



*West Melton
Primary School*

Developing
Excellence
Plan
2019-2020

Z Norris

Our Vision

'Striving for success, with pride and happiness'

Our shared vision for our community of learners is; to be happy, be provided with a variety of rich and diverse learning opportunities, in order to see the value in learning and be proud of their achievements, becoming lifelong learners.

In this ever changing and improving world we live in, we want our children to learn a variety of knowledge and skills that prepare them for a successful future.

Our Mission Statement

West Melton Primary strives for success by:

- Striving for the highest possible standards of achievement and behaviour in a stimulating environment, providing nurture and support for all abilities throughout the curriculum and beyond.
- Building and developing independence, curiosity, skills and knowledge for learning, individual strengths and talents.
- Supporting children to become confident and articulate communicators and fluent readers who enjoy a range of texts and authors, that provide opportunities to develop their knowledge of a rich and diverse vocabulary.
- Providing opportunities for our whole school community to become resilient, creative and independent thinkers and to become learners for life within an ever-changing world
- Opening a window on to the wider world but not neglecting British values.

West Melton Primary achieves with pride by:

- Encouraging everyone to do their best in all learning opportunities.
- Promoting a love of learning inspired by high quality teaching.
- Valuing and celebrating all kinds of success.
- Displaying a whole school environment which supports and promotes learning and celebrates a variety of curriculum achievements to a high standard.

West Melton Primary achieves with happiness by:

- Creating a welcoming, safe and stimulating teaching and learning environment, using praise and positivity to develop self-confidence and self-esteem.
- Nurturing values and attitudes of care, tolerance, trust and respect within the school and wider communities.
- Providing positive models of enquiry, reflection, challenge and innovation, encouraging a love for learning.

Ofsted Priorities (Jan 2019)

Improve the quality of teaching, particularly in key stages 1 and 2 so that it is consistently good or better in order to raise pupils' attainment in reading and mathematics by:

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- Having high expectations of all pupils
- Planning mathematics lessons so that pupils' work is pitched at the right level of difficulty and provides appropriate challenge
- Ensuring that pupils acquire a wider vocabulary to develop their speaking and reading skills
- Checking that pupils are reading books at a suitable level to help them become fluent and confident readers
- Developing pupils' reading skills so they can read, understand and talk about a text in depth and understand how they can become better readers
- Using assessment more effectively in the early years to identify what children need to learn next and plan more challenging activities.

Improve the effectiveness of leadership and management by:

- Swiftly addressing the weaknesses in teaching
- Developing the skills and expertise of leaders so they improve their areas of responsibility and accurately measure the impact of the actions they take
- Establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- Ensuring that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects

Improve standards of behaviour for pupils by:

- Establishing good levels of pupil attendance and punctuality and further reducing the persistent absence of a small minority of pupils
- Ensuring that all pupils respect and follow the school's rules for acceptable conduct.

SCHOOL RESULTS 2019

The information below compares the attainment of our pupils with local authority and national averages.

Early Years Foundation Stage

67% of pupils in Reception attained a Good Level of Development against the Early Years framework. A 1.5% increase on attainment outcomes and an average of 2.2 progress points made compared to last year. This is just below the national average of 71.7% and closer to LA average at 70.3%. We were externally moderated this year. Previously we have been proud to achieve a 3-year trend of attainment above national averages. This year our cohort (33% SEN) has also worked extremely hard, making good progress. All children have made good progress from their baseline assessments.

A Good Level of Development is defined as children working at the expected standard or exceeding the expected standard in the key areas of literacy, maths, physical development, communication and language and personal, social and emotional development.

Year One Phonic Screening

75% of pupils in Year One attained the expected standard in the Phonic Screening test. Although this is lower than last year and lower than the national average (82%) and lower than the local authority average (79%), we are proud of the progress the children have made (+7.5 average point score better than last year) Only 19% were on track to pass in March. This cohort also has a higher than average level of needs (25% SEN).

Key Stage One

At the end of KS1 (Yr2), teachers are required to assess each child in the areas of reading, writing and maths. National Curriculum assessment tests are used to support teachers' judgements.

The system of national curriculum levels has been removed and the new measures are as follows:

Expected Standard – Working at the expected standard for a child at the end of Year 2

Greater Depth – Working at greater depth within the expected standard, with a strong understanding of the curriculum.

Attainment in KS1 has continued to improve. A slight increase on last year's results with a smaller cohort of pupils (5 less) was achieved.

Reading school 54% National 75% (15.4% achieved Greater Depth –1.8% points rise compared to last year)

Writing School 50% National 67.7% (11.5% achieved Greater Depth -11.5% points rise compared to last year)

Maths school 50% National 75.7% 15.4% 1.8% points rise since 2018 (% achieved Greater Depth -1.8% points rise compared to last year)

Combined School 30.5%

Key Stage Two

Children in Year 6 are also assessed on their knowledge and understanding of the curriculum.

The results of the SATs (tests) are reported using a scaled score, where a score of 100 represents the expected standard. The highest possible score is 120 and the lowest is 80.

Children are awarded one of the following Teacher Assessment judgements in writing:

Expected Standard - Working at the expected standard for their age

Greater Depth - Working at greater depth within the expected standard and has a strong understanding of the curriculum.

In addition to these measures and in line with requirements, we have reported the percentage of children achieving a **High Standard**. Children with a scaled score of 110 and above are included in this group.

Year 6 pupils were assessed in reading, writing, grammar, punctuation and spelling, and maths.

Subject areas	School outcomes Cohort of 23 pupils	National	Greater Depth
Reading	39%	73%	8.7%
Writing	50%	78%	4%
Maths	47.8%	79%	8.7%
Combined (R,W & M)	30%	65%	4%
SPAG	39%	78%	13%

NB: Our outcomes are disappointing and don't reflect the teacher assessments and tracking throughout the year. We are proud of the in year progress the children have made. The children that attended our Y6 boosters made good progress as a result (see booster impact report). Plans are in place for targeted intervention and further booster support throughout school in order to raise attainment and make accelerated progress.

Context and our previous inspection

The context of our school

West Melton is a smaller than average primary school, however the number of pupils on roll has decreased since the last inspection due a lower intake in Foundation stage. Our admission number in Reception and KS1 is 30 and we have a 45 place Foundation so can admit 30 part-time places in Nursery. The school is situated on the outskirts of Rotherham, in the centre of a small council estate and has a mixture of private and council housing. There is high mobility, mainly linked to housing association and rented housing, and as a result it is often difficult to assess progress as the cohort changes. Although the majority of pupils are from white British families (90%), there is a small proportion of pupils entering the school with English as an additional language, 10%.

On entry data to Nursery demonstrate that significant proportions of a cohort will start school either well below or below national expectations. The proportions, of course, vary each year. A large number of children have significantly poor speech and language and, as a result, we employ a speech and language therapist to work a day a week in school, predominantly in EYFS and KS1 providing quality first early support.

A large number (33%) are on the SEN register compared to the National average (14.6%). The school has high percentage of children with EHCP (12 with 5 more currently in process) Our Pupil Premium percentage is significantly higher than National percentages at 53%.

The school's deprivation indicator shows that West Melton has a higher than average level of deprivation. Currently, we have 4 looked after children, 2 children previously LAC and 2 children under care orders.

There are a high number of vulnerable families – children requiring social care intervention through child protection conferences and Child in Need meetings. There are currently 10 children/ 8 families receiving support from social workers and a 8 vulnerable families (10 children) are accessing support from Early Help. In addition, there are 6 children are receiving counselling support from a bought in school counsellor, who also works with groups of children to provide pastoral support for 2 days a week. The school provides lunchtime and afternoon Nurture Group for vulnerable pupils in need of additional support. ELSA (Emotional Literacy Support assistant) also provides support for our referred vulnerable pupils to enable barriers to learning to be removed. All FS children are screened in speech and language by Bought in Speech and Language Therapist who also works once a week in school. We continue to work with consultants and specialists from the Local authority to quality assure teaching and learning, ensuring judgements are accurate. We also provide our families with a free breakfast club provision each day and after school and holiday activities by external providers, mainly funded from national lottery grant to provide different opportunities for our families and children.

Staffing Overview:

- 1 Head Teacher ,1 Deputy Head , 1 Assistant Headteacher
- 6 Teachers – 4 on a permanent contact and 1 on a temporary contract. We currently have 1 UPS, 5 MPS.
- Historically, recruitment and retention has been challenging and the school has suffered from high levels of staff turnover.
- We are working collaboratively with the Local Authority to improve teaching and learning and continue to raise standards

Changes since the previous inspection

Staffing 2018-19

Following rigorous and highly appropriate challenge from senior leaders, there has been a significant turnover of staff since the last inspection. Five teachers and two support staff have left. Two new teachers have been recruited. New Subject leaders have been in place since September 2019.

FS Action Taken

- Speech and language has been identified as a main barrier to learning. The school has a SALT who works on site identifying needs, developing programmes and leading staff training.
- The school have had Early Talk training and are implementing T4W from FS.
- Through RoSiS, the school have brokered the support of a SLE for FS (Sue Gregg). Meetings have already taken place to support assessment procedures and further meetings are planned to evaluate provision.
- A new member of staff has joined the team she will be attending new to FS training. She brings a strength in phonics.

Y1/Phonics Actions Taken

- We are working with the English Hub and have received and used funding to provide cpd and purchase further resources for RWInc
- DHT oversees the quality of RWINc delivery to address any inconsistency in teaching.
- Y1 teacher is being supported by a SLE. She is also being supported by DHT. There has been an improvement in the classroom environment as a result since September.
- Phonics rigorous tracking and better use of assessment throughout the year.
- DHT has responsibility for overseeing phonics screening in 2020.

Reading Actions Taken

- We have implemented critical read through school.
- Fluency is a focus through RWINc and the school are part of the Herts. Fluency Project.
- Children have appropriate texts to go home with now which are linked to the RWI programme.
- Funding has been accessed from English hub for training and additional books and resources.
- Working with learners first Liz Kenny and Chloe Redfern English SLE to support reading.
- Lexile texts are used in Y6 and through school to ensure children are being exposed to age related texts.
- Ensuring that complete texts are used not just extracts
- Developing staff as reading teachers so that they can model good reading behaviours to the children.
- Promoting West Melton as a reading school ensuring that children have access to a range of high quality texts and that the school environment is adapted for this.

Writing Actions Taken:

- Further staff CPD to reintroduce the Talk 4 Writing processes has been delivered and was being monitored by the DHT.
- Higher expectations of modelling writing in all classes.
- Development of vocab.
- Links to SPaG
- Higher expectations of presentation. HT has lead handwriting training based on Martin Harvey approach. Quality handwriting was visible around school.
- Greater focus on purpose and audience.
- Talk for Writing has been relaunched and teachers have been provided with a clear structure to follow to ensure consistency across all year groups.

- All teaching begins with a memorable 'Hook' before a high quality model text is shared. Teachers are now modelling the writing process and displaying these models on their class washing lines. Dedicated to the Talk for Writing process.
- A star writer award has been introduced and more recently a Handwriting Hero award for the pupil with best handwriting/presentation.
- New resources have been invested in such as whiteboards and flipcharts to support teaching and learning.
- Y4 and Y6 teachers accessing support for planning from a SLE (Caroline Fletcher). She will be involved in moderation.
- New Y6 teacher accessing a range of CPD through RoSiS.

Maths Action Taken

- A new West Melton lesson structure has been implemented and how to use materials.
- Teaching is now closely monitored by SLT.
- CPD subject knowledge training for new to Y6 and Y2 teachers has been arranged.
- New math subject leader in role
- Whole school focus on reasoning linked to developing a clearer understanding of the language of problem solving.
- Relaunch White Rose materials and ensured that there is a progressive and sequential sequence of learning.
- Subject knowledge training and support through school.
- Work started with Maths Hub on being mastery ready.
- New PIRA and PUMA standardised test materials have been purchased and introduced.

Curriculum actions

- Curriculum subject leadership roles have been agreed.
- The Head teacher and Deputy Head teacher attended Chris Quigley training this was shared with staff in September
- CPD has been arranged for staff.
- Staff at different levels of leadership have additional CPD.
- The maths and science lead are new to post and would benefit from working alongside an experienced leader.
- Subject leaders are developing staff subject knowledge and for developing a progressive and sequential programme of learning.
- Staff are aware of the 3 I's as have received curriculum training through Focus Education.
- New Curriculum policy and drivers, planning and assessment trackers have been implemented.
- The school has created curriculum drivers of curiosity, creativity and broadening wider world opportunities.

Behaviour actions.

- A new nurture provision has been introduced which is supporting the regulation of emotions for the most vulnerable and volatile children.
- Training has been provided from virtual school to establish and run the nurture provision.
- Run by highly experienced and passionate LSA with additional staff.
- Children attend, timetabled sessions, in the afternoon. They attend from lunchtime so that they can eat together with the staff.
- The children are supported in class during the mornings.
- Children identified through graduated response.
- Clear exit plan impact measured after 6 weeks
- Nurture provision setting clear ground rules meeting SEMH not a behaviour room for sanction.
- Less incidents feels like a more inclusive school

- AFJ Gold anti bullying award achieved
- Reviewed Positive Behaviour policy with staff learning ladder low- level behaviours positive regard aiming for extraordinary/ outstanding consistent through school. Very clear sanctions in school.
- Part of inclusion lead responsibility monitoring behavior on CPOMs
- Mental health award work started.
- Developing student council roles further around different curriculum areas.

Key priorities for this year

Ofsted key judgement	Whole school action	Priority developments	Success criteria
The quality of education	<p>A new curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life is constructed.</p> <p>Rates of progress to accelerated in key skills so that more pupils are reaching the standards typical for their age, particularly in reading and maths.</p> <p>Teaching staff to have the skills and knowledge they need to deliver lessons that are at least good at all times, and have high expectations for all.</p>	<p>1.1 Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</p> <p>1.2 Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.</p> <p>1.3 To increase rates of progress in key skills so that our pupils reach the standards typical for their age, particularly in reading and maths.</p> <p>1.4 To ensure all staff are knowledgeable of the expected standards and levels of progression in all subject areas.</p> <p>1.5 To ensure that pupils are reading books which are well matched to their needs, enabling better fluency to be achieved.</p> <p>1.6 To develop the skills needed to be discerning and fluent readers enabling the children to be more confident in expressing opinions about their choice of books.</p> <p>1.7 To ensure consistency in the approach of teaching in Literacy and numeracy across the school.</p> <p>1.8 To ensure all staff have high enough expectations of what pupils could achieve.</p> <p>1.9 To ensure more challenge for some pupils who could achieve higher standards.</p> <p>1.10 To ensure resources and support staff are planned for effectively.</p> <p>1.11 To ensure that the teaching of other subjects such as science and some of the foundation subjects, is thorough .and enables a wide breadth of skills and knowledge.</p> <p>1.12 To ensure the learning environment supports and celebrates learning to a high standard.</p>	<ul style="list-style-type: none"> • learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained • learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

<p>Behaviour and attitudes</p>	<p>Improved Attendance and punctuality reflect the higher expectations for behaviour and conduct and improved changes</p>	<p>2.1 To ensure pupil’s conduct reflects the school’s effective strategies to promote high standards of behaviour.</p> <p>2.2 To ensure that improved rates of attendance are sustained and the number of persistently absent pupils reduces.</p> <p>2.3 To ensure that Punctuality is tracked and monitored carefully and that this improves.</p>	<ul style="list-style-type: none"> • There are high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct • Learners’ 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 • An increased number of pupils have high attendance and are punctual.
<p>Personal development</p>	<p>The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents and provides opportunities for future success.</p>	<p>3.1 Through the evaluation of curriculum provision ensure all children are prepared for the next stage of their lives.</p> <p>3.2 To develop a nurture and pastoral provision with trained ELSA’s to meet the increased SEMH needs of our pupils.</p> <p>3.3 To carefully plan a range of essential experiences and opportunities for our children to develop and discover interests and talents.</p> <p>3.4 Introduce and implement the new statutory RSE policy.</p>	<ul style="list-style-type: none"> • Clear skills progression guidance in place that is well matched to the needs of the school. Outcomes for children improve with a clear learning journey. • Staff subject knowledge will be enhanced and in turn outcomes for children improve. • Children are clear about how their learning fits into the teaching sequence and how prior learning is built upon. • Planning and lessons build on prior learning, as a result outcomes for pupils improve.
<p>Leadership and management</p>	<p>Improved and consistent teaching & Learning approaches and methods. Developed skills and expertise of all leaders, ensuring that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects</p>	<p>4.1 To ensure that teachers fully understand how to implement new schemes and approaches so that pupils make good progress.</p> <p>4.2 To ensure that new initiatives and approaches are accurately evaluated by leaders.</p> <p>4.3 To collect further evidence of judging whether pupils’ work is showing secure evidence of progress.</p> <p>4.4 To monitor and evaluate foundation subjects and science to check the necessary skills and knowledge in these subjects for their age group.</p>	<ul style="list-style-type: none"> • Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice • Leaders focus on improving staff’s subject, pedagogical and pedagogical content

		<p>4.5 To further develop the roles and responsibilities of Middle leaders and use of information systems to make an impact on attainment and progress.</p> <p>4.6 Governors to be fully effective in speeding up the rate of improvements in the quality of teaching so that pupils achieve as well as they should.</p>	<p>knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time</p>
<p>Early years education</p>	<p>Curriculum year context is effectively informed by baseline assessments. Outstanding practice is developed through the curriculum provision and enhanced outdoor learning opportunities.</p>	<p>5.1 To ensure that all groups of children make consistently high progress in relation to their starting points.</p> <p>5.2 To further improve the quality of teaching and learning provision in all the outside areas ensuring children choose activities that are not sharply focused on moving learning on from clearly assessed starting points.</p> <p>5.3 To ensure the current consistency of approach and high standards are maintained throughout the EYFS.</p> <p>5.4 To develop further speaking and listening opportunities in order to raise progress in this area.</p>	<ul style="list-style-type: none"> • Pupils are interested and engaged in the curriculum. • Plan more opportunities for Child initiated activities. • Activities are differentiated to ensure all children's needs are met. • Ongoing assessments are carried out and end of term assessments made so gaps can be identified early and addressed. • The outside areas promote further learning and help to raise achievement • All indoor and outdoor activities are seen as valuable learning opportunities by all staff. • Development of a range of opportunities for learning including physical dev and sporting excellence in the learning environment • Speaking and listening has improved from starting points. • Interventions are working successfully to develop speaking and listening skills further.

Priority 1: The quality of education

Whole school action	Designated lead(s)
<p>A new curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life is constructed.</p> <p>Rates of progress to accelerated in key skills so that more pupils are reaching the standards typical for their age, particularly in reading and maths.</p> <p>Teaching staff to have the skills and knowledge they need to deliver lessons that are at least good at all times, and have high expectations for all.</p>	<p>Mrs Zowie Norris- T & L, Curriculum & assessment Mrs Faye Bettison- T & L, Reading, Writing, Spag, RWINc Mrs Louisa Arnold- T & L, Curriculum, EYFS, MFL, Arts Miss Julie Key – PE, PSHE, R.E, SRE Mrs Sarah Oldroyd-Young – Humanities Mr Lee Parkinson –Science, ICT Mrs Gemma Oldham - Maths</p>
Key priorities	
<ul style="list-style-type: none"> Improve the quality and effectiveness of questioning, marking and feedback to ensure it has a direct impact on outcomes for pupils and reduces teachers' workload. Ensure that learning objectives effectively increase engagement, responsibility and understanding. Improve the application of SPAG across all writing activities. Provide all teaching staff with at least one hour of CPD time per week. 	

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Improve the quality and effectiveness of questioning, marking and feedback to ensure it has a direct impact on outcomes for pupils and reduces teachers' workload.	Teacher survey held concerning marking and feedback.	Time	SLT	SLT	Sep	End of Sep
	Whole-school marking and feedback policy created and approved.	Time	SLT	SLT	Oct	End of Oct
	Training sessions held to embed the policy and ensure understanding.	Time	SLT	All staff	Nov	End of Nov
To have high expectations of all pupils.	Clarity for all staff on what this looked like in different subject areas and staff modelling this. This to be a focus for SLT's monitoring.	Chris Q monitoring resource £150 implement new M & E system	SLT	SLT	Jan	July 2020
		T4W training & support with waggolls (pitch) Time with C Fisher (SLE) visits to Swinton Fitz	DHT	C Fisher SLE	Aut –Y1 support Spring- Y2 support	Termly review Ongoing DHT monitoring
		Whiterose maths hub training & action planning. SLE time for Maths lead.	GO	C Hawkins All staff	Aut – Y6 Spring	Termly Review Termly monitoring with GO & SLT
To plan lessons so that pupils' work is pitched at the right level of	Further CPD & training for all staff.	Reading & Spag training- LA consultant A Parry	FB	SLT	SEP	Revisited termly

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
difficulty and provides appropriate challenge		Skills progression grids implemented for all curriculum	SLT	All staff	Nov	Termly update
		Emag assessment tracker training & target setting- new system to be set up.	HT	All staff	Oct	Termly update
		Differentiation & support cpd LSS- staff meeting.	HT/LSS	All staff	Oct	ongoing
		Internal & external moderation whole staff	SLT	All staff	Nov	Termly
To ensure that pupils acquire a wider vocabulary to develop their speaking and reading skills	Text list implemented – appropriate Lexile and links to curriculum. New texts to be purchased. Further CPD & training for all staff. Planned vocabulary to be mapped out. Bedrock & Becks vocabulary training & materials. Develop a vocabulary rich environment.	Implement clear systems and structures to teaching vocabulary	FB	All staff	Autumn 2	Termly
		Introduce new way of displaying 3 tiers of vocab in class as a tool for learning.	FB	All staff	Autumn 2	Termly change
		Map out words to be taught in each year group and subject area	FB	All staff	Autumn 2	Termly
To check that pupils are reading books at a suitable level to help them become fluent and confident readers – developing pupils’ reading skills so they can read, understand and talk about a text in depth and understand how they can become better readers	New books to be purchased. RWINC & critical read cpd and policy review. Visits to effective school Rigorous monitoring & evaluation.	Audit organise and order new rwinc books	FB	KS1 staff	Autumn 2 inset	End of Autumn term
		Organise lower library so only rwinc scheme is available.	FB	KS1 staff	Autumn 2 inset	End of Autumn
		Organise top library against lexile score then year group.	FB	KS2 staff	Autumn 2 inset	End of Autumn
		Organise class books with a clear rationale- ensure a range of genres, modern and topic related books are accessible.	FB	All staff	Spring 1	Summer
		Start to organise and plan other books in school around the curriculum areas/class topics.	FB	Middle leaders	Spring 2	Summer
To use assessment more effectively to	Marking & Feedback & Assessment policy reviewed.	Implement new pira and puma assessments- new	ZN	All staff	Autumn	Termly

Priority development	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
identify what children need to learn next and plan more challenging activities	New assessment system and materials implemented. More effective use of analysis to plan for next steps and/or interventions.	assessment timetable.				
		New curriculum progress trackers and training on EAzmag	LA	All staff	Autumn	Termly
		Use analysis to plan additional interventions for identified children.	SLT	All staff	Autumn	Termly
		Review marking and feedback policy.	SLT	All staff	Autumn	Spring review
To ensure that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects	Curriculum training for SLT & staff INSET Review current curriculum. Purchase new resources. Update assessment & tracking systems for foundation stage subject areas. Implement progression trackers, skills and knowledge mats	Focus INSET day looking at curriculum design & new Ofsted framework	ZN	All middle leaders	Sep	Termly subject dives
		New curriculum progress trackers and training on EAZMAG trackers	SLT & ML	All middle leaders	Sep	Termly subject dives
		SLT to visit Our Ladies St Joseph and Anston Hillcrest to look at best practice and plan from this.	SLT	All staff	Spring	spring
Actions Taken/Monitoring			Impact			

1. Priority 2: Behaviour and attitudes

Whole school action	Designated lead(s)
Improved Attendance and punctuality reflect the higher expectations for behaviour and conduct and improved changes	Z Norris – HT/SENCo C Marshall- Attendance Officer D McConnell- Safeguarding Lead
Key priorities	
2.1 To ensure pupil's conduct reflects the school's effective strategies to promote high standards of behaviour.	
2.2 To ensure that improved rates of attendance are sustained and the number of persistently absent pupils reduces.	
2.3 To ensure that Punctuality is tracked and monitored carefully and that this improves.	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
2.1 To ensure pupil's conduct reflects the school's effective strategies to promote high standards of behaviour.	Behaviour policy to be reviewed with pupils and staff.	Time, resources purchased for dojo rewards	Z Norris	All staff	Sep 19	July 20
	New rewards, celebrations introduced.	Time to make certificates. Prizes purchased	SLT	Office staff	Sep 19	Ongoing – termly review
	Anti-bullying work by Ann-Foxley Johnson planned for. Staff CPD	Part of ROSIS offer. Staff training, workshops and assemblies booked in.	J Key	All staff	Autumn b	Reviewed Spring
2.2 To ensure that improved rates of attendance are sustained and the number of persistently absent pupils reduces.	Continue to track, monitor and address attendance. Rigorous tracking and monitoring system in school	Attendance officer role – Time & trackers	C Marshall	D McConnell	Sep 19 CM Jan 20 DM	Reviewed each half term
	Home visits & Early Help support provided by new safeguarding lead.	Time	D McConnell	C Marshall	Sep 19 CM Jan 20 DM	Reviewed each half term
	Implement new Early Help attendance letter system. Early Help to support with home visits and attendance panels.	Time	D McConnell	C Marshall	OCT 19 CM Jan 20 DM	Reviewed each half term
2.3 To ensure that Punctuality is tracked and	Tracking system used- letters sent to families from this.	Time, tracking system	C Marshall	D McConnell	Sep 19 CM Jan 20 DM	Reviewed each half term

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
monitored carefully and that this improves.	Promote Breakfast club provision to identified families	Additional cost for additional staff Resources Bagels are free	K Corker	J Key	Sep 19	Reviewed Termly
Actions Taken/Monitoring				Impact		

Priority 3: Personal development

Whole school action	Designated lead(s)
The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents and provides opportunities for future success.	HT- Zowie Norris DHT- Faye Bettison AH- Louisa Arnold

Key priorities
3.1 Through the evaluation of curriculum provision ensure all children are prepared for the next stage of their lives.
3.2 To develop a nurture and pastoral provision with trained ELSA's to meet the increased SEMH needs of our pupils.
3.3 To carefully plan a range of essential experiences and opportunities for our children to develop and discover interests and talents.
3.4 Introduce and implement the new statutory RSE policy.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
3.1 Through the evaluation of curriculum provision ensure all children are prepared for the next stage of their lives.	Opportunities for explicit and intrinsic links to careers and cultural capital opportunities planned for in each term in all year groups.	Planning time Budget allocation for visits	SLT	teachers	Sep	July
	5 Rs of Learning relaunched and revisited whole school.	CPD training time	Z Norris	teachers	Sep	Reviewed termly
	Engagement of Parents and Carers, and appropriate members of the wider school community to support the children's social, emotional and physical learning and SMSC development still further	Time, SMSC network meetings Hallam FM cash for schools project	SLT J Key	Teachers D McConnell LSS	Sep	Reviewed & updated termly.
3.2 To develop a nurture and pastoral provision with trained ELSA's to meet the increased SEMH needs of our pupils.	To develop and set up a separate nurture room & sensory room in school.	Time-resources needed to set up room-paint, lights etc.	K Corker	V Brooks Lss	Sep	Reviewed termly looking at impact/Boxall profile outcomes/needs of the school
	ELSA training for staff & nurture training & graduated response training for all staff.	Training cost -	K Corker	V Brooks- new financial year	Jan	Initial introduction Training at the start of the year – ELSA training Spring term.
	Consolidation of the PSHE provision, especially through assessment and monitoring, in the context of the (soon to be) statutory 'new subjects' of Relationships	Time – L & M time. PSHE network meeting. Big Talk training & resources costs	J Key	teachers	Sep Spring term RSE	July

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Education and Health Education;					
3.3 To carefully plan a range of essential experiences and opportunities for our children to develop and discover interests and talents.	Arts mark- to complete the commitment stage and plan a range of opportunities to develop the arts through school.	Arts mark training – Funded through ROSIS package. Picture this project funding	Z Norris L Arnold	teachers	Autumn Term – commitment application. Action plan starts Spring term. Summer term- Picture This.	July- review
	Continued use of the self-evaluation tool to identify ways to ensure even greater SMSC development	L & M time Cost of SMSC tool	J Key	SLT	End of term 1	July – reviewed termly
	Provide a variety of extra-curricular activities with the awards for all grant.	Awards for all commitment cost. Admin time	J Bell G Haddrell	External providers	Sep	July
	PE- plan to participate in a range of local sports festivals and competitions.	Events timetabled Cost of PE SLE Cost of transport Swimming lessons costs	J Key	All staff	Sep	July
	Music lessons to be provided in KS2 by specialist to teach an instrument. KS1 to take part in a music/robotics project.	Music service cost for weekly music teacher lessons	SLT	Teachers	Sep	July
3.4 Introduce and implement the new statutory RSE policy.	Consolidation of the PSHE provision, especially through assessment and monitoring, in the context of the (soon to be) statutory 'new subjects' of Relationships Education and Health Education;	Big Talk training & resources costs	J key	External providers- Big Talk	Spring	Summer
	Development and implementation of PSHE assessment trackers.	Time PSHE network Leaders cpd	J Key	All staff	Sep	Termly review
	Arrangement of new resources, parent, pupil and staff workshops and policy implementation	Time	SLT	teachers	Sep	Termly review & plan

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
Actions Taken/Monitoring			Impact			

2. Priority 4: Leadership and management

Whole school action	Designated lead(s)
<p>Improved and consistent teaching & Learning approaches and methods.</p> <p>Developed skills and expertise of all leaders, ensuring that the curriculum enables pupils to acquire the skills and knowledge they need in science and the foundation subjects</p>	<p>Mrs Zowie Norris- T & L, Curriculum & assessment Mrs Faye Bettison- T & L, Reading, Writing, Spag, RWINc Mrs Louisa Arnold- T & L, Curriculum, EYFS, MFL, Arts Miss Julie Key – PE, PSHE, R.E, SRE Mrs Sarah Oldroyd-Young – Humanities Mr Lee Parkinson –Science, ICT Mrs Gemma Oldham - Maths</p>

Key priorities

- 4.1 To ensure that teachers fully understand how to implement new schemes and approaches so that pupils make good progress.
- 4.2 To ensure that new initiatives and approaches are accurately evaluated by leaders.
- 4.3 To collect further evidence of judging whether pupils' work is showing secure evidence of progress.
- 4.4 To monitor and evaluate foundation subjects and science to check the necessary skills and knowledge in these subjects for their age group.
- 4.5 To further develop the roles and responsibilities of Middle leaders and use of information systems to make an impact on attainment and progress.
- 4.6 Governors to be fully effective in speeding up the rate of improvements in the quality of teaching so that pupils achieve as well as they should.

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
<p>4.1 To ensure that teachers fully understand how to implement new schemes and approaches so that pupils make good progress.</p>	Critical reading cpd & planning	Time- CPD Visits to other schools-SLT Books purchased termly	F Bettison	Y1 & KS2 staff	Sep	Reviewed termly
	RWINC cpd & planning	Time- CPD RWINC development days' cost – RWINC books purchased NB Applied & received from English Hub for initial set up	F Bettison	L Arnold Staff delivering RWinc	Sep	Reviewed Termly
	T4W CPD & support for staff	Time- CPD External support Visits to Swinton Fitz Texts purchased	F Bettison	ROSIS support from SLE Caroline Fisher All staff	Sep	Reviewed Termly
	White rose maths CPD & support for staff.	Time- CPD Maths Hub training cost – 3 x training days and action planning Maths resources	G Oldham	J Copley Support All staff	Sep	Reviewed Termly
4.2 To ensure that new initiatives and	Reading review by Literacy lead & A Parry	Time CPD M & E time SLT	F Bettison	All staff	Sep	Reviewed Termly

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
approaches are accurately evaluated by leaders.	RWINc development days	3x Development days – Staff time for CPD Cost for resources	F Bettison	FS & KS1 staff	Sep	July
	English Hub support days	3x support days- staff time SLT time	F Bettison	Y2 staff SLT teachers	Sep	July
	Maths Hub support days	2 x action planning days & 1 cpd. Maths leader cpd	G Oldham	All staff	Sep	July
	Rosis SLE support & feedback days	Autumn – 2 x evaluation visits Spring – weekly support for SLT- 1 evaluation day.	SLT LA – Pam Ward	All staff	Sep	Reviewed Termly
	Rosis SOC evaluation days.	Autumn – 1 per half term. Spring 1 per term	SLT LA – Pam Ward	All staff	Sep	Reviewed Termly
4.3 To collect further evidence of judging whether pupils’ work is showing secure evidence of progress.	KS1 & 2 statutory moderation training	Termly – Rosis CPD offer	SLT & ML	All staff	Sep	Half termly
	Internal moderation days	Termly – time for cpd	SLT & ML	All staff	Sep	Half termly
	Evaluation days & Rosis support	Autumn – 2 x evaluation visits Spring – weekly support for SLT- 1 evaluation day.	SLT LA – Pam Ward	All staff	Sep	Reviewed Termly
4.4 To monitor and evaluate foundation subjects and science to check the necessary skills and knowledge in these subjects for their age group	Middle leader subject action plans	Half termly – time, CPD/network meetings/ working with other leaders,	SLT	ML	Sep	Reviewed Half termly
	Middle leader monitoring	Cost of their cover/ L & M time	ML	SL	Sep	Reviewed termly
	Middle leader impact reports	Cost of their cover/ L & M time	ML	SL	Sep	Reviewed termly
4.5 To further develop the roles and responsibilities of Middle leaders and use of information systems to make an impact on attainment and progress	Clear understanding of roles and responsibilities. Regular communication and strategy meetings.	SLT L & M time & cover Visits & work with other subject leads – maths – SLEs Chris Hawkins & Louise Corbiere	SLT	ML & External supporting leads	Sep	Reviewed termly
	CPD to verbalise the curriculum throughout.	INSET day in Sep by Focus Education – cost -	SLT	ML	Sep	Termly review

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
	Teaching and learning review provides opportunities to develop skills. Power of coaching training for SLT	M & E time – SLE Chris Quigley learning lenses resource – LA support for SLT	SLT	LA Staff SLE support Scott Holmes	Sep	Termly review
4.6 Governors to be fully effective in speeding up the rate of improvements in the quality of teaching so that pupils achieve as well as they should.	Action plan	Time	C of G	Governors	Sep	July
	Challenge provided to HT	Appraisal time Appraisal review time Full Governor & Committee meetings Regular meetings with C of G & HT	C of G	Governors	Sep	Half termly
	Participates in monitoring visits to school.	Time & Clear plan implemented	HT	Governors	Spring term	Summer
Actions Taken/Monitoring			Impact			

3. Priority 5: Early Years Education

Whole school action	Designated lead(s)
<p>Curriculum year context is effectively informed by baseline assessments.</p> <p>Outstanding practice is developed through the curriculum provision and enhanced outdoor learning opportunities</p>	EYFS Lead: Mrs Louisa Arnold
Key priorities	
<p>5.1 To ensure that all groups of children make consistently high progress in relation to their starting points.</p> <p>5.2 To further improve the quality of teaching and learning provision in all the outside areas ensuring children choose activities that are not sharply focused on moving learning on from clearly assessed starting points.</p> <p>5.3 To ensure the current consistency of approach and high standards are maintained throughout the EYFS.</p> <p>5.4 To develop further speaking and listening opportunities in order to raise progress in this area.</p>	

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
5.1 To ensure that all groups of children make consistently high progress in relation to their starting points.	Baseline all children.	Time & EAZMAG tracker system	L Arnold	SLT Maths Lead EYFS TAs	Sep	Oct
	Target setting & plans linked to this information.	Time & EAZMAG tracker system	L Arnold	SLT Maths Lead EYFS TAs	Sep	Reviewed each half term
	Tracking & interventions in place from pupil progress meetings.	Time & EAZMAG tracker system	L Arnold	SLT Maths Lead EYFS TAs	Sep	Reviewed each half term
5.2 To further improve the quality of teaching and learning provision in all the outside areas ensuring children choose activities that are not sharply focused on moving learning on from clearly assessed starting points.	Continuous development of outside areas to ensure continuous provision in all areas.	Time, Plan Funding to develop area – application to positive playgrounds for funds	L Arnold	EYFS TAs	Sep	Ongoing – to be developed each term
	Further development of provision for KS1 and FS1 to aid transition)	Time Visits to other settings Support from SLE Susan Gregg	L Arnold	EYFS TAs	Sep	Ongoing – to be developed each term
	Development of the woodland setting to create an outdoor classroom e.g. bug hotel	Time, Plan Funding to develop area – application to positive playgrounds for funds	L Arnold	EYFS TAs	Sep	Ongoing – to be developed each term
5.3 To ensure the current consistency of approach and high standards are	Ensure all areas of continuous provision are planned for effectively	Time Visits to other settings Support from SLE Susan Gregg	L Arnold	EYFS TAs	Sep	Ongoing – to be developed each term

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends
maintained throughout the EYFS.	Ensure challenge and high quality models are planned for effectively	Time Visits to other settings Support from SLE Susan Gregg	L Arnold	EYFS TAs SLT	Sep	Reviewed each half term
	Ensure all systems and expectations are consistent from all adults.	EYFS meetings, SLT meetings & actions from M & E – internal & External	L Arnold	EYFS TAs	Sep	Reviewed each half term
5.4 To develop further speaking and listening opportunities in order to raise progress in this area.	Improve the literate environment using visuals and key words both indoor and outdoor to support and engage learning.	Time Visits to other settings Support from SLE Susan Gregg	L Arnold	EYFS TAs SLT	Sep	Reviewed each half term
	Plan for regular opportunities to model and encourage speaking and listening activities to increase vocabulary and	Time Visits to other settings Support from SLE Susan Gregg	L Arnold	EYFS TAs	Sep	Reviewed each half term
	Understanding and improve speech and language.	SALT screening sessions – programmes to follow this.	L Arnold	EYFS TAs	Sep	Reviewed each half term
	All pupils to be screened by SALT to ensure the right support is identified for key vulnerable children.	SALT screening sessions – programmes to follow this.	L Arnold	EYFS TAs	Sep	Reviewed each half term
	-SALT to provide additional support to identified pupils to progress learning.	SALT screening sessions – programmes to follow this.	L Arnold	EYFS TAs	Sep	Reviewed each half term
	New support staff to receive training to ensure further and additional interventions can take place for key children effectively.	LSS support-Time RWINC development days	L Arnold	EYFS TAs	Sep	Reviewed each half term after pupil progress meetings
	Talk for writing to be implemented to encourage and promote speaking and listening and lead this into writing.	T4W cpd – M & E Books purchased for this. PPA time	L Arnold	EYFS TAs	Sep	Reviewed each half term
	Actions Taken/Monitoring			Impact		

Priority developments	Actions	Resources and cost	Personnel		Timescale	
			Responsible	Included	Starts	Ends