attendance for all other groups to be at least 97% (July 93%)	and in transition meetings with new class teachers. SENDCo and DSL annual report to governors shared in FGM. Continued monitoring of attendance, use of EWO, direct support with families from SENDCo and Pastoral team shows improved attendance for vulnerable groups from 90%-97%. Whole school attendance to be at least 97% and/or above the national average.
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Priority 2: To further develop the quality of education by reviewing and refining the school's curriculum.			Named Governors Responsible: <u>Lynda T</u> <u>James M</u> <u>Annie R</u>		
<u>Key actions</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring</u> <u>Who and How?</u>	<u>Expected Impact</u>	<u>Evaluation evidence</u>
2.1: - Embed curriculum leadership by enhancing and building leadership capacity at all levels throughout the school. -Develop subject leadership so that subject leaders have a demonstrable impact on improving standards in the subjects that they are responsible for. -Ensure that subject leaders know and understand and can confidently articulate the progression in skills and knowledge for their subject from EYFS through to Y6, including how these are assessed.					
a) Increase frequency and quality of monitoring for all subjects.	Subject Leader Release time and cover for the class. English and Maths cover	Ongoing (a timetable has been in place for subject leadership monitoring since April 2022)	Head Teacher and DHT to ensure the monitoring and evaluation schedule is being adhered to.	All pupils are making progress in that they know more, remember more and can do more.	

	already planned for in the annual budget. £3000		Monthly timetabled meetings with Phase Leaders and SLT Phonics leader to have weekly release time from June 2022 to monitor the implementation and impact of Read, Write Inc.	Implementation of the school's curriculum is consistent across the whole school. Monitoring and Evaluation Schedule is on track. Systematic subject monitoring becomes embedded.	
b) Ensure there are clearly defined roles and responsibilities and accountability measures for all middle leaders.	Intervention funding: NLE support for HT to review school leadership structure. 4 days x £550 LLE support for DHT/AHT (structure dependent) 6 days LLE from intervention funding 6x £450	July 22- April 23 Performance Management meetings and sharing of job descriptions as per annual cycle by 31st October 2022.	Locality Lead Monitoring visits and evaluation evidence for school intervention funding.	All leaders know what they are responsible for and accountable to. Roles and responsibilities are clearly defined. School evaluation by all leaders is analytical and contains clear next steps. All leaders have shared and accurate picture of where the school is, and of the next steps to drive improvement. Leadership structure reviewed and refined to suit the changing landscape of the school.	
c) To further enhance the school's curriculum providing wider opportunities for the skills, knowledge and attributes associated with the dominant culture available to our children. SG	Roll out the 'Creativity project' led by Ben Keaton. 3 x workshops and monitoring or creativity web page. £1200 Links to be sought with local secondary schools to ensure continuity and create opportunities with local experts. Magistrates workshop for the second year.	Starting October 2022 through to July 2023. Subject leaders to facilitate their subjects. June 23	How is our Curriculum personalised to our locality? School Leaders to monitor. Continue to seize opportunities to further enhance the school's curriculum offer.	The school curriculum will evidence that school is equipping learners with the knowledge and cultural capital they need to succeed in life. The school community will maximise opportunities to 'tap into' the local area and local experts- building contacts/places/points of interest that enrich the curriculum.	

d) Non-Core Subject Leaders will receive coaching and mentoring support in order to drive improvements for their area of responsibility.	Coaching and mentoring support from HT and/or where relevant SLEs, Teaching school hub, Peer review champions. CPD identified through the Performance management cycle. £2500 put into the training budget following this. Staff development time. Attendance at local forums through TSA. Engagement with teaching school hubs for their subject.	Development ongoing as part of the SDP cycle. See milestones	Subject leaders will present an action and impact report for their subject areas. Monitored by the HT/DHT. Performance Management reviews with the Head Teacher. GAPs in subject knowledge to be identified 1:1 through Performance Management Appraisals.(by 31st October). Head Teacher and DHT will oversee CPD and subject development as part of ongoing whole school monitoring. Governors will monitor the effectiveness through visit reports linked to their areas of responsibility. Leaders of non-core subjects and R.E. will present an action and impact report to governors at the end of the academic year (July 2023).	Leaders are held accountable for their action plans and support the HT in making the progress needed across school in line with school development priorities. Deep dives in subjects will evidence that children know more, understand more and can do more alongside staff's articulation of the progression in knowledge and skills across subjects.	
e)Review the assessment of non-core subjects, ensuring that pre and post tasks are in place for all non-core subjects to further strengthen assessment. AR	Subject leader action planning time. Phase leader meeting time Staff development meeting time	History/Geography- by July 2022 Science- September 2022 All other subjects by November 22	This target will form part of all subject leader action plans and will be checked and monitored accordingly in their allocated time and/or drop ins, book looks and discussions with colleagues. Phase Leaders to monitor this as an agenda item each half term.	Pupils' attainment and progress is tracked consistently across all subjects. Assessments are used by teachers to plan for strengths/gaps and to share accurate information about the cohort. Subject leaders can talk confidently about the standards across school for their subject from the triangulation of evidence from a variety of activities including the analysis of assessment.	
f) Each subject leader to hold at least one CPD session during the academic year.	Staff development meeting time and/or Twilight training allocated time.	Maths and English and R.E: September and October 2022	This target will form part of all subject leader action plans.	Staff are upskilled, impacting upon teaching and learning.	Humanities staff development meeting held in the Summer Term

JM		See Monitoring and Evaluation schedule for all other subjects.	Head Teacher responsible for the monitoring of this in line with schedule.	Subject leaders gain further confidence through planning and delivering staff training. Training and development of all subjects is ongoing.	2022.
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Milestones Priority 2				
	By end of October 2022	By end of January 2023	By end of April 2023	By end of July 2023
Leadership, policy and expectations, curriculum and assessment	Robust performance management appraisals for all teachers are carried out by the 31st October 2022. Targets identify key priorities linked to SDP, training needs and where appropriate, leadership opportunities are planned for. Head Teacher performance management to be carried out by external consultants and identified school governors. Annual monitoring and evaluation schedule is in line with SDP priorities and shared with all staff and governors. Non-core subject leadership release time for monitoring timetabled for the Autumn Term. EYFS action plan to be shared with SLT following Baseline assessments. HT and DHT to attend Peer Review training (HT as Triad lead and DHT as shadow reviewer.). 27.09.22	Staff development meeting focus for A2 and S1 to focus on the development of non-core subject leadership; this will include the sharing and monitoring of subjects in order to highlight curriculum strengths and identify actions to inform subject implementation plans. Peer Review Improvement Champions workshop to have been delivered linked to Peer Review outcomes. Non-core subject leaders are instrumental in contributing to monitoring and evaluation and continually update action/implementation plans, sharing these with SLT in line with the monitoring schedule. Non-core subject leadership release time for monitoring timetabled for the Spring Term. Actions from RWINc CPD action plan completed. Phonics Development Day with HT, English Lead and Phonics Lead completed.	Peer Review 90 day- improvement cycle review with Triad schools. Mid-term appraisal review meetings review teachers and leaders targets and CPD linked to teaching and learning, school development priorities and leadership opportunities. Non-core subject leadership release time for monitoring timetabled for the Summer Term. Locality Lead monitoring visit to review SEF and SDP- evaluation and impact from actions. Including LL visit actions, Peer Review outcomes and LEAD English Hub Phonics Wave 4 intervention. All subject leaders have attended relevant DfE accredited Hub meetings for their subject areas for Spring term. SLT and subject leaders to consider and review the impact of sequential learning, cultural capital	Subject leaders for core subjects to have informed and evaluated action/implementation plans in order to evaluate impact and formulate new targets for the forthcoming academic year. Non-core subject leaders are instrumental in contributing to school evaluation and evaluate themselves and their action plans against relevant criteria, including the Inspection framework criteria. Phonics Development Day with HT, English Lead and Phonics Lead completed. All subject leaders have attended relevant DfE accredited Hub meetings for their subject areas for Summer term. SLT and subject leaders to consider and review the impact of sequential learning, cultural capital and further personalisation of the Curriculum Year A Summer Term(first implementation of this Curriculum cycle).

	Locality Lead monitoring visit to school to review actions implemented and to review the English Curriculum (incl Reading). Completed 15.09.22- See School Improvement Visit Report Staff Development time to review the teaching of thematic studies- are activities differentiated for and accessible for all learners at all levels? 05.10.22 Subject leaders ensure that curriculum drivers for their subjects are clearly articulated to all stakeholders. St Michael's Peer Review to take place 09.11.22. Phonics Development Day with HT, English Lead and Phonics Lead. Primary Focus on CPD/develop personalised training pathways for individuals and complete coaching for 1:1 intervention. 30.09.22 See CPD Action Plan TP RWINc Locality Lead monitoring visit to to review actions and implementation of Maths, mixed-age planning and impact of action planning on on outcomes for children and staff CPD. 19.10.22 Curriculum updated and on the school website. Governors have completed monitoring visits for Humanities and PSHE/SRE.	Locality Lead monitoring visit to review actions and implementation of Science- Coverage and outcomes for children. March focus visit 2023 Alongside pre and post assessments, checkpoints include Science summative assessments on Cornerstones- monitored by Science Lead JM. All subject leaders have attended relevant DfE accredited Hub meetings for their subject areas for Autumn term. Governors have completed monitoring visits for Reading, Maths, Music and Art. Subject progression documents updated and available on the website. EYFS curriculum is monitored by governors and shows pupils making good progress from baseline starting points Parental voice demonstrates an increased understanding of the curriculum and an increased confidence for home learning for RWM.	and further personalisation of the Curriculum Year A Spring Term(first implementation of this Curriculum cycle). Governors have completed monitoring visits for Writing, Computing, Science and Art. EYFS curriculum is monitored by governors and shows pupils making good progress from baseline starting points in readiness for KS1. The school website is re-designed to fully promote the School's offer, including links to all Curriculum subjects. SLT and subject leaders to consider and review the impact of sequential learning, cultural capital and further personalisation of the Curriculum Year A Autumn Term(first implementation of this Curriculum cycle). Parental voice demonstrates an increased understanding of the curriculum and an increased confidence for home learning for all subjects. Including participation in the creativity award arts project website for home learning.	Governors have completed monitoring visits for D.T, Languages and R.E. Assessment in place for all aspects of the curriculum with all subject leaders able to articulate progress and attainment for their subjects. The impact of quality first teaching is evident in all subjects across the curriculum. Learners acquire the knowledge and skills across the curriculum to achieve well- pupils demonstrate they know more and learn more and an increased % at expected standard or better evidence of this. The school website is re-designed to fully promote the School's offer, including links to Curriculum subjects for Humanities, Sports and Arts.
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Data Milestones

	Summer 2022 Data			End of December 2022			End of March 2023			End of June 2023		
	R	W	M	R	W	M	R	W	M	R	W	M
Year 1	71	71	71	71	71	71	74	74	74	76	76	76
Year 2	59	35	50	64	42	55	69	55	62	74	69	70
Year 3	62(14)	47	72(19)	67(14)	55	76(19)	72(14)	62	79 (19)	761(21)	69	82(21)
Year 4	64(23)	45	55(14)	69(23)	52	62(14)	72(23)	59	69(21)	76 (21)	67	72(21)
Year 5	76(21)	74(9)	76(21)	76(21)	74(19)	76(21)	81(26)	79 (24)	81(26)	85(21)	84(24)	84(24)
Year 6	55(24)	57(12)	51(12)	62(24)	64(12)	56(12)	68(24)	67(12)	62(12)	72(30)	70(18)	68(18)

Subject	Lead
EYFS	Gemma Pyatt
English	Katie French

Mathematics	Deanna Weavers and Rhea Williams
Phonics	Caroline Speed
Art	Gill Wood
Music	
Computing	John Marritt
Science	
R.E.	Tracy Leverton
History	
Geography	
SRE/PSHE	Hannah Reynolds
D.T.	Tracey Regler
French	Sarah Addison