



TORNEDALE INFANT SCHOOL

SCHOOL IMPROVEMENT PLAN

September 2020 – July 2021

SUMMARY OF SCHOOL PRIORITIES

EACH BEING LINKED TO KEY ASPECTS OF THE OFSTED FRAMEWORK AS WELL AS ADDRESSING THE FURTHER IMPROVEMENTS DETERMINED BY THE SCHOOL'S OWN SELF-EVALUATION

- 1. FOCUS ON TALK, PHONICS, EARLY READING AND NUMBER**
- 2. ADDRESS GAPS IN ATTAINMENT**
- 3. SUPPORT MENTAL WELL-BEING OF ALL**
- 4. LONG TERM PRIORITY: DEVELOP OUTDOOR AREAS**

Strategic Plan

School priorities are determined in a number of ways. They are always made with regard to the following:-

data analysis

outcomes of the school's rigorous self-evaluation systems

government/LA initiatives

consulting parents both formally and informally

embedding/building on successful school initiatives which warrant further development.

An initiative or priority is introduced one year and embedded the following year. Monitoring and evaluation of priorities take place in a variety of ways.

All priorities are ultimately vehicles to address our strategic intent "Working together, aiming high" and improving the provision of the learning experience.

The wider curriculum 2020-21

All curriculum areas not mentioned in this plan will be maintained by subject leaders. Each subject leader will produce an action plan stored on Perspective and a subject leader file will be maintained.

Objectives with stranded headings

OBJECTIVE 1

Quality of Education

Improve the quality of education for all learners by:

- a) Developing and implementing a recovery curriculum
- b) Ensuring the focus is on talk, phonics, early reading and number
- c) Ensuring gaps in learning are quickly identified and addressed consistently in all classes so that the vast majority of pupils make rapid progress in all year groups for phonics, reading and number. Particular support to be given to vulnerable groups such as disadvantaged and SEND.
- d) Enhancing outdoor provision in order to raise standards across all areas of the curriculum

OBJECTIVE 2

Personal Development

Ensure learners develop their character by:

- e) Supporting children to keep mentally healthy

OBJECTIVE 3

Leadership and Management

Strengthen leadership and management at all levels by ensuring that:

- f) Ensuring all Governors have the skills to hold leaders to account
- g) Staff workload is manageable for staff to carry out their duties to the highest standard
- h) Parental engagement is having a positive impact on children's progress and well-being

OBJECTIVE 4

Early Years

Improve the practice in EYFS by:

- i) Developing quality EYFS practice within a FS unit
- j) Developing and implementing a recovery curriculum
- k) Ensuring gaps in learning are quickly identified and addressed consistently in all classes so that the vast majority of pupils make rapid progress in all year groups for phonics, reading and number. Particular support to be given to vulnerable groups such as disadvantaged and SEND.

OBJECTIVE 1 STRAND a) Developing and implementing a recovery curriculum					Self-evaluation position statement from summer 2020 which has informed this action plan: Due to the lockdown, children have missed a lot of their education. We need to prioritise what is essential for them to catch up and to support their well-being.		
<u>SPECIFIC ACTIONS</u>	<u>LED BY:</u>	<u>START DATE</u>	<u>SUCCESS CRITERIA</u>	<u>ACHIEVED BY</u>	<u>RESOURCES</u>	<u>MONITORING</u>	<u>GOVERNOR MONITORING</u>
Ensure progression of skills are all in place for all subjects	Curriculum working party	Sept 20	Progression of skills being used effectively by all staff. Average progress is at least satisfactory by the end of the year from baseline in all subjects.	July 21	Time	SLT meetings	HT reports to Governors
Collate the whole curriculum into one document	LA	Oct 20	Curriculum document effective and accessible to all stakeholders.	Dec 20	Time	SLT meetings	HT present curriculum document to Governors
Identify our priorities in light of the covid-19 crisis	SLT	Sept 20	Action plan demonstrates appropriate key priorities and actions	Dec 20	SLT meeting	Share with Governors at Aut 1 meeting	HT present to Governors
Tailor our curriculum to negate any negative impact on attainment and progress.	All teachers	Nov 20	Average progress is at least satisfactory by the end of the year from baseline in all subjects.	Jul 21	SLT/ Staff meeting	SLT meetings	HT present to Governors
Adapt medium term planning in light of identified priorities	All teachers	Sep 20	Medium term plans clearly linked to our key priorities. There is a rise in average progress term by term.	Jul 21	KS meeting	KS Leaders with their teams	HT present in HT report to Governors
Identify tiered support into strands: universal, focused, targeted for pastoral care, curriculum and routines and expectations	LA	Oct 20	Recovery plan in place with appropriate actions and targets	Dec 20	Staff meeting	SLT meetings	HT present action plan to Governors

OBJECTIVE 1 STRAND b) Ensuring the focus is on talk, phonics, early reading and number				Self-evaluation position statement from summer 2020 which has informed this action plan: These are the key skills children of this age phase need to prepare them for the next phase in their education. It is probable that these skills will have been lost or lacked in progress since the outbreak of Covid-19.			
SPECIFIC ACTIONS	LED BY:	START DATE	SUCCESS CRITERIA	ACHIEVED BY	RESOURCES	MONITORING	GOVERNOR MONITORING
Talk to be clearly identified on all planning and for enhanced provision across school.	All teachers	Sept 20	Increased quality of conversations between adults and children, children to children.	Jun 21	Planning documents	SLT meetings	HT report to Governors
Plan talking activities into more of what we do every week – look at possibility of timetabling this, decide different strategies to employ.	All teachers	Sept 20	Increased quality of conversations between adults and children, children to children.	Dec 20	Staff meeting	HT learning walks	Learning walks
Build a bank of vocabulary activities for each year group.	KG	Jan 21	Attainment at the end of FS increased for CL and literacy and English at the end of KS1 – increased by 10% from baseline	Apr 21	KS meeting	English Leader monitor and advise with resources	English leader report and meet with link Governor
Promote vocabulary development with parents eg <i>KG ideas</i>	KG	Jan21	Attainment at the end of FS increased for CL and literacy and English at the end of KS1 – increased by 10% from baseline	Apr 21	Leadership time	Parent questionnaires	
Staff who have had CPD in language development to disseminate to the rest of the school team – KG, SS, SG	KG	Oct 20	Teaching of talk and vocabulary effective in majority of lessons observed.	Dec 20	Staff meeting	English Leader through learning walks, book scrutiny and data analysis	
EC to deliver vocab training from previous year to refresh staff knowledge.	EC	Sep 20	Attainment at the end of FS increased for CL and literacy and English at the end of KS1 – increased by 10% from baseline	Oct 20	Staff meeting	Staff evaluations and follow up	

Embed vocab strategies introduced last year, remind staff of these to ensure consistency.	EC	Dec 20	Attainment at the end of FS increased for CL and literacy and English at the end of KS1 – increased by 10% from baseline	Apr 21	Staff meeting	English Leader through learning walks, book scrutiny and data analysis	
Speech and language champion to attend CPD and support staff and children in school.	SS	Oct 20	All staff more effective in knowing how to support children with speech and language support.	Jun 21	Time to attend and staff meeting	Staff questionnaires	
Ensure interventions are appropriately targeted and staff used effectively to deliver programmes such as ELKLAN	SG	Jan 21	Attainment at the end of FS increased for CL– increased by 10% from baseline	Apr 21	SENDCo time	SENDCo monitor provision map	
CH deliver ELKLAN CPD to other staff in FS	CH	Oct 20	All staff more effective in knowing how to support children with speech and language support.	Nov 20	FS meeting	Staff questionnaires	
Continue strategies such as Tales Toolkit and Talk4Writing to embed across school and ensure effective practice.	KG	Sep 20	Attainment at the end of FS increased for CL and literacy and English at the end of KS1 – increased by 10% from baseline	Jan 21	Classroom resources linked to strategies	English Leader through learning walks, book scrutiny and data analysis	
CPD to increase staff's understanding of different tiers of vocabulary.	KG	Feb 21	Attainment at the end of FS increased for CL and literacy and English at the end of KS1 – increased by 10% from baseline	May 21	Staff meeting	Staff evaluations and follow up	
Opportunities for phonics identified on planning for wider curriculum and enhanced provision across school.	KG	Sep 21	65% of all children to be at expected for phonics by the end of the year. 65% pass phonics screening test in Y1 and 80% pass phonics screening test in Y2.	Dec 20	Planning documents	HT learning walks	English leader report and meet with link Governor
Tiered approach to phonics, start RWI phonics groups as soon as safe to do so.	KG	Oct 19	65% of all children to be at expected for phonics by the end of the year.	Feb 21	English Leadership time to monitor and support	English Leader through learning walks, book	Learning walks with leaders

			65% pass phonics screening test in Y1 and 80% pass phonics screening test in Y2.			scrutiny and data analysis	
Consider effective approach to phonics for Y2 children who still need it, draw on expertise of support staff who currently deliver phonics sessions – provide time for them to write up plans for others to use, deliver CPD to other support staff.	SS	Mar 21	80% pass phonics screening test in Y2.	Jul 21	Time for TA to write up and deliver CPD, any classroom resources	English Leader through learning walks, book scrutiny and data analysis	English leader report and meet with link Governor
Ensure structured approach to phonics starts in Nursery	EC	Sep 20	65% of all children to be at expected for phonics by the end of the year.	Feb 21	Any classroom resources, FS meeting	English Leader through learning walk and data analysis	English leader report and meet with link Governor
Plan reading opportunities into all areas of the curriculum and enhanced provision– clearly identify on planning	All teachers	Sep 20	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Dec 20	Planning documents	HT learning walk	English Leader to report to link Governor termly
CPD for staff based on inference and retrieval skills. Use resources and possible CPD from Hannah Lane for early inference development.	KG	Nov 20	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Dec 20	Staff meeting	Staff evaluations and follow up	
Introduce twinkl animal characters to model and teach areas of reading.	KG	Sep 20	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Oct 20	Animal characters	English Leader through learning walks	
Reading comprehension: Include practising written responses to what they have read in KS1.	KG	Jan 21	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Jul 21	Reading comprehension practice resources	English Leader through learning walks, book scrutiny and data analysis	
Maintain protected story time to ensure that children are read one new book, one old favourite and 1 poem or action rhyme	KG	Sep 20	Quality storytime happening most days in every class	Dec 20	Quality texts	HT learning walk	

every week. Add this to medium term plans						
Ensure all teachers are using progression of skills document for reading and have a full understanding of this and how to teach the skills	KG	Jan 20	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Apr 21	Progression of skills document	English Leader through learning walks, book scrutiny and data analysis
Identify where gaps still remain in book scheme and purchase more books if funding allows – particularly for guided reading. (Stage 1-6 including decodable non-fiction books)	KG	Apr 21	School appropriately resourced with sufficient decodable texts.	Sep 21	Books	SLT audit
In KS meetings plan effectively questioning, discussion and follow up activities for guided reading texts.	KG	Feb 21	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Apr 21	KS meeting	Partnered monitoring and support
Embed strategies already introduced for reading for pleasure.	KG	Sep 20	Children, staff and parents displaying enthusiasm for reading	Dec 20	List of activities to promote, flyers etc	Staff, parent and child questionnaires
All children to be listened to read at least twice weekly either through individual or guided reading by the teacher or TA	All teachers	Sep 20	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Dec 20	Books	HT monitored reading records
When safe to do so recruit volunteers to listen to all children read at least once every week.	KG	Nov 20	Every class to have a volunteer who listens to children read at least once per week.	Feb 21	Volunteers	English Leader observations
Provide CPD to improve teaching of reading skills for all volunteers	KG	Jan 21	Increased confidence of volunteers to support reading.	Apr 21	English Leadership time	Volunteer questionnaires
Provide workshops and videos to support parents in the teaching of reading.	KG	Sept 20	Increased confidence of parents to support reading.	Apr 21	English Leadership time Videos to add to our Youtube channel	Parent questionnaires

Ensure there is an effective tracking and assessment system in place for reading	KG	Nov 20	At least 60% of children to be at expected for reading by the end of the year in all year groups.	Jul 21	Assessment documents English leadership time	SLT data analysis	HT termly report to governors
Plan number opportunities into all areas of the curriculum and enhanced provision– clearly identify on planning	All teachers	Sep 20	At least 60% of children to be at expected for maths by the end of the year in all year groups.	Dec 20	Planning documents	HT learning walk	Maths leader report and meet with link Governor
CPD for the teaching of early numeracy skills for all staff	GB	Nov 20	Majority of teaching at least good for maths.	Dec 20	Staff meeting	Staff evaluations	
Collaborate to develop ways to include number opportunities in all areas of the curriculum and provision.	All teachers	Nov 20	Number observed in all areas of curriculum and provision.	Feb 21	KS meeting	HT learning walk	
Ensure long term plans are in place for number across school and being used effectively for small steps planning.	GB	Jan 21	At least 60% of children to be at expected for maths by the end of the year in all year groups.	Apr 21	Maths leadership time	SLT meeting	
Ensure maths yearly overviews in KS1 are effective for mixed year groups, utilise schemes such as White Rose to create a school document that is used consistently through KS1.	GB	Feb 21	Effective maths planning in place and effectively and consistently used. At least 60% of children to be at expected for maths by the end of the year in all year groups.	Apr 21	Maths leadership time KS meeting White Rose scheme	SLT meeting	
Introduce greater use of ICT resources to support maths fact teaching eg Bitesize maths songs and videos.	All teachers	Mar 21	ICT used effectively in most maths sessions observed.	Jun 21	ICT resource list	Maths Leader through learning walk	
Review approach to reasoning and problem solving and improve staff subject knowledge to facilitate the development of such tasks.	GB	Apr 21	Staff knowledge in reasoning and problem solving increased. At least 60% of children to be at expected for maths by the end of the year in all year groups.	Jul 21	Math leadership time	English Leader through learning walks, book scrutiny and data analysis	

Increase staff confidence to deliver effective small steps teaching of mathematical concepts.	GB	Jan 21	At least 60% of children to be at expected for maths by the end of the year in all year groups.	Apr 21	Staff meeting	English Leader through learning walks, book scrutiny and data analysis
Ensure there is an effective tracking and assessment system in place for number. Use current EEF, Government guidance to support this.	GB	Nov 20	At least 60% of children to be at expected for maths by the end of the year in all year groups.	Jul 21	Assessment documents Maths leadership time	SLT data analysis

OBJECTIVE 1 STRAND c) Ensuring gaps in learning are quickly identified and addressed consistently in all classes so that the vast majority of pupils make rapid progress in all year groups for phonics, reading and number. Particular support to be given to vulnerable groups such as disadvantaged and SEND.					Self-evaluation position statement from summer 2020 which has informed this action plan: It is likely that due to the length of time that children have not had their usual teaching and learning they will not have retained the skills they need for their current year group or made the progress they should have during the covid-19 crisis		
SPECIFIC ACTIONS	LED BY:	START DATE	SUCCESS CRITERIA	ACHIEVED BY	RESOURCES	MONITORING	GOVERNOR MONITORING
Complete agreed and thorough baseline assessments to ascertain children's different starting points.	All teachers	Sep 20	Baseline assessments completed on time	Oct 20	Assessment materials	SLT data analysis	SENCo to report to link governor: meeting in Autumn term, learning walk in Spring, written report in Summer. HT report to governors
When baseline assessments completed, decide best way to spend funding for catch up interventions and tuition.	LA	Oct 20	Plan for spending in place	Dec 20	Catch up and tuition funding	SLT meeting, include school business manager	
One performance management target to focus on vulnerable groups specific to each class	LA	Nov 20	Gaps between vulnerable groups and others to be closed by at least 4% in all year	Dec 20	Performance	HT in pupil progress discussions. KS	

			groups by the end of the year from baseline.		managem nt meetings	leaders in pupil progress meetings
Ensure appropriate spending of pupil premium	LA	Nov 20	All PP children making at least expected progress by the end of the year	Dec 20	Pupil premium funding	HT with Governors.
Moderation activities for reading and number within school, at networks and with other Infant Schools.	EC	Dec 20	Accurate assessment judgements made by all teachers, agreed by all involved.	Jul 21	Staff meeting	DHT oversight
Moderation activities to take place before every assessment point.	EC	Dec 20	Accurate assessment judgements made by all teachers, agreed by all involved.	Jul 21	Staff meeting	DHT oversight
Review in-school moderation sessions to ensure they are effective	EC	Nov 20	Accurate assessment judgements made by all teachers, agreed by all involved.	Dec 20	Leadership time	DHT oversight with SLT collaboration
Collaborative monitoring to be carried out in teams for talk, phonics, reading and number.	LA	Jan 21	At least good teaching observed in the majority of classrooms for phonics, reading and number	Apr 21	Time to collaborate	Teachers feedback to HT
Ensure quality first teaching is provided and appropriate in order to reduce the number of interventions needed	All teachers	Oct 20	At least good teaching observed in the majority of classrooms for phonics, reading and number	Feb 21	Time	HT lesson observations, book scrutinies and data analysis
Ensure interventions are realistically timetabled, regular, uninterrupted and effective.	All teachers	Oct 20	Gaps between vulnerable groups and others to be closed by at least 4% in all year groups by the end of the year from baseline.	Feb 21	Time to plan	SENDCo learning walks, book scrutiny and data analysis
Provision map completed on time for all classes and shared with those delivering interventions	All teachers	Oct 20	Gaps between vulnerable groups and others to be closed by at least 4% in all year groups by the end of the year from baseline.	Jun 21	Provision map	SENDCo learning walks, book scrutiny and data analysis

Ensure those delivering intervention have clear understanding of what to teach, how to teach and expected outcome by when.	All teachers	Oct 20	Gaps between vulnerable groups and others to be closed by at least 4% in all year groups by the end of the year from baseline.	Feb 21	Time	SENDCo learning walks, book scrutiny and data analysis
Specific teachers given the responsibility of planning and resourcing interventions for each key stage.	SG/AG	Oct 20	Gaps between vulnerable groups and others to be closed by at least 4% in all year groups by the end of the year from baseline.	Dec 20	Time	SENDCo learning walks, book scrutiny and data analysis
When covid-19 restrictions are lifted utilise staff strengths to deliver interventions across key stages	SG	Jan 21	Gaps between vulnerable groups and others to be closed by at least 4% in all year groups by the end of the year from baseline.	Apr 21	Classroom resources to deliver programmes	SENDCo learning walks, book scrutiny and data analysis
SENDCo and KS Leaders to closely monitor and support to ensure interventions are effective and appropriate.	SG/EC/GB	Oct 20	Gaps between vulnerable groups and others to be closed by at least 4% in all year groups by the end of the year from baseline.	Feb 21	Leadership time	SENDCo learning walks, book scrutiny and data analysis-report back to HT in termly meetings
See also actions for strand A&B						

OBJECTIVE 1 STRAND d) To enhance outdoor provision in order to raise standards across all areas of the curriculum				Self-evaluation position statement from summer 2020 which has informed this action plan: At Toredale we recognise the value of outdoor learning. In order to provide the highest quality of outdoor education our outdoor areas need investment to get them up to standard.			
<u>SPECIFIC ACTIONS</u>	<u>LED BY:</u>	<u>START DATE</u>	<u>SUCCESS CRITERIA</u>	<u>ACHIEVED BY</u>	<u>RESOURCES</u>	<u>MONITORING</u>	<u>GOVERNOR MONITORING</u>
Use all staff's ideas for outdoor areas (at home task) to plan the different outdoor areas.	LA	Sep 20	Outline plan for development of outdoor areas in place.	Oct 20	Staff's plans and ideas	HT with Governors	HT termly report to Governors, share plans, gain input

Order the outdoor areas by priority for development	LA	Sep 20	Priority list formulated	Oct 20	Staff's plans and ideas	HT with Governors	SBM report to governors
Engage with external provider to begin to cost and plan first chosen outdoor area for development	LA/AB	Sep 20	Application for funding submitted	Dec 20	Meeting with external provider	HT with SBM and Governors	
Investigate channels of external funding to be able to achieve a high quality outdoor environment. AB to work with Parish Council.	LA/AB	Nov 20	Application for funding submitted	Feb 21	Time to investigate funding channels	HT with SBM and Governors	
Investigate ways to use other outdoor spaces effectively to attract community funding and for the community to use to aid children's physical development	LA/AB	Jan 21	Plans in place. Application for funding submitted	Apr 21	Time to investigate funding channels and opportunities	HT with SBM and Governors	
Consider ways to involve parents in developing outdoor areas	LA	Feb 21	Parents involved in development of outdoor area	Apr 21	Leaflets to parents, time to organise parental support	Parent questionnaires	
Source affordable storage solutions for KS1 outdoor area.	AB	Mar 21	Outdoor storage purchased and in use.	May 21	Cost of outdoor storage	SBM ensure value for money	
Fundraise to provide seating on playgrounds	RM	Dec 20	Seating purchased and in use.	Feb 21	FoT funding	Midday supervisors monitor use and report to HT	
LB to remind staff of the ethos and purpose of forest school provision.	LB	Nov 20	All staff aware of Forest School ethos and purpose	Dec 20	Staff meeting	HT learning walk	Forest School leader provide report for HT to present to governors
Review strengths and areas of development of forest school provision	All staff	Jan 21	Effective forest school sessions, positive impact on	Mar 21	Staff questionnaire	HT learning walk and analysis of questionnaires	

			children's well-being, attainment and progress.			with Forest School Leader
Develop a strategy to combine the philosophy of forest school with the needs of the curriculum for each key stage.	LB	Mar 21	Effective forest school sessions, positive impact on children's well-being, attainment and progress.	May 21	Forest School Leadership time	HT learning walk
Ensure there is a clear method to assess outcomes of forest school sessions in order to plan for the next steps in learning.	LB	Mar 21	Effective forest school sessions, positive impact on children's well-being, attainment and progress.	May 21	Forest School Leadership time	HT learning walk and planning scrutiny

Key Milestones

Linked to Priority 1

Milestone 1 (Aut 2020)	Milestone 2 (Spring 2021)	Milestone 3 (Summer 2021)
Curriculum documents collated and in place	All planning demonstrates that it follows curriculum intent and implementation.	There is an increase in attainment across 75% of subjects since Summer 2019.
All planning, children's work and environments demonstrate an increased focus on phonics, talk, reading and number.	Attainment in phonics, reading and number shows at least a 5% increase in every year group since baseline.	Attainment in phonics, reading and number shows at least a 10% increase in every year group since baseline.
	Gaps in attainment between disadvantaged and other have closed by 2% since baseline in phonics, reading and number in all year groups	Gaps in attainment between disadvantaged and other have closed by 4% since baseline in phonics, reading and number in all year groups
	Gaps in attainment between SEND and other have closed by 2% since baseline in phonics, reading and number in all year groups	Gaps in attainment between SEND and other have closed by 4% since baseline in phonics, reading and number in all year groups

Outdoor area for priority for development has been identified.	Funding acquired to develop identified outdoor area.	Work planned for no later than summer holidays for identified outdoor area,
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OBJECTIVE 2 STRAND e) Supporting children to keep mentally healthy				Self-evaluation position statement from summer 2020 which has informed this action plan: Due to the prolonged absence from school and the effects of a global pandemic children, staff and families will be understandably anxious and their mental health may have suffered as a consequence.			
<u>SPECIFIC ACTIONS</u>	<u>LED BY:</u>	<u>START DATE</u>	<u>SUCCESS CRITERIA</u>	<u>ACHIEVED BY</u>	<u>RESOURCES</u>	<u>MONITORING</u>	<u>GOVERNOR MONITORING</u>
!/2 day INSET at the beginning of year on mental well being	LA	Sep 20	Mental well being of staff and children prioritized by all.	Sep 20	!/2 day INSET Powerpoint	Evaluations	HT termly report to Governors
Staff to consider EEF document 'Improving social and emotional learning in primary schools'. Consider what we could implement in school from this document.	KW	Nov 20	Mental well being of staff and children prioritized by all.	Dec 20	EEF document Staff meeting	KW monitor plans	Governor learning walk. Link governor to meet with well-being lead, attend a meeting
All staff using activities from mental wellbeing toolkit provided by KW on SharePoint in first 2 weeks of term.	KW	Sep 20	Mental well being of staff and children prioritized by all.	Sep 20	Well being toolkit and suggested classroom resources	KW monitor plans	
TAs to deliver story session planned as at home task to groups of children in their bubble – providing opportunity to talk	All TAs	Sep 20	Children given opportunity to talk to a trusted adult in a setting they are comfortable in.	Sep 20	Story book Session time	TAs provide feedback to class teachers	

Opportunities for children to talk to staff every day planned for until at least October half term.	All staff	Sep 20	Children given opportunity to talk to a trusted adult in a setting they are comfortable in.	Dec 20	Time allocated	HT learning walks
All staff know services they can access for their own mental well being – display in staffroom	LA	Sep 20	Mental well being of staff and children prioritized by all.	Nov 20	Staffroom display, posters and leaflets	Staff questionnaire
Review current practice in supporting mental wellbeing.	KW	Jan 21	Mental well being of staff and children prioritized by all.	Mar 21	Staff meeting	Health and well being team monitor
Evidence mental health on planning, build in progression for each year group.	KW	Jan 21	Mental well being of staff and children prioritized by all.	Mar 21	Planning documents	Health and well being team monitor
Ensure Jigsaw programme being used effectively in every class. Review to ensure the programme delivers all we need it to and adapt if necessary	CC	Feb 21	Mental well being of staff and children prioritized by all.	Apr 21	Jigsaw programme, leadership time to monitor and review	Health and well being team leader learning walk
Utilise forest school area and Commando Joes resources to support collaboration, communication, emotional wellbeing and behaviour.	All teachers	Sep 20	Mental well being of staff and children prioritized by all.	Jul 21	Forest school area and resources, commando joe's resources	HT learning walk
Interventions planned and delivered where needed.	All teachers	Oct 20	Mental well being of staff and children prioritized by all.	Jul 21	Provision map, classroom resources, use of sensory area	SENDCo learning walk
Access support provided by the local authority based on a trauma informed approach.	LA	Oct 20	Mental well being of staff and children prioritized by all.	Jul 21	LA support materials	Staff questionnaire

Develop after school provision to include more activities other than sports eg reading club, nurture group, basic Spanish, arts and crafts that give opportunity to chat.	LA	Nov 20	Mental well being of staff and children prioritized by all.	Jul 21	After school time and staffing, resources specific to club	Parent and child questionnaires
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Key Milestone

Linked to Priority 2

Milestone 1 (Autumn 2020)	Milestone 2 (Spring 2021)	Milestone 3 (Summer 2021)
Profile of mental well being raised to all stakeholders evidenced in surveys, website and the school environment. All stakeholders know how to access support and are equipped with coping strategies.	Progression of mental well being skills in place. Well being identified on planning	End of year surveys indicate that all stakeholders feel well supported in their mental well being

OBJECTIVE 3 STRAND F) Ensuring all Governors have the skills to hold leaders to account				Self-evaluation position statement from summer 2020 which has informed this action plan: We have had some changes to our Governing Body since last year and we need to support them to ensure they have the skills need to discharge their duties effectively.			
SPECIFIC ACTIONS	LED BY:	START DATE	SUCCESS CRITERIA	ACHIEVED BY	RESOURCES	MONITORING	GOVERNOR MONITORING
All Governors complete audit of skills – provide training based on needs identified	Chair	Oct 20	Areas of development identified and plan in place to address these.	Dec 20	Time	HT and Chair	HT and Chair meet regularly, report back to governing body termly
Chair and vice chair to access training through Governors section.	Chair	Oct 20	Chair and vice chair have the knowledge to carry out their role effectively.	Feb 21	CPD	HT and Chair	
At each Term 1 meeting, governors to receive coaching from HT and Chair based on questions Governors may be asked by external reviewers	HT	Feb 21	All governors confident in their role and holding leaders to account.	Jun 21	Time	HT and Chair	Chair provide update to governors
HT to seek support from NGA and Inspiring Governance to provide Governors with types of questions they should ask School Leaders	HT	Feb 21	All governors confident in their role and holding leaders to account.	Jun 21	Time	HT and Chair	Chair provide update to governors at Spring meeting
Governors to visit and interact in a classroom at least one full morning during the year when covid restrictions lifted.	HT	Jan 21	All governors confident in their role and holding leaders to account.	Jul 21	Time	HT and Chair	HT and Chair meet regularly, report back to governing body termly
Governors to attend at least one assembly and event on the school calendar when covid restrictions lifted.	HT	Jan 21	All governors confident in their role and holding leaders to account.	Jul 21	Time	HT and Chair	HT and Chair meet regularly, report back to governing body termly

On a rota basis Governors to attend KS meeting/ staff meeting/ curriculum team meetings at least once during the year in order to increase their understanding of school systems.	HT	Jan 21	All governors confident in their role and holding leaders to account.	Jul 21	Time	HT and Chair	HT and Chair meet regularly, report back to governing body termly
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OBJECTIVE 3 <u>STRAND G</u>) Staff workload is manageable for staff to carry out their duties to the highest standard				Self-evaluation position statement from summer 2020 which has informed this action plan: STAFF WELLBEING IS OF HIGH IMPORTANCE AT OUR SCHOOL, IF STAFF ARE HEALTHY AND FEEL SUPPORTED THEY ARE BETTER EQUIPPED TO DELIVER OUTSTANDING PRACTICE FOR THE CHILDREN.			
<u>SPECIFIC ACTIONS</u>	<u>LED BY:</u>	<u>START DATE</u>	<u>SUCCESS CRITERIA</u>	<u>ACHIEVED BY</u>	<u>RESOURCES</u>	<u>MONITORING</u>	<u>GOVERNOR MONITORING</u>
Give out staff well being survey termly. Choose lowest scoring area as action to work this term.	HT	Sep 20	Staff well being improved. All staff feel supported.	NOV 20	Staff survey	HT scrutinize staff survey start and end of year.	HT report to Governors
Give out staff workload survey. Choose lowest scoring area as action to work on this term.	SLT	Jan 21	Staff workload reduced, unnecessary tasks removed and staff working effectively to support the needs of the children	APR21	Staff survey	HT scrutinize staff survey start and end of year.	
Carry out workshops to support well being and reducing staff workload (use stage 2 of DfE toolkit)	SLT	May21	Staff wellbeing improved. All staff feel supported. Staff workload reduced, unnecessary tasks removed and staff working effectively to support the needs of the children	JUL21	Time DfE toolkit	HT scrutinize staff survey start and end of year.	
Evaluate impact	SLT	Jul21	Staff wellbeing improved. All staff feel supported. Staff workload reduced, unnecessary tasks removed and staff working	SEP21	Time	HT scrutinize staff survey start and end of year.	

			effectively to support the needs of the children			
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OBJECTIVE 3 STRAND H) Parental engagement is having a positive impact on children's progress and well-being				Self-evaluation position statement from summer 2020 which has informed this action plan: Over the past 3 years or so we have seen a decline in parental support for learning at home. We aim to address this and support parents to be a part of their child's learning			
SPECIFIC ACTIONS	LED BY:	START DATE	SUCCESS CRITERIA	ACHIEVED BY	RESOURCES	MONITORING	GOVERNOR MONITORING
Boromi project - continue	CH & KW	Sep 20	All Nursery parents using boromi bags effectively.	Jul 21	Boromi home packs	Nursery staff monitor usage, complete tracking required by Boromi team	DHT report to Governors
Parent Council- continue and build on actions from last year – see EC separate action plan	EC	Oct 20	% parents engaged in reading and home learning task and attending school events increased by at least 10%	Jul 21	time	As required by Parentkind	
FS teachers to meet with parents each term to discuss attainment and progress using 'in the moment' planning model in order to build close relationships between home and school and increase parental understanding and commitment early.	EC	Sep 20	% parents engaged in reading and home learning task and attending school events increased by at least 10%	Jul 21	time	DHT track parental attendance at events, completion of reading and home learning tasks	
Send survey to parents asking what they would like support with.	LA	Oct 20	% parents engaged in reading and home learning task and attending school events increased by at least 10%	Dec 20	survey	HT collate results and plan support	
Parent workshops, zoom meetings, youtube videos to	LA	Oct 20	% parents engaged in reading and home learning task and	Jul 20	ICT links	Survey at the end of year to compare	

support parents with home learning and in their understanding of other aspects of school life.			attending school events increased by at least 10%			
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Key Milestone

Linked to Priority 3

Milestone 1 (Autumn 2020)	Milestone 2 (Spring 2021)	Milestone 3 (Summer 2021)
Priorities for governor development identified	Evidence that governors are appropriately supporting and challenging staff in meeting minutes and governor visits records	External reviewer identified competencies of Governors to support and challenge.
Actions to reduce staff workload identified	Staff survey evidences 70% of staff views state that workload has reduced	Staff survey evidences 80% of staff views state that workload has reduced
At least 60% parents engage weekly in reading, home learning, tapestry and class dojos	At least 75% parents engage weekly in reading, home learning, tapestry and class dojos	At least 90% parents engage weekly in reading, home learning, tapestry and class dojos

OBJECTIVE 4 Improve practice in EYFS by: STRAND i) Developing quality EYFS practice within a FS unit				Self-evaluation position statement from summer 2020 which has informed this action plan: With a decline in numbers we have taken the decision to change our FS provision to an FS unit. We need to work together to ensure the FS provision is still of the high standard it has been under this new system.			
<u>SPECIFIC ACTIONS</u>	<u>LED BY:</u>	<u>START DATE</u>	<u>SUCCESS CRITERIA</u>	<u>ACHIEVED BY</u>	<u>RESOURCES</u>	<u>MONITORING</u>	<u>GOVERNOR MONITORING</u>
<u>Key person system</u> Effectively develop how key worker system will best support children's development – through involving parents, ensuring that there is a systematic approach to reporting information back to the key worker.	EC	SEPT 20	- Parents will be confident to speak with their child's key person. - The key person will have a thorough knowledge of their children's next steps in learning. - An effective system is in place for all staff to be able to report information back to the key person. - EC and SG will have a secure knowledge of their base group children regardless of whether they are in their key group. - Apply this system to recording intervention information.	ONGOING	Time Key Stage time	EC to monitor through parent meeting notes, parental feedback and key stage discussion time.	EC to report effectiveness to governors
<u>Parental Engagement to support learning</u> FS teachers to meet with parents each term to discuss attainment and progress using 'in the moment' planning model in order to build close relationships between home and school and increase parental understanding and commitment early.	EC	SEPT 20	% parents engaged in reading and home learning task and attending school events increased by at least 10% Children make greater progress through	JULY 21	Time	EC to track parental attendance at events, completion of reading and home learning tasks	EC to report effectiveness to governors

<p>Curriculum Plan a rolling programme of work over a period of 2 years – ensuring that topics show progression across 2 year groups.</p>		SEPT 20	<p>Children will be provided with the both a broad and balanced curriculum. The curriculum will meet the needs of all learners as shown in the increased level of progress for all learners.</p>	JULY 22	<p>Key Stage Meeting time PPA time</p>	<p>EC to monitor through planning scrutiny, class drop-ins, data analysis of progress made, pupil discussions.</p>
<p>Curriculum Phonics to be more frequently taught to F1 pupils to ensure rapid progress and school readiness.</p>	ALL STAFF (CH&S G lead)	OCT 20	<p>By the end of F1, children will have a secure knowledge of Letters and Sounds Phase 1 and will be ready to start Phase 2 in F2 with a secure knowledge of what is needed to succeed.</p>	JULY 21	<p>Time Staff subject knowledge training</p>	<p>EC and KG to monitor planning, observations and assessment of Phonics.</p>
<p>Subject Knowledge Staff to carry out Letters and Sounds Phase 1 Training to ensure a deepened understanding of the curriculum and what is needed for all learners to make progress.</p>	EC to provide training	OCT 20	<p>All staff will be confident in the planning and delivery of Letters and Sounds Phase 1 curriculum.</p>	OCT 20	<p>Time for staff subject knowledge training</p>	<p>EC and KG to monitor planning, observations and assessment of Phonics.</p>
<p>Outdoor area Combine staff plans and begin to make changes to some of the areas of learning. Areas in need to development: Maths area, small world, DT area, Physical.</p>	ALL STAFF	SEPT 20	<p>- Outdoor area will be more inviting and match the indoor area. - School will have funding to support the changes needed for outdoor area. -Raised attainment and progress for the vast majority of pupils across the Foundation Stage.</p>	JULY 20	<p>- Time - Sponsorship funding - Key Stage meeting time needed to organise staff and resources.</p>	<p>Learning environment walk, lesson observations and data analysis by FS Leader (EC).</p>

			- Children will access the new areas and engage in quality learning.			
Forest School Ensure that all planning is linked to new curriculum topics. Consider how to assess the outcomes of the lessons and what the next steps in learning would be.	LB (FS STAFF until NOV 20)	SEPT 20	Effective forest school sessions, positive impact on children's well-being, attainment and progress.	MAY 21	Planning time	HT Learning walks
Mathematics Implement some of the key features of the White Rose Mathematics scheme and develop a systematic approach to the teaching of mathematics (small steps in learning to ensure concepts are embedded)– adapting activities to meet the needs of the children.	EC (for F2) CH (F1 until Nov – SG after)	SEPT 20	There will be an increase in attainment of 10% from the baseline data to December.	ONGOIN G	Time	EC and GB to monitor effectiveness through learning walks, planning trawls and data analysis.

OBJECTIVE 4 Improve practice in EYFS by: <u>STRAND J</u> Developing and implementing a recovery curriculum			Self-evaluation position statement from summer 2020 which has informed this action plan: Children entering F2, will have missed at least 3 months of learning due to Covid 19 lockdown. They have missed key activities to develop the prime areas of the curriculum and may find entering the classroom difficult due to trauma. We need to develop the curriculum to ensure that all children have the opportunity to make relationships and can express how they feel with security.				
<u>SPECIFIC ACTIONS</u>	<u>LED BY:</u>	<u>START DATE</u>	<u>SUCCESS CRITERIA</u>	<u>ACHIEVED BY</u>	<u>RESOURCES</u>	<u>MONITORING</u>	<u>GOVERNOR MONITORING</u>

<p>Rebuilding relationships Plan talking activities into more of what we do every week – look at possibility of timetabling this, decide different strategies to employ.</p>	EC, CH and SG	SEPT 20	Increased quality of conversations between adults and children, children to children.	DEC 20	Staff meeting time PPA time	HT monitor during learning walks	EC to report effectiveness to governors
<p>Rebuilding relationships Ensure Jigsaw programme being used effectively in every class. Review to ensure the programme delivers all we need it to and adapt if necessary</p>	CC	Feb 21	Mental well being of staff and children prioritised by all.	APR 21	Jigsaw programme, leadership time to monitor and review	Health and well being team leader learning walk	
<p>Rebuilding relationships Provide children with opportunities to collaborate on activities. Plan a sequence of topic based lessons that will foster collaboration, discussion, self-expression and challenge.</p>	EC, CH and SG	SEPT 20	Children will develop team building skills through collaboration on activities.	ONGOING	Planning time Resources for activities	EC to monitor through learning walks	
<p>Rebuilding relationships Utilise forest school area and Commando Joes resources to support collaboration, communication, emotional wellbeing and behaviour.</p>	ALL STAFF	SEPT 20	Mental well being of staff and children prioritized by all.	Jul 21	Forest school area and resources, commando joe's resources	HT learning walk	
<p>Wellbeing Access support provided by the local authority based on a trauma informed approach.</p>	LA	Oct 20	Mental well-being of staff and children prioritised by all.	Jul 21	LA support materials	Staff questionnaire	

<p><u>Address the gaps in learning through a transparent curriculum (F2)</u> Identify missed curriculum during the Spring and Summer term of 2020 and embed basic skills before moving on. - Use baseline assessment information to ascertain gaps in learning. - Revisit key concepts during half term 1 to ensure learning is embedded. - Use children individual assessment sheets for gap identification.</p>	<p>ALL STA FF</p>	<p>SEPT 20</p>	<p>Gaps in learning will have been identified and staff will reteach key concepts in order to ensure rapid progress.</p>	<p>Oct 20</p>	<p>Time for baseline assessments Planning time</p>	<p>EC to analyse baseline data and check progress after DEC data submission.</p>
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OBJECTIVE 4 Improve practice in EYFS by: Strand k) Ensuring gaps in learning are quickly identified and addressed consistently in all classes so that the vast majority of pupils make rapid progress in all year groups for phonics, reading and number. Particular support to be given to vulnerable groups such as disadvantaged and SEND.				Self-evaluation position statement from summer 2020 which has informed this action plan: Children entering F2, will have missed at least 3 months of learning due to Covid 19 lockdown. They will have many gaps in learning and these need to be addressed rapidly on order to achieve the end of year outcomes.			
<u>SPECIFIC ACTIONS</u>	<u>LED BY:</u>	<u>START DATE</u>	<u>SUCCESS CRITERIA</u>	<u>ACHIEVED BY</u>	<u>RESOURCES</u>	<u>MONITORING</u>	<u>GOVERNOR MONITORING</u>
<u>Targeted interventions</u> Ensure interventions are appropriately targeted and staff used effectively to deliver programmes such as ELKLAN	SG	JAN 21	Attainment at the end of FS increased for CL– increased by 10% from baseline	APR 21	SENDCo time	SENDCo monitor provision map	EC to report effectiveness to governors
<u>Subject Knowledge</u> CH deliver ELKLAN CPD to other staff in FS.	CH	OCT 20	All staff more effective in knowing how to support children with speech and language support.	NOV 20	FS meeting	Staff questionnaires	
<u>Subject Knowledge</u> EC to deliver vocab training from previous year to refresh staff knowledge.	EC	Sep 20	Attainment at the end of FS increased for CL and literacy – increased by 10% from baseline	Oct 20	Staff meeting	Staff evaluations and follow up	
<u>Teaching and Learning</u> Embed vocab strategies introduced last year, remind staff of these to ensure consistency.	EC	Dec 20	Attainment at the end of FS increased for CL and literacy – increased by 10% from baseline	Apr 21	Staff meeting	English Leader through learning walks, book scrutiny and data analysis	
<u>Subject Knowledge</u> CPD to increase staff’s understanding of different tiers of vocabulary.	KG	FEB 21	Attainment at the end of FS increased for CL and literacy – with an increase of 10% from the baseline assessment.	MAY 21	Staff meeting	Staff evaluations and follow up	
<u>Teaching and Learning</u> Continue strategies such as Tales Toolkit in F2 and introduce strategies in F1.	EC	SEPT 20	Attainment at the end of FS increased for CL and literacy with an increase of 10% from baseline	JAN 21	Classroom resources linked to strategies	FS and English Leader through learning walks, book scrutiny and data analysis	

Key Milestone**Linked to Priority 4**

Milestone 1 (Autumn 2020)	Milestone 2 (Spring 2021)	Milestone 3 (Summer 2021)
Same as whole school – see previous milestones for other priority areas	Same as whole school – see previous milestones for other priority areas	Same as whole school – see previous milestones for other priority areas