

School Improvement Focus	Development area	Progress / strengths
<b>Areas for whole school development.</b>	1. Use thorough test analysis to plan and cater for all children particularly focussing on those who are on the cusp of at or above.	<ul style="list-style-type: none"> <li>• Continue with Target Tracker teacher assessment on a half termly basis for all subjects including foundation ones with feedback to class teachers to inform focus groups for the next term.</li> <li>• Test score analysis programme highlights those children on the cusp of achieving at age expected or above age expected and feeds into planning for progression.</li> <li>• Question level analysis (QLA) is used to identify any trends in areas for development and address these in teaching and learning.</li> </ul>
	2. Identify barriers to learning for pupil premium children and act upon them to reduce attainment gaps and ensure good progress for those working below expected.	<ul style="list-style-type: none"> <li>• Class audit programme to identify diverse needs.</li> <li>• Personal targets set with pupils when relevant.</li> <li>• Work closely with the inclusion manager to put in specific support where identified.</li> <li>• Have an open dialogue with parents of identified pupils to maintain a supportive holistic approach.</li> </ul>
	3. Raise Attainment, particularly reading, phonics and spelling.	<ul style="list-style-type: none"> <li>• Ambitious and aspirational targets are set within the first half term. Performance management meetings are set.</li> <li>• Targets are reviewed termly with ML and SL in progress meetings.</li> <li>• Termly formal observations are carried out by HT and DHT with verbal and formal feedback given.</li> <li>• Termly progress meetings to be set.</li> <li>• Regular lesson observations, book looks, pupil interviews and planning by core subject leaders and phase leaders are carried out with feedback given to the class teacher and SLT.</li> <li>• Phonics screening booster sessions for year 1 for those identified as needing the additional support.</li> <li>• Gifted and talented leader appointed.</li> <li>• Class focus on spelling patterns with English coordinator supporting strategies.</li> <li>• Stamina for reading to be developed through cross-curricular opportunities for reading.</li> </ul>

	<p>4. To increase the number of children attaining greater depth in reading, writing, maths combined, with a focus on reading.</p>	<ul style="list-style-type: none"> <li>• Gifted and talented leader appointed and supported by SLT to direct and support initiatives to boost the number of children attaining greater depth.</li> <li>• SATs analysis used to inform areas for development specific to reading at greater depth.</li> </ul>
	<p>5. To work closely with the governors and chair of governor to monitor whole school improvement.</p>	<ul style="list-style-type: none"> <li>• Frequent meetings between the head and chair of governors to assess current school strengths and any areas which need improvement.</li> <li>• Close relationship between the chair of governors and the SLT of the school to ensure a consistent approach and mutual understanding of the strength and areas of improvement for the school.</li> <li>• Invite governors in for all whole school celebrations.</li> <li>• Regularly invite all governors in for an updated school walk and to meet with their subject/teacher links.</li> </ul>

### Areas for whole School Development

Objective	ACTION Terms 1&2	IMPACT (July 2020)	RESPONSIBILITY	RESOURCES
<p>1. Use thorough test analysis to plan and cater for all children particularly focussing on those who are on the cusp of at or above.</p>	<ul style="list-style-type: none"> <li>• Subject leaders identify areas of strength and for development and share with SLT.</li> <li>• Continue with Target Tracker teacher assessment on a half termly basis for all subjects including foundation with feedback to class teachers to inform focus groups for the next term.</li> <li>• Objective statements to be completed for all subjects.</li> <li>• Test score analysis programme highlights those children on the cusp of achieving at age expected or above age expected and feeds into planning for progression.</li> <li>• Question level analysis (QLA) is used to identify any trends in areas for development and address these in teaching and learning.</li> </ul>		<ul style="list-style-type: none"> <li>• Head teacher</li> <li>• Deputy Head Teacher</li> <li>• Senior Leaders</li> <li>• Phase leaders</li> <li>• Subject coordinators</li> <li>• Intervention coordinator</li> <li>• SEN coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker</li> <li>• Excel assessment reporting spreadsheet</li> </ul>
<p>2. Identify barriers to learning for pupil premium children and act upon them</p>	<ul style="list-style-type: none"> <li>• Class audit programme to identify diverse needs. Teachers to be proactive in</li> </ul>		<ul style="list-style-type: none"> <li>• Head teacher</li> <li>• Deputy head teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Class audit excel programme</li> <li>• Target Tracker</li> </ul>

<p>to reduce attainment gaps and ensure good progress for those working below expected.</p>	<p>identifying needs and sharing with the inclusion team to strategize ways to overcome these.</p> <ul style="list-style-type: none"> <li>• Specific class information with PP gaps highlighted in performance management meetings.</li> <li>• Personal targets set with pupils when relevant.</li> </ul>		<ul style="list-style-type: none"> <li>• Phase leaders</li> <li>• Inclusion leader</li> <li>• Class teachers</li> </ul>	
<p>3. Raise Attainment, particularly reading, phonics and spelling.</p>	<ul style="list-style-type: none"> <li>• Ambitious and aspirational targets are set within the first half term.</li> <li>• Targets are reviewed termly with ML and SL in progress meetings.</li> <li>• Termly formal observations are carried out by HT and DHT with verbal and formal feedback given.</li> <li>• Regular lesson observations, book looks, pupil interviews and planning by core subject leaders and phase leaders are carried out with feedback given to the class teacher and SLT.</li> <li>• Phonics screening booster sessions for year 1 for those identified as needing the additional support.</li> <li>• Class focus on spelling patterns with English</li> </ul>		<ul style="list-style-type: none"> <li>• Head teacher</li> <li>• Deputy head teacher</li> <li>• Subject leaders</li> <li>• English coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Performance management review sheet.</li> <li>• Triangulation reporting template.</li> <li>• Play phonics.</li> </ul>

	<p>coordinator supporting strategies.</p> <ul style="list-style-type: none"> <li>• Stamina for reading to be developed through cross-curricular opportunities for reading.</li> </ul>			
<p>4. To increase the number of children attaining greater depth in reading, writing, maths combined, with a focus on reading.</p>	<ul style="list-style-type: none"> <li>• Gifted and talented leader appointed and supported by SLT to direct and support initiatives to boost the number of children attaining greater depth.</li> <li>• SATs analysis used to inform areas for development specific to reading at greater depth.</li> </ul>		<ul style="list-style-type: none"> <li>• Head teacher</li> <li>• Deputy Head Teacher</li> <li>• Inclusion lead</li> <li>• Gifted and talented lead</li> <li>• English lead</li> <li>• Assessment coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Target Tracker.</li> </ul>

School Improvement Focus	Development area	Progress / strengths
<b>Effectiveness of Leadership and management</b>	<ul style="list-style-type: none"> <li>• <b>To be clear to all staff accountability and chains of responsibility.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Regular phase meetings with minutes shared with SLT</li> <li>• Regular progress meetings with phase leader and SL.</li> <li>• Rigorous performance management meetings 3 times a year with HT and DHT twice with progress meetings with phase leader in between.</li> <li>• Triangulation monitoring of teaching and learning with feedback.</li> <li>• Learning environments (working walls) regular monitored</li> <li>• Relevant and appropriate resources are available</li> <li>• Regular trips to compliment learning</li> <li>• Monitoring weekly and termly plans</li> <li>• Curriculum coverage monitored</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Increase participation of governors on relevant courses.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Regular contact between governors and CPD lead.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>To increase contact time between governors and subject leaders.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Governors to regularly meet with their subject leaders.</li> <li>• Governors invited to staff meetings.</li> </ul>



## Effectiveness of Leadership and management

Objective	ACTION	IMPACT (July 2020)	RESPONSIBILITY	RESOURCES
<ul style="list-style-type: none"> <li><b>To be clear to all staff accountability and chains of responsibility.</b></li> </ul>	<ul style="list-style-type: none"> <li>Regular leadership meetings of SLT and SMT.</li> <li>Regular meetings of phases with leader cascading needs of the leadership team.</li> <li>Guide for teachers on responsibilities and chain of command.</li> </ul>		<ul style="list-style-type: none"> <li>Head teacher</li> <li>Deputy Head Teacher</li> <li>Senior Leaders</li> <li>Phase leaders</li> <li>Subject coordinators</li> <li>Intervention coordinator</li> <li>SEN coordinator</li> </ul>	
<ul style="list-style-type: none"> <li><b>Increase participation of governors on relevant courses.</b></li> </ul>	<ul style="list-style-type: none"> <li>CPD leader to engage with governors regularly encouraging participation in relevant CPD events.</li> </ul>		<ul style="list-style-type: none"> <li>Head teacher</li> <li>Deputy Head Teacher</li> <li>CPD lead</li> </ul>	
<ul style="list-style-type: none"> <li><b>To increase contact time between governors and subject leaders.</b></li> </ul>	<ul style="list-style-type: none"> <li>Timetable of meetings between governors and subject leaders.</li> <li>Governors invited to staff meetings.</li> </ul>		<ul style="list-style-type: none"> <li>Head teacher</li> <li>Deputy Head Teacher</li> <li>Chair of governors</li> </ul>	



School Improvement Focus	Development area	Progress / strengths
<b>Quality of Teaching, Learning and Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Reading- gaining information from a variety of sources.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cross-curricular links</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Ensuring consistent use of available resources.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Robust and well-used behaviour, attendance and CP reporting systems with suitable information sharing</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Maintaining pace of teaching and learning of phonics in year 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Phonics teaching and learning with accurate assessment feeding into teaching and intervention</li> </ul>

## Quality of Teaching, Learning and Assessment

Objective	ACTION	IMPACT (July 2020)	RESPONSIBILITY	RESOURCES
Reading- gaining information from a variety of sources.	<ul style="list-style-type: none"> <li>• Effective use of guided reading across the curriculum.</li> <li>• CPD lead to identify and meet the training needs for teachers in reading skills.</li> <li>• Triangulation monitoring by subject and phase leads.</li> <li>• Children to fully use the many resources of the school.</li> <li>• Build stamina for reading by use of quality texts across the curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>• Head teacher</li> <li>• Deputy Head Teacher</li> <li>• CPD lead</li> <li>• English lead</li> </ul>	Quality, cross-curricular texts
Ensuring consistent use of available resources.	<ul style="list-style-type: none"> <li>• Triangulation monitoring.</li> <li>• Lessons planned and implemented using a range of ICT including iPads, radio room, sensory room and laptops.</li> <li>• Children to fully use the many resources of the school and surrounding area including the kitchen and garden.</li> <li>• Use of visitors and trips to enrich learning and give children experiential learning opportunities.</li> </ul>		<ul style="list-style-type: none"> <li>• Head teacher</li> <li>• Deputy Head Teacher</li> <li>• Subject leaders</li> <li>• EVC</li> <li>• Outdoor learning lead</li> </ul>	ICT resources

Maintaining pace of teaching and learning of phonics in year 1	<ul style="list-style-type: none"><li>• Supporting and monitoring planning and implementation of phonics phases.</li></ul>		<ul style="list-style-type: none"><li>• Head teacher</li><li>• Deputy Head Teacher</li><li>• English lead</li></ul>	
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School Improvement Focus	Development area	Progress / strengths
<b>Personal Development, Behaviour and Welfare</b>	<ul style="list-style-type: none"> <li>Ensure teachers are in the playground early to give time for parents to approach them to share information or book a more appropriate meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>Open dialogue with parents/carers working with staff.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensuring all concerns are promptly recorded using CPOMS and follow up with relevant actions.</li> </ul>	<ul style="list-style-type: none"> <li>Robust and well-used behaviour, attendance and CP reporting systems with suitable information sharing.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop children's awareness of the use of social media and its effects on children's wellbeing, including mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Children are very aware of health and wellbeing, particularly regarding diet and physical fitness.</li> </ul>
	<ul style="list-style-type: none"> <li>Student council communicating their work.</li> </ul>	<ul style="list-style-type: none"> <li>Student voice (council, news teams etc).</li> </ul>

## Personal Development, Behaviour and Welfare

Objective	ACTION	IMPACT (July 2020)	RESPONSIBILITY	RESOURCES
<ul style="list-style-type: none"> <li>Ensure teachers are in the playground early to give time for parents to approach them to share information or book a more appropriate meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>Communicating with teachers the importance of giving time to parents and being available in the mornings.</li> <li>Teachers to ensure good time-keeping.</li> <li>Monitoring and support to time-keeping by middle and senior leaders.</li> </ul>		<ul style="list-style-type: none"> <li>Head teacher</li> <li>Deputy Head Teacher</li> <li>Middle leaders.</li> <li>Teachers.</li> </ul>	
<ul style="list-style-type: none"> <li>Ensuring all concerns are promptly recorded using CPOMS and follow up with relevant actions.</li> </ul>	<ul style="list-style-type: none"> <li>CPD on use of CPOMS for new staff and for those to whom it is relevant.</li> <li>SLT challenging staff if no action is taken.</li> </ul>		<ul style="list-style-type: none"> <li>Head teacher</li> <li>Deputy Head Teacher</li> <li>CPD lead</li> </ul>	
<ul style="list-style-type: none"> <li>Develop children's awareness of the use of social media and its effects on children's wellbeing, including mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Working with parents to monitor use of social media.</li> <li>Continue to educate and support children in safe use of social media in the curriculum and during circle times/assemblies.</li> </ul>		<ul style="list-style-type: none"> <li>SLT</li> <li>PSHE/pastoral care leads</li> <li>Teaching staff</li> <li>ICT lead</li> </ul>	
<ul style="list-style-type: none"> <li>Student council communicating their work.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to share work given by staff for example in assemblies and circle time.</li> </ul>		<ul style="list-style-type: none"> <li>SLT</li> <li>PSHE/pastoral care leads</li> <li>Teaching staff</li> </ul>	



School Improvement Focus	Development area	Progress / strengths
<b>Outcomes For Pupils and Other Learners</b>	<ul style="list-style-type: none"> <li>Shared analysis of assessments with teachers and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback marking is used well day to day to progress learning.</li> <li>Teacher assessment for tracking and to inform planning for progression</li> </ul>
	<ul style="list-style-type: none"> <li>More in depth assessment of foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Greater time has been given to the teaching of foundation subjects across the school and summative teacher assessments made each half term.</li> </ul>
	<ul style="list-style-type: none"> <li>Children to take action with support of teachers in response to feedback, including setting personal targets.</li> </ul>	<ul style="list-style-type: none"> <li>Marking and feedback to empower children with their learning.</li> </ul>
	<ul style="list-style-type: none"> <li>To increase the number of PP and SEND making better than expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>Summer holiday/hunger boosters targeting vulnerable groups and supporting them in learning throughout the year, including holidays.</li> <li>Intervention sessions used to support progress in learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Greater awareness of the individual needs of learners in the class and this shared between teachers and inclusion team. Relevant actions to be followed through.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of children with additional needs for intervention and boosters, be they high or low attaining.</li> <li>Teachers have good knowledge of the needs of their class.</li> </ul>

## Outcomes For Pupils and Other Learners

Objective	ACTION	IMPACT (July 2020)	RESPONSIBILITY	RESOURCES
<ul style="list-style-type: none"> <li>Shared analysis of assessments with teachers and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Phase leaders to support teachers in QLA analysis to identify areas for teaching and learning development and inform planning.</li> <li>Teachers to give time for pupils to review test papers and identify own areas for development.</li> </ul>		<ul style="list-style-type: none"> <li>Assessment lead</li> <li>Phase leaders</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Summative tests</li> <li>Target tracker</li> </ul>
<ul style="list-style-type: none"> <li>More in depth assessment of foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to use formative assessment strategies to match up individual pupils with the objective statements on Target Tracker to inform termly summative assessments.</li> </ul>		<ul style="list-style-type: none"> <li>Assessment lead</li> <li>Phase leaders</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Summative tests</li> <li>Target tracker</li> </ul>
<ul style="list-style-type: none"> <li>Children to take action with support of teachers in response to feedback, including setting personal targets.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities regularly given by teachers for children to review work and set personal targets.</li> <li>Personal targets to be known including steps to achieve these.</li> </ul>		<ul style="list-style-type: none"> <li>Assessment lead</li> <li>Phase leaders</li> <li>Class teachers</li> </ul>	
<ul style="list-style-type: none"> <li>To increase the number of PP and SEND making better than expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>Use of needs analysis programme to identify potential barriers to learning.</li> <li>Share information with inclusion team for support and guidance.</li> <li>Interventions and boosters offered that are relevant to the</li> </ul>		<ul style="list-style-type: none"> <li>SLT</li> <li>Phase leaders</li> <li>Inclusion team</li> </ul>	<ul style="list-style-type: none"> <li>class needs analysis programme</li> </ul>



	pupils' needs be they individual or grouped, including summer boosters programme.			
<ul style="list-style-type: none"> <li>Greater awareness of the individual needs of learners in the class and this shared between teachers and inclusion team. Relevant actions to be followed through.</li> </ul>	<ul style="list-style-type: none"> <li>Use of needs analysis programme to identify potential barriers to learning.</li> <li>Share information with inclusion team for support and guidance.</li> <li>Interventions and boosters offered that are relevant to the pupils' needs be they individual or grouped, including summer boosters programme.</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>SLT</li> <li>Phase leaders</li> <li>Inclusion team</li> </ul>	<ul style="list-style-type: none"> <li>class needs analysis programme</li> </ul>