



Yatton Schools – Yatton Voluntary Controlled
Infant and Yatton Church of England Junior

Raising Attainment and Progress Plan September 2020 – July 2021





Vision and Aims - *Together is better, achieving excellence in happy schools*

To achieve its aims, Yatton Schools will:

- Be strong, united schools for our community; celebrating the shared values of both foundations- the Durban Charitable Trust and the distinct Christian character of our Church of England Junior School.
- Provide stability, consistency and holistic achievement for every child's journey through the primary years.
- Have creative, happy, confident children.

Our pupils are encouraged to:

- Become a Yatton Learner, learning our key skills to become an effective life-long learner – Responsibility, Collaboration, Confidence, Resourcefulness, Curiosity and Resilience.
- Develop a love of learning and an opportunity to develop their talents in a supportive and caring environment.
- Share and show our values in all they do, making happy schools – Respect, Truthfulness, Justice, Love, Forgiveness, Friendship, Compassion, Equality, Generosity, Trust, Peacefulness and Courage.

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2020/2021 Raising Attainment and Progress Plan: Priority areas for development are:

Previous Ofsted with Date: Infant School – 25-26 November 2009 – Overall judgement- Outstanding

What does the school need to do to improve further?

- Ensure that leaders and managers at all levels rigorously monitor teaching so that the existing outstanding practices can be shared and then adopted consistently by the whole school.

Previous Ofsted with Date: Junior School 25-26 April 2017 – Overall judgement - Good

What does the school need to do to improve further?

- Improve further the outcomes for all groups of pupils, and in particular disadvantaged pupils, by: – sharing more widely and implementing the good teaching that is present in the school – supporting the work of middle leaders to develop the quality of teaching, particularly in subjects other than English and mathematics, by ensuring that the provision for disadvantaged pupils is sufficiently targeted to their needs.

SIAMS (if applicable) with Date: 16th June 2016 – Overall judgement - good

- To ensure that school improvement is secured through support, encouragement and challenge, in a Christian context.
- To ensure that the Christian nature of the school is clearly reflected in policies and mission statements.
- To identify and develop future church school leaders from within the staff to ensure the school's future development as a church school.

Key Priorities - From school self-evaluation and data analysis

Area for Improvement 1-The Quality of Education:

1	To provide high quality teaching for all children whether in school or online ensuring that progress is made.
2	To improve the quality of teaching in mathematics: to continue to raise standards in attainment and progress at the end of each Key Stage – focus group middle prior attainment at end of EYFS and Key Stage 1. (1.1a)
3	To improve the quality of teaching in writing: to improve the attainment and progress in writing for prior high attaining children at the end of each Key Stage – focus group high prior attaining learners at end of EYFS and Key Stage 1 (1.1b)
4	To improve staff knowledge of and use of AFL in the classroom to be highly effective in feeding back to children to improve learning. (EYFS 5.2)

Area for Improvement 2-Behaviour and Attitudes:

1	To improve attendance in key groups across the schools – disadvantaged and persistent absence. (2.2) To support families in lockdown to ‘attend’ through help with the Home Learning provision.
2	To improve the schools’ work on Anti- bullying. (2.3)
3	To refresh after any period of lockdown – Behaviour Policy (2.1)

Area for Improvement 3-Personal Development:

1	To ensure children know how to stay Covid safe in school.
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2	To revise/ refresh the Yatton learner skills in all year groups.
3	To provide a curriculum that supports children’s wellbeing and mental health.

Area for Improvement 4-Leadership and Management:

1	To lead all staff in providing high quality teaching and learning both at school and at home. (4.4 /4.6)
2	Further develop SEND provision with a focus on the early identification and intervention. (4.7)
3	Continue to develop a high quality curriculum, working with the LSP Trust and supporting subject leaders. (4.5)

Area for Improvement 5: The Quality of Early Years Education:

1	To ensure that high quality Early Years teaching and learning continue under the Covid risk assessment.
2	Assessment for Learning : further develop the use of O.T.O.N model
3	To train staff and review the EYFS curriculum bringing it inline with the new framework for September 2021

Area for Improvement 6: SIAMS:

1	Continue to develop the Church vision so it becomes embedded in the language of the School’s ethos and work.
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2	To further develop the effective teaching of Christianity.
3	All staff have a strong understanding of Church School ethos and are equipped to lead class collective worship.

Area for Improvement 1 – Quality of Education

Success Criteria:

- Progress is sustained in learning for all children through effective, high quality teaching.
- Standards for prior middle attainers in maths improves at the end of each Key Stage.
- Standards for prior high attainers in writing improves at the end of each Key Stage.

This will be achieved by:

- High expectations across the curriculum for all children. Improvement of teaching strategies through CPD – AFL courses.
- Continued CPD for subject leads and staff with Boolean Hub and White Rose Maths alongside careful planning and delivery of learning to prioritise barriers or gaps in learning for prior middle attaining learners.
- Embed the CPD from the schools' work on writing in 2019-20 alongside careful planning and feedback to learners. Prioritise prior high attaining learners.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
1.1 Teaching & Whole School Strategies	<ul style="list-style-type: none"> Identify pupils from the Insight (teacher assessment) submitted by 30 June who have not made enough progress from starting points. Link to 1.3 Update Insight in T6 to identify pupils needs before reopening to all year groups (expected = expected engagement, below = less than required engagement, depth = more than expected engagement). Provide mentoring or check-in daily with pupils identified in 1.3 to support engagement in learning during term one. Undertake summative assessments Y1 – Phonics Tracker Y2: Phonics Screening Check Y3: Year 2 Standardised Assessment Tasks in reading & mathematics (teacher assessment writing) Y4, Y5 & Y6: NFER Tests in reading and mathematics from the previous year group (teacher assessment writing). Conduct question level analysis of all tests. Staff-meeting to review for next steps 	<p>£1500</p> <p>£250</p>	<p>July 2020</p> <p>Term 1 – Term 2</p> <p>Week Beg. 5 October</p> <p>Week Beg. 12 October</p> <p>Term 1 – Term 6 Term 1 – Term 6</p>	<p>SLT Teaching staff</p> <p>Home Learning Team</p> <p>JK/ JH/ HC/ KP/ LW</p> <p>Teaching Staff SLT</p> <p>Additional Admin to input data</p>	<p>Puoils identified Sept 2020</p> <p>Catch-Up curriculum completed from NFER tests – shared with LSP.</p> <p>Catch-Up Funds used for cover Y2 then with Y6 in T1-3</p> <p>1.3 – all disadvantaged have time with Edu Coach weekly and/or specific interventions in T2.</p> <p>Pupil progress meetings following test at end of Oct provided focus children for each class. Impact will be measured in T3 assessment.</p>	<ul style="list-style-type: none"> Data informs Initial identification of pupils who may not have made enough progress from starting point to inform teacher observation and AfL strategies.in class teaching. Mentoring engages pupils in their learning. Teachers and leaders use assessment about individual pupils well.

					Curriculum redesign for catch-up and links to Home Learning. No narrowing of subjects taught. Two reviews with SIP Y1/ T2 monitoring standards in Eng/ Maths across both schools.	
<p>1.1a Maths (from 2019- 20 RAPP) To consolidate and enhance the whole school approach in the use of language of teaching for mastery, in order to secure children’s understanding of mathematical concepts.</p>	<p>Staff to model the use of key vocabulary for current mathematical topics, orally and through displays.</p> <p>Further reinforcement of the use of stem sentences and speaking in whole sentences, through use of the videos on the NCETM website.</p> <p>Opportunities for staff to visit mastery specialist teachers (internal and external).</p> <p>Opportunities for staff to enhance maths teaching expertise through in-school coaching model</p>	<p>Staff Meeting Time Prep time 2 x ½ days supply</p>	<p>Terms 1-2 Terms 3-4 Terms 5-6</p>	<p>JH JB CC</p>	<p>Evidence in planning, lesson drop ins and book looks. Feedback provided to staff, where appropriate.</p> <p>Evidence from pupil conferencing.</p>	<p>Staff and children are more confident in the use of key vocabulary to support their mathematical thinking. Children are using stem sentences to explain mathematical thinking with clarity and precision.</p> <p>Term 2 : SIP NOTES SI</p>
<p>1.1a Maths (from 2019-20 RAPP) Use of resources to support children’s understanding.</p>	<p>JB/JH /CC to carry out a resource audit matched to manipulatives and visuals required for White Rose Small Steps (Autumn term).</p>	<p>YFSA budget Staff Meeting</p>	<p>Dec 2019</p>	<p>JH JB CC</p>	<p>Evidence in planning and workbooks of a variety of</p>	<p>Effective use of manipulatives demonstrates children’s secure understanding of key mathematical</p>

	<p>JB/JH to purchase resources resulting from the resource audit (Autumn term).</p> <p>JB/JH to ensure staff are confident with the use of manipulatives to support the teaching of White Rose Small Steps. This will happen in staff meetings throughout the year.</p>				<p>manipulatives being used.</p> <p>Lesson drop ins and book looks.</p> <p>Child voice.</p> <p>Staff feedback.</p>	<p>concepts. Children can talk about how the manipulatives help them with their learning.</p> <p><i>Evaluation:</i></p>
<p>1.1b Writing (from 2019-20 RAPP) Effective moderation and formative assessment of writing to identify next steps for learners.</p>	<p>Continue with the LSP and Backwell Hubs to moderate writing and unpick what makes writing greater depth.</p> <ul style="list-style-type: none"> Staff-meeting – How to use the information from formative assessment to provide quality verbal feedback to learners and plan learning pathways- focus on previous high attainers. 	<p>£980 Supply costs</p>	<p>Jan 2021 June 2021</p>	<p>Class teachers/ Year Leads</p>	<p>Deep dive in writing with SLT English Leads moderate with teachers. Monitoring of high prior attaining learners writing – T3/T5</p>	<p>Teachers better understand the elements of high quality writing. Teachers’ feedback is effective in moving learners on by April 2021 Evidence of this is seen in quality of learning by July 2021.</p> <p>-</p>
<p>1.1b Writing (from 2019-20 RAPP) Quality writing interventions high prior attainers</p>	<p>From data drops – teachers identify high prior attaining children who are not on track.</p> <p>Teachers develop a short-term intervention to address key areas for improvement – use and embed strategies from 2019-20 : Shared writing/ Slow writing</p>		<p>Dec 2020 March 2021 June 2021</p>	<p>SLT Year Leads</p>	<p>Pupil Progress Meetings ENG Leads monitor impact of teaching.</p>	<p>Impact of intervention/ challenge can be tracked in books in deep dive process /end of year outcomes</p>
<p>1.2 Home Learning Offer School Learning Offer</p>	<ul style="list-style-type: none"> Home Learning Leads attend Trust training and provide training for all staff. Teach the co-created Trust offer each week in school: teach the medium term 	<p>5 x laptops £1800 21 x headset</p>	<p>Term 1 & 2 Term 1 & 2</p>	<p>Teaching Staff LSA’s SEN and General Jon H</p>	<p>Terms 1-2 Children who are self-isolating have had learning from Week 1. Website</p>	<p>- Teachers have presented subject matter clearly, promoting teaching/pupil</p>

	<p>plan content in each school towards agree learning goals.</p> <ul style="list-style-type: none"> • Teach the same genre in English as agreed (although the text chosen may differ and align with Literacy Tree or Power of Reading recommended texts). • Ensure it is available on each school website only when a local or district lockdown is in place. • Check-in weekly with absent pupils to support Home Learning when or if a local lockdown is in place. • Personalise the offer to ensure it meets the needs of all pupils in each year group and class. <p>Focus on re-engaging pupils through discrete speaking and listening activities following a period of time learning online at home.</p>	<p>£250 5 x Cam/mic £100</p>	<p>Term 3&4</p> <p>Terms 5&6</p>	<p>Sarah H</p>	<p>fully up-to date. NC working from home during lockdown and caught up with all children. 3 Bubbles self-isolating – Teams used successfully Participation form 31 -100% Initial from Y6 - 83% and Y4 -89% Feedback from parents positive. Staff training across the board. Home Learning Leads established – JH and SH</p>	<p>engagement through MS Teams when there has been a class/year group or district lockdown.</p> <ul style="list-style-type: none"> - Staff check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback in school and in the case of a local or district lockdown. <p>Staff respond and adapt their teaching in school to ensure it meets the needs of each pupil.</p>
	<ul style="list-style-type: none"> • Provide IT devices to all children who need it. • Provide paper copies of learning for all children who need it. • Revise timetable to enhance individualised support for specific children where needed. 				<p>Terms 3-4 69 devices given out 28/1/21 Appros 100 paper packs weekly SEF: \\Crclm.sch\volumes\Users\Staff\JKeeble\Desktop\head\Leadership 2020 - 21\Yatton - Remote Education Provision Self Evaluation - Jan 2021.docx</p>	

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
<p>1.3 Vulnerable pupils in Y1-Y6 including: CLA/FSM/PP/CIN/CP/S EN/those who have identified gaps because they have not fully engaged in the Home Learning offer in T5 & T6</p> <p>Targeted Support</p> <p>SEN – See 4.7</p>	<ul style="list-style-type: none"> Determine who are the most vulnerable pupils and where necessary develop an interim *personalised plan or school plan with all partners before school re-entry. Identify pupils who may be at risk. Personalise the offer for pupils. Share the Trust Disadvantage Strategy LGB to note and add to website. Implement the Trust 'A Curriculum for all Children' model when making decisions about addressing gaps in learning. Review Pupil Premium Strategy for the schools and ensure all disadvantaged pupils have time with an Education Coach and specific learning interventions targeting their individual needs over the course of the year. Learning Mentor to assist disadvantaged children who have wellbeing barriers to their learning. Plan to use Intervention Programmes with identified pupils. Catch-Up Premium to be used to provide an additional teachers (PT) in each school to complete targeted interventions. (In school and as part of online menu). Disadvantaged children priority for IT devices and papercopies in lockdown. <p>* This describes an 'interim personalised plan before school re-entry' for some vulnerable pupils which could inform transition meeting between staff. It could be a draft document at this stage until full assessment in</p>	DFE Budget- staff costs	<p>July 2020</p> <p>September to July 2021</p> <p>Term 1</p> <p>Term 1 – Term 6</p> <p>Term 1 – Term 6</p> <p>Term 1 – Term 6</p>	<p>JK/JH/HC/KP/L W- mentor</p> <p>Catch-Up Premium teachers: LH/LO - Interventions</p>	<p>Term 1-2 All disadvantaged / CLA children have Education Coach time and access to 1:1 Specific Intervention programs in place for children – this will build in T3 and T4.</p> <p>Term 3 -4 Catch-Up Teachers employed to work with Y2 / Y6 specific Disadvantaged learning.</p>	<ul style="list-style-type: none"> Disadvantaged pupils have all received additional support or challenge for learning. Disadvantaged pupils have the knowledge and skills they need to make at least expected progress across the key stage. Disadvantaged and Vulnerable Pupils' work across the curriculum is of good quality. Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
	September/October identifies the specific gaps for a particular pupil.					
1.4 Wider Strategies	<ul style="list-style-type: none"> Support for parents/carers through regular and supportive communications with parents/carers. In summer 2020, signpost to the Hub offer for the period of school closure. 		Summer holiday Term 1 – Term 6	SLT Teachers	Term 1-3 Communication is clear and Home Learning etc accessible. Many positive comments back from parents.	Leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education.
1.5 Ensure effective AfL strategies are embedded in all classrooms	<ul style="list-style-type: none"> Begin delivery of Assessment for Learning staff training in regular staff meetings across the academic year. Develop a new Marking Policy. Develop a new Assessment Policy 	£2,000	Term 2 -6 Term 4 Term 6	JK/SF X 7 teachers	9 staff have begun online training through Evidence Based Education. New Marking Policy being written by SF to underpin these principles (for T3)	All teachers are provided with training to ensure AfL is very strong and embedded in classroom practice.

Area for Improvement 2 – Behaviour and Attitudes

Success Criteria:

- The school community has high expectations of behaviour and a clear understanding of the three rules. Children enjoy school, feel the behaviour is good and they feel safe.
- Attendance of all groups improves with a focus on persistent absence of Vulnerable children.
- The School has Anti-Bullying Ambassadors and a clear and well understood Anti-bullying Policy. Children enjoy school, they feel safe and know who to get help from when needed.
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This will be achieved by:

- Reinforcement of the three Rules: Ready, Safe , Respect and consistent implementation of the Behaviour Policy.
- Careful and regular monitoring of attendance and swift action using resources in the school (Learning Mentor) and other professionals (EWO) to improve drops in attendance.
- Continued work with The Diana Trust led by Phase Leader (SH) to get children and the school community trained and a new policy written.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
<p>2.1 Behaviour & Exclusion Policy</p> <p>It is a statutory requirement to review the policy annually. Consider wording to prevent a spike in fixed term exclusions.</p>	<ul style="list-style-type: none"> Review Behaviour & Exclusion Policy <i>Provide children with Ready, Safe, Respect letter before school starts.</i> Plan (visible) safe spaces for pupils from each 'Bubble' to safely take themselves to for an agreed amount of time if they feel they cannot manage/cope in class. <i>Revise Behaviour Plans for key children</i> Teach pupils how to access the safe space and what to do when in the safe space to calm themselves enough to be able to rejoin the class. 		<p>September 2020</p> <p>January 2021 (LGB)</p>	<p>SLT LGB</p> <p>SEN Staff SENCO</p>	<p>Behaviour has been positive in T1 and T2. The rules were shared before/ during Week 1. Children excellent at keeping within bubbles. SEN SEMH children with TUF all have safe spaces which are used successfully.</p>	<p>- Pupils' attitudes to their education are positive. They are committed to their learning, know how to learn effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>Risk assessments detail 'safe spaces' and how they will be used.</p>
<p>2.2 Attendance</p>	<ul style="list-style-type: none"> Share attendance expectations with families. Monitor pupil attendance closely from September. Think creatively of ways to support families with children who are not fully engaged in Home Learning in bubble or local lockdown – postcards home/ certificates / home learning packs / some days in school / rewards. 	£400	<p>July 2020</p> <p>Weekly</p> <p>Term 1 – Term 2 Term 3 – Term 4 Term 5 – Term 6</p>	<p>JH Learning Mentors</p>	<p>Attendance T1 and T2 improved from same time last year with Infants – 96.99% and Juniors 96.94% JH works carefully with EWO and parents to improve any cases we are worried about.</p>	<p>Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>

<p>2.3 Bullying</p>	<ul style="list-style-type: none"> Review Anti- bullying Policy – with children, parents and staff. What is and is not working. Develop and action plan based around training from the Anti-bullying Training from the Diana’s Trust – move to training Anti-bullying Ambassadors. Provide aactivities for Anti-bullying Week aligned to the training. 		<p>Term 2</p> <p>Training – SLT – July 2020 Term 1 – Introduction training</p> <p>Term 3-4 Term 5-6</p>	<p>JK SLT Pupils</p>	<p>Term 1-2 JK and now Sarah Howard Leads. 12 Y5 and Y6 did initial training as Anti- bullying Ambassadors. Anti-bullying week all classes involved and further work to come. Children made a video to introduce themselves. Anti –bullying week planned and completed.</p>	<p>-The school community know and understand the plan to improve the school’s policy on working with Bullying.</p> <p>-Pupils are involved in the planning.</p> <p>-At least one governor is involved in the planning</p> <p>-Staff and pupils are supported by training</p>
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Area for Improvement 3 – Personal Development

Success Criteria:

- Children know how to be COVID safe in school and show this.
- Children can talk about the Yatton Learner skills and how they can help them with their learning and being a member of our school community.
- A well planned curriculum if provided for all children in PSHE (Jigsaw) and clear support is available for children’s wellbeing and mental health if needed.

This will be achieved by:

- Clear communication, regularly reinforced to all children. Safe routines established and resources readily available. Staff role-model.
- Teachers reinforce Yatton Learner skills as part of planning on a weekly basis. Ensure use of Yatton Learner vocabulary in feedback to children.
- Effective teaching of Jigsaw scheme and Bounce Back scheme. Referral to Learning Mentor and menu of support.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
3.1 Frequent hand cleaning and good respiratory hygiene practices	<ul style="list-style-type: none"> • Make tissues, and hand sanitisers available at entrances to school building and in key places around the school including within each 'bubble'. • Teach pupils how to keep themselves and others safe. • Review with children after every period of lockdown (bubble or national.) • Review hygiene and cleaning practices, with all staff once school has fully opened. Continually review Risk Assessment. 	£500	September 2020 September 2020 September 2020	SBM HCA JK NEU REP-MH	Completed and part of daily routines. Staff consulted on each RA and changes and are positive about what is in place – door always open to suggestions and concerns. JK work closely with NEU rep/ unions.	<ul style="list-style-type: none"> - Pupils understand COVID-19 virus primarily spreads through droplet and contact transmission. - Pupils understand contact transmission means by touching infected people and/or contaminated objects or surfaces. Pupils understand hands can spread virus to other surfaces and/or to your mouth, nose or eyes if you touch them.

<p>3.2 Curriculum</p>	<ul style="list-style-type: none"> Identify a mental health/wellbeing lead. Identify pupils who seem to be displaying increased anxiety or stress due to COVID 19's impact on home Teach pupils how to build their confidence and resilience, for example. Weekly Yatton Learner Theme – teach, spot in class for week, everyone involved for class reward. Establish morning routines to check emotional/physical wellbeing. Develop pupils' character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate with others. (Yatton Learner – see above) Undertake Bounce Back PSHE programme with all classes in term one. Teach the Trust recommended Jigsaw PHSE scheme from term two. Staff refer children to Learning Mentor when additional pastoral support is needed. Learning Mentors continue ELSA training and attendance at Mental Health and Learning Mentor networks. Additional training of staff for Mental Health Awareness / First Aid 		<p>September 2020</p> <p>September to December</p> <p>Term 1 – Term 6</p>	<p>SS/ MH Working with KP and LW</p> <p>Class teachers Support Staff</p> <p>Class teachers Support Staff</p>	<p>Term 1-2 All classes completed Bounce Back PSHE and focus on Yatton Learner Themes. In the main children have come back with a very positive and resilient mindset and teachers report that they feel that children are engaging in lessons as before. Where there are a few children who are struggling – they were targeted children with anxiety before lockdown. They are working with Learning Mentors and we have provide parents with links to support outside school.</p>	<ul style="list-style-type: none"> The mental health/wellbeing lead has supported staff to deliver the curriculum offer and to provide support to pupils with increased anxiety or stress. The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The school provides a wide range of opportunities to nurture and develop pupils. The school provides high-quality pastoral support to pupils.
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Area for Improvement 4 – Leadership and Management

Success Criteria:

- Operational organisation and management of staff results in a well-managed return to school in September / local lockdowns if appropriate (4.2/4.2/4.3)
- High quality teaching and learning is evident within a balanced curriculum both in school and Home Learning. (4.4 /4.5 / 4.6)
- Further develop SEND provision with a focus on the early identification and intervention. (4.7)
- Continue to strengthen the effectiveness of governance. (4.8)

This will be achieved by:

- Effective operational and management actions from leadership including communication, consultation, support and a clear vision for the continuation of high quality education for our children.
- CPD, training and coaching for subject leaders. Robust monitoring of provision and working alongside the LSP Trust
- CPD, training and monitoring by the SENCo for all staff. Robust monitoring of provision and working alongside services, LA and LSP Trust

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
4.1 Return to school for all year groups from September	<ul style="list-style-type: none"> Determine make up of classes. Complete revised Risk Assessment (RA). Complete individual staff RAs. Share RA with LGB before seeking Trustee approval for reopening with all year groups. Draw up timetables for breaks/lunchtimes and other measures to secure bubbles and less risk of transmission Train all staff on the revised RA and their role in its implementation. Support teachers to adjust to the significant adjustments made to organisational and logistical aspects of school life.		July 2020 July 2020 July 2020 July 2020 September 2020 Term 1 & 2	JK NEU Rep – MH Whole staff	Completed – RA up-dated x 4 times All timetables and bubbles worked well – some need to encourage better parental engagement in first couple of weeks but this has improved enormously.	<ul style="list-style-type: none"> The RA details the action taken by the school to be COVID-19 compliant. Leaders understand their role in ensuring all members of the school community feel safe. Feedback from staff to the changes made to all aspects of school life is positive.
4.2 Pupil Wellbeing Linked to 1.3	<ul style="list-style-type: none"> Train staff to understand how pupils may have experienced or be experiencing trauma, stress and anxiety and to recognise and respond to trauma and anxiety in pupils. Teach the Bounce Back Curriculum in term one .Teach PSHE/Jigsaw weekly from term two. 		July 2020 Term 1 Term 1 – Term 6	Teaching staff	Please see above – Jigsaw taught weekly across both schools.	<ul style="list-style-type: none"> Staff meet the wellbeing needs of the pupils in through personal interaction and the taught curriculum. Staff use CPOMS to share concerns about an individual pupil.

<p>4.3 Staff Wellbeing Linked to 4.1</p>	<ul style="list-style-type: none"> • Anticipate and respond to staff/Union concerns about H&S. • Establish a check-in system for staff wellbeing. • Signpost to Trust services to support staff wellbeing including free counselling. • Work with Trust to develop strategies to help – Time 2 Think 		<p>July 2020 September 2020 September 2020 Term 3 -4 Term 5-6</p>	<p>JK NEU Rep – MH SBM</p>	<p>Union response has been positive throughout and SLT work very closely with them. Staff appreciate all SLT are doing for wellbeing – time/ chocolate/ advice</p>	<ul style="list-style-type: none"> - The annual Trust staff survey is positive about wellbeing. - Staff feel listened to. Confidentially, staff have used Trust services.
<p>4.4 Leadership of Teaching & Learning</p>	<ul style="list-style-type: none"> • Sign up for the Teaching School Offer for 2020/2021 to support quality first teaching in the classroom with a focus on clear expectations, effective scaffolding, quality assessment and feedback. 	<p>£1200</p>	<p>September 2020</p>	<p>SLT</p>	<p>Completed – all networks , English Hub, Boolean Hub and AFL online training</p>	<ul style="list-style-type: none"> - Quality first teaching is evident in lesson seen and work sampled. Leaders have monitored and feedback to staff.
<p>4.5 High Quality Curriculum</p>	<ul style="list-style-type: none"> • Enhance our curriculum intent, implementation and impact for Geography and History so that there is a clear sequencing of expected knowledge and skills • Develop curriculum intent, implementation and impact in Art/DT and PE • Subject leaders secure curriculum developments worked on in 2019-20 (foundation subjects)- focus on implementation and impact 	<p>£500 Supply costs Jan 2021 Inset Day</p>	<p>Term 2-6</p>	<p>SLT Subject Leaders</p>		<p>Curriculum Leads in the foundation subjects across both schools have worked with colleagues to increase their knowledge of their curricular area to be able to clearly communicate the intent of the school’s curriculum and implementation. They are developing a clear knowledge of the impact.</p>

<p>4.6 Implementation of MS Teams</p>	<ul style="list-style-type: none"> • Deliver on Phases 1-4 of the MS Teams Implementation Team by July 2020. - Provide ongoing support for MS Teams in the case of a local or national lockdown. - Teachers continue to develop strategies to be effective online and support learners to make the best progress. 		<p>July 2020</p> <p>From September 2020 to July 2021</p>	<p>PB Home Learning Team</p>	<p>Term 1-2 – as confident as possible but serious issues with Teams and ‘Locker’ system which was meant to hassle free transfer all login’s.</p>	<p>By September 2020, all staff are confident in using MS Teams at Phase 4 of the Implementation Plan.</p>
<p>4.7 SEND</p>	<ul style="list-style-type: none"> • Determine who are the most vulnerable pupils and where necessary develop an interim *personalised plan or school plan with all partners before school re-entry. • Identify pupils who may be at risk. • Consider pupils with special education needs. Personalise the offer for pupils. • Share the Trust SEND policy, LGB to note and add to website. • Staff to ensure close working with support staff to support them in challenge for SEND learners. • Staff to ensure that IEP targets are fully planned into differentiated class learning so children apply interventions. • Provide school’s non-negotiables for our dyslexic learners. • SEND support staff to use Learning Logs – follow teach, practise, apply approach • Ensure methods of early identification are being used and suitable interventions planned. 		<p>July 2020</p> <p>Term 1-2</p>	<p>Teaching staff SEN 1:1 SENCO</p> <p>Andy Baker 2x staff-meeting</p>	<p>Term 1-2 Clear planning in place for all Vulnerable pupils. All SEMH children have safe spaces and differentiated curriculum to help them return. SENCO led Inset and staff-meetings to ensure planning for SEN children meets their needs. IEP targets are up to date. Two staff meetings with AB had positive feedback and strategies used across school for dyslexia.</p>	<p>The curriculum is adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <ul style="list-style-type: none"> - Pupils with SEND achieve the best possible outcomes.

<p>4.7 SEND cont</p>	<ul style="list-style-type: none"> Review and refer to LSP SEND Review on regular basis to plan staff- training. SENCo regularly monitor provision for EHCP children and those with TUF. SENCo to effectively work with other professionals and services to enhance provision for our children. SENCo ensure monitoring of Interventions/ support staff to assess impact for children with SEND. Staff training on the Engagement Model for our highest need children. 		<p>Term 3-4</p> <p>Term 5-6</p>	<p>SENCo Teachers SEN Support Staff SEN gov</p>		<p>The curriculum is adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <ul style="list-style-type: none"> Pupils with SEND achieve the best possible outcomes.
<p>4.8 Governance</p>	<ul style="list-style-type: none"> Review the outcome of the governance audit completed in term 6 with the CEO and Chair of Trustees and add detailed actions for terms one and two. Governors ensure there is clarity of vision, ethos and strategic direction. Governors hold the executive leaders to account for the educational performance of the organisation and its pupils; and the performance management of staff. Governors oversee the financial performance of the organisation and makes sure its money is well spent. Governors do not observe lessons directly themselves but they are encouraged to shadow school improvement advisers and peer reviewers so that they can have a deeper view of the process than written reports can provide. Headteacher to present school improvement reports to the Local Governing Body. - 		<p>September 2020</p> <p>Term 1- 2 LGB Review</p> <p>Term 3-4 Ofsted Prep</p>	<p>LGB</p>	<p>Completed – positive outcomes from LSP Governor Review T2 2021</p> <p>Continue to build on the good practice on lead up to Ofsteds – new governors</p>	<ul style="list-style-type: none"> Actions have been completed inline with agreed timelines in term one and two. Governors carry out each of these functions. The clarity of the school’s vision, ethos and strategic direction has a significant impact on the decisions that leaders have make about the curriculum. Those responsible for governance understand their role and carry it out effectively. At least one governor is present for some or all of a school improvement visit or activity. <p>Governors receive school improvement reports.</p>

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Area for Improvement 5 – Early Years

Success Criteria:

- EYFS teaching and learning this year is not compromised by Covid safety measures. The EYFS provision is strong and children make rapid progress.
- The O.T.O.N (Observe/ Teach / Outcome/ Next Steps) model is used effectively to move our learners on.
- The EYFS curriculum meets the statutory requirements of the 2021 EYFSFramework whilst retaining all elements of strong practice currently.

This will be achieved by:

- Effective planning and organisation of the EYFS
- Training of EYFS staff, monitoring and moderation. Producing a shared language with all staff and shared understanding of benefits of being a Participant Observer in children’s progress.
- Training of EYFS staff and review current curriculum – revise areas as required e.g. Maths expectations

<p>5.4 Learning and Development: key factors remain central to practice and distance learning with minimal paper based exercises</p>	<ul style="list-style-type: none"> • Ensuring challenging, playful opportunities across all areas of learning • Promote the use of the outside environment for high quality sustained play – continue to develop SHED planning and set-up so rolling program – by Bubble? • Term 1: adjust curriculum to prioritise PSED (the thinking is this may take longer than usual) • Ensure the environment supports and nurtures feelings of safety and security. This may include incorporating children’s favourite stories/rhymes and areas of particular interest into planning. • Children are allowed time to follow self-initiated learning in both the prime and specific areas of learning. • Engage children in purposeful adult-led learning in both the prime and specific areas of learning. 		<p>Term 1-2</p> <p>Term 3-4</p> <p>Term 5-6</p>	<p>EYFS Team SLT</p>	<p>Reception bubbles play/ learn as pre-lockdown with the activities as far as possible reflecting high quality EYFS learning. The EYFS team have ensured that the children are having a good diet of teacher led and self-initiated learning. The curriculum remains creative and engaging for all children both inside and outside.</p>	<p>Increased priority in the curriculum planning is given to establishing PSED as needed. Children begin school with firm foundations and staff have the time required to build relationships between groups of children which have been missing</p>
<p>5.5 Enabling environments: the provision of resources which are stimulating, which are also easy to clean and have multi-purpose</p>	<ul style="list-style-type: none"> • Audit environment to ensure that resources are Covid 19 neutral i.e. easily cleaned. • Review environment in terms of pupils needs. Many pupils may be joining with a much lower baseline than previously experienced. Which resources will support this level of need? • Term 2: Consider which resources if any can be reintegrated into the classroom from storage Adjust Risk Assessment as require 		<p>Term 1- 2</p>	<p>EYFS Team working with JK</p>	<p>Completed – staff are very clear on keeping cleanliness and bubbles tight. Interventions in place for groups. All staff to be trained on NELI – Early Language Support</p>	<p>Environments develop in a flexible response to the easing of lockdown restrictions.</p>

Key Area of Development	• Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
5.6 EYFS staff to support Year one teachers with the gaps in learning and experience	<ul style="list-style-type: none"> Year one pupils will have missed the readiness for year 1 preparations. Staff to collaborate and decide which prime and/or specific areas of learning need to be prioritised so that pupils can access the national curriculum. 		Term 1-2	EYFS/ Y1 staff SLT	Transition planning completed. Y1 provision of play opportunities in T1 and T2 to focus on areas that children needed and for a paced start to Y1. However 97% Reception returned in June so had already had starts in Y1 classes and a more formal experience during that period. Y1 teachers planning carefully to individual needs and response to Oct assessments.	Children’s transition effectively into Y1 and planning is appropriate and based upon their needs
5.7 EYFS – Assessment for Learning (2)	<ul style="list-style-type: none"> EYFS Training on O.T.O.N model for all staff. Develop further the language of a Participant Observer across classes to have all adults using the same language. Monitor / moderate observations in Tapestry with all EYFS staff for CPD. 		Term 3 -4 Term 5 -6	EYFS Phase Lead EYFS staff		Learning opportunities are enhanced by all staff through high quality interaction with children. All children make rapid progress from their starting points.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended outcome
6.1 Church School Ethos and Vision	<ul style="list-style-type: none"> Implement plan to deliver collective worship without whole school gatherings - TEAMS Resource classteachers to be able to lead collective worship 		Term 1 -2 Term 3-4 Terms 5-6	JK/JH	Term-1-2 Daily Collective worship on Teams following same Values and Bible story planner as pre-lockdown. More needs to be done on the Trinity Candles	<ul style="list-style-type: none"> Christian distinctiveness is maintained
6.2 Collective Worship with Church	<ul style="list-style-type: none"> Work with Tim and Linda to deliver collective worship via Team to continue their involvement Work with Tim and Linda to connect the Vision to Collective Worship 		Term 1	JK/JH Church	To be further developed.	<ul style="list-style-type: none"> Christian distinctiveness is maintained
6.3 Church School Vision	<ul style="list-style-type: none"> Review and refresh Church School Vision through Collective worship. Re-start Ethos Group Support from Diocese – David Williams 		Term 1-2	JK/JH Church	Term 1-2 SLT review of Church Vision – refresh with new strap-line for Jan – struggling to communicate current vision with children.	<ul style="list-style-type: none"> Christian distinctiveness is maintained School has a clear Christian vision which is shared and lived by school community.

<p>6.4 Christianity teaching and learning</p>	<ul style="list-style-type: none"> • Ensure Bibles moved to new classes. Restart Bible reading links to Collective Worship. (School and Home Learning) • Understanding Christianity Scheme – introduce and start to use alongside RE plans. • Monitor teaching and learning and review with teachers. • Pupil Voice on scheme and learning 		<p>Term 1-2</p> <p>Inset Sept</p> <p>Terms 3-4</p> <p>Term 5-6</p>	<p>JK/JH</p> <p>KO</p>	<p>Term 1-2 Understanding Christianity being used across school in RE and displays in classes – on-going development. Bible Story planner used and classes reading as before – push this more in Jan.</p>	<ul style="list-style-type: none"> • Christian distinctiveness is maintained • School has a clear Christian vision which is shared and lived by school community. • Children know the importance of the Bible to Christians and begin to develop a good knowledge of the stories and teachings in line with the school year/ Collective Worship /Values.
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