



Urbis Academy Trust
Esse Optimus Qui Possum

Mayville Primary School

School Improvement Plan

2020-2021

Approved by:

B. Komorowska

Date: September 2020

Last reviewed on:

December 2020

Next review due by: September 2021

Shared with board of trustees 9 December 2020

Shared with all staff

THE SCHOOL IMPROVEMENT PLAN

The school has made significant strides to improve outcomes over the past year or so. However, the Covid19 lockdown period has impacted this improvement. Beyond any whole school data, the individual impact on lost learning will be significant for many of our pupils. Therefore, the school must take effective action to recover as quickly as possible so that children make accelerated progress in regards to their prior attainment (end of the previous key stage) and any baseline assessments.

We have recently reviewed our School Improvement Plan (SIP) to ensure continued and sustained improvement at Mayville Primary School. The new SIP, which is officially launched in September, builds on previous progress that the school had made since its Ofsted inspection in October 2018.

- The School Improvement Plan (SIP) enables our vision to be shared and understood by the whole school community. We aim to strive to be the best through working and learning together as a community. The School Improvement Plan provides everyone with an understanding of where the school is heading and what actions will be taken to ensure we get there.
- Everyone has the chance to contribute ideas as to how our school can improve. Staff and trustees meet termly to review how successful our improvements have been and agree on priorities for the coming year. We ask parents, staff and children to share their ideas through questionnaires and the school council. We want everyone to support and help us improve, and this can only happen if we are all involved.
- Once we have agreed on the priorities, targets for improvement form the School Improvement Plan. The SIP is then shared with the school community.
- There are five key priorities for the plan. We wish to achieve each target as fully as possible; therefore, they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.
- Professional development INSET days are an essential part of this process. In addition to this, all staff are keen to keep up to date with new initiatives. Therefore, individual teachers and support staff have undertaken training throughout the year to further their professional development and to strengthen the subject expertise on the staff.
- Phase leaders and subject leaders develop their own subject leader's action plan, which identifies key areas for development within their curriculum area for the academic year.

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Leaders and those responsible for governance should ensure that:

- tailored support is provided for new staff, including leaders, to ensure that they are able to carry out their roles and responsibilities effectively
- teaching, learning and assessment are consistently effective across the school
- teachers provide a consistent challenge for the most able pupils to ensure that a higher proportion achieves greater depth in reading.

Overview of Key Priorities of the School Development Plan 2020- 2021

Effectiveness of Leadership and Management					
1	TARGET	To successfully establish a rigorous system of monitoring and assessment, that is consistent and effective in tracking progress and attainment.			
	OUTCOME	Pupils' progress and attainment are tracked, and areas of concern are immediately identified and supported.			
	Article 3: Article 14: Article 19: Article 29:	<p><i>To ensure the best interest of the child is the top priority</i></p> <p><i>Every child has a right to think and believe what they want as long as they are not stopping other people from enjoying their rights</i></p> <p><i>Ensure that children are safe and protected from harm</i></p> <p><i>Education must develop every child's personality, talents and abilities to the fullest</i></p> <p><i>Every child has the right to relax, play and take part in a range of cultural and artistic activities</i></p>			
AIM	Action Points	Success Criteria	Monitoring	Timescale	RAG TATE
<p>All Phase leaders to develop leadership skills</p> <p>To establish an excellent mentoring and coaching programme</p> <p>To develop an excellent programme for CPD that is closely tailored to the needs of individual members of staff and links to performance management objectives and the school's priorities</p>	<p>Phase leaders to complete NPQML/SL</p> <p>Phase leaders to complete 360 reviews for development of skills and confidence, and to gain a clear understanding of the next steps.</p> <p>AHTs to deliver a cycle of modelling-team teaching-observing- evaluating, to support teachers to move from good to outstanding.</p> <p>Continuous CPD:</p> <p>Phase leaders and subject leaders to support teachers with their planning, resources and assessment/moderation.</p>	<p>Each phase is lead strategically and effectively.</p> <p>Quality of teaching is highly effective across the school with precise professional development that encourages, challenges and supports.</p>	<p>Headteacher</p> <p>Assistant Head</p>	<p>Summer 2021</p> <p>End of each term evaluates impact through book scrutinies and lesson observation.</p>	

<p>To develop a programme of CPD for LSAs so that they improve their contributions to learning and outcomes of interventions.</p>	<p>AHT to identify areas of improvement and cater CPD to support these developments, as well as a model and develop.</p>	<p>LSAs are more confident and skilled at implementing quality and interventions, and the impact shows an improvement in targeted pupils' attainment.</p>	<p>for Inclusion</p>	<p>End of each term evaluates impact through interventions observations</p>	
<p>To develop a strong and effective leadership team</p>	<p>All senior and middle leaders in producing an action plan with targets link to their performance management and the SIP.</p> <p>Middle leaders to complete NPQML</p> <p>MLs to carry out joint observation with educational consultant</p> <p>AHTs leadership effectiveness training from Chair of Trustees</p> <p>In weekly SLT and middle leaders' meeting to discuss SIP priorities and progress made.</p> <p>Regular 1 to 1 update meetings with AHTs</p> <p>Head teacher's Report - Updates and progress made towards key priorities shared at each Board of Trustees meeting.</p>	<p>A new and dynamic senior leadership team has been established, which works in partnership with the Board of Trustees, to set a clear direction for whole-school improvement</p> <p>School Improvement Plan is streamlined and identifies clear strengths and areas for development.</p> <p>A revised SEF is in place, which is regularly reviewed.</p>	<p>Headteacher</p> <p>External Educational Consultant</p>	<p>Reviewed at the end of each term</p>	

	<p>HT to further support the link Trustee on their roles and responsibilities.</p> <p>Link Trustees to meet with SLs regarding their area of responsibility.</p> <p>HT and SLT to evaluate SIP revise SEF.</p>		<p>Chair of Trustees</p> <p>Members and Board of Trustees</p>		
<p>All subject leaders to contribute to effective teaching and learning and monitor the effectiveness of the curriculum.</p>	<p>Subject leaders to monitor the quality of teaching of their area of responsibility.</p> <p>CT to ensure environment, books and teaching are never less than good. Plans should reflect exploration, engagement and enjoyment. KS leaders to support their teams to achieve this.</p> <p>Regular KS Meetings to share good practice, areas of development and targets met.</p> <p>KS Leaders to analyse pupils' data: question level to identify gaps in learning</p> <p>Performance Management reviews and mid-year reviews set and targets shared.</p>	<p>Quality of teaching and learning is consistently good, with an increasing percentage moving towards/ are outstanding.</p>	<p>Headteacher</p>	<p>Termly evaluate Subject leaders termly reports</p>	
<p>To ensure the quality of education is outstanding.</p>	<p>SLT and Middle leaders will review:</p> <p>Intent</p> <ul style="list-style-type: none"> Curriculum design, coverage and appropriateness 	<p>An effective and engaging curriculum</p>	<p>Subject leaders</p> <p>Assistant</p>	<p>Termly</p>	

	<p>Implementation</p> <ul style="list-style-type: none"> • Curriculum delivery • Teaching (pedagogy) • Assessment (formative and summative) <p>Impact</p> <ul style="list-style-type: none"> • Attainment and progress (national test and assessment) • Reading • Destinations 		<p>Heads</p> <p>Headteacher</p>		
<p>To continue to monitor the attainment of PP and identified ethnic groups to ensure expected achievement and progress.</p>	<p>AHT to identify all pupils who receive pupil premium funding and ensure that provisions are in place to support and enrich their learning</p> <p>To create a pupil premium spreadsheet to track provision and termly meeting to discuss progress</p>	<p>No significant differences in progress and attainment between non PP and PP/ethnic groups.</p>	<p>AHTs</p>	<p>Termly</p>	
<p><u>Evaluation</u></p>					

Quality of Teaching, Learning and Assessment					
2	TARGET	To improve the quality of teaching and learning throughout the school.			
	OUTCOME	100% of teaching will be graded as Good and at least 80% as Outstanding by the end of the academic 2020-21. 85% of pupils in each year will be at ARE or above by the end of the academic year.			
Article: 29		<i>Education must develop every child's personality, talents and abilities to the fullest.</i>			
AIM	Action Points	Success Criteria	Monitoring	Timescale	RAG RATE
Teaching, especially in core subjects, is consistently good with an increasing percentage outstanding.	KS and Subject leaders support teachers through coaching, team teaching, modelling and lesson study. AHTs will set targets from lesson observations.	All teachers will be judged as good/ outstanding by summer term 2021.	Headteacher	Summer 2021	
Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.	Review and revise the curriculum, ensuring the intent, implementation and impact are clearly defined. English and Maths leaders monitor the implementation of Literacy (Read into Writing) and Mathematics (White Rose/Classroom Secrets) schemes of work. We are regularly monitoring the curriculum to ensure engagement and impact.	A clear and concise curriculum established End of year results has improved.	SLT, Phase and subject leaders		
Ensure good and better rates of pupil progress, with a particular focus on disadvantaged, SEND and more able learners.	AHTs, SENDCO and Phase leaders will provide guidance and support for planning, ensuring they include differentiation, inclusion and provide challenge.	The percentage of pupils (disadvantaged, SEND and more able learners) who achieve ARE and GD has	AHT		

		significantly increased			
To introduce and implement Provision Map	<p>Provision Map</p> <ul style="list-style-type: none"> Effectively map out interventions to keep track of what pupils and staff are involved within each intervention running to improve costs. All staff running interventions efficiently and effectively record and monitor interventions to measure impact. Train all staff to use Provision Map programme. Parents can communicate through Provision Map and access children's reports, plans and have regular communication with SENDCo and the team around their child. 	All SEND pupils' provision managed effectively, and there is a significant improvement in their learning outcomes.	SENDCo		
Early identification of underperformance and gaps in learning	<p>Target Tracker (TT) Assessment:</p> <ul style="list-style-type: none"> Teachers are using assessment to identify underperforming children and implementing interventions accordingly. Teachers are confident in their teacher assessment; using identified gaps in learning to inform planning. AHTs can track and monitor pupils' attainment according to gender, ethnicity and PP. <p>Intervention programs are tailored to meet the needs of targeted children.</p>	<p>Teachers successfully use TT to track and assess pupils' achievements.</p> <p>TT used to set targets and objectives.</p> <p>Targeted children make accelerated progress.</p>	AHTs Phase leaders		

To develop Remote Learning	Update the server – Strictly Education Revise Google classroom Use Google classroom for setting homework Gmail domain set-up to aid feedback and communication Questionnaire to parents – device/internet use Staff training – legal duty Draft policy linked with online safety; teaching and learning.	To create virtual classes for all lessons and resources and allowing teachers to host both live and recorded explanations and studies.			
Implementation of RSHE curriculum	Draft policy Parents consultations Staff training – Planning using Idecision and jigsaw resources	An RSHE Policy shared with school community. A cohesive curriculum delivered.	Summer 2021		
<u>Evaluation</u>					

Quality of Teaching, Learning and Assessment					
2	TARGET	To develop the provision for remote learning, ensuring that we continue to provide pupils with the highest level of education possible.			
	OUTCOME	85%+ of pupils in each year will be at ARE or above by the end of the academic year.			
Article:					
AIM	Action Points	Success Criteria	Monitoring	Timescale	RAG RATE
To create a policy for Remote Education.	To collaborate with the LBWF to draft a policy. To shared policy with staff, parents and trustees.	An effective policy of Remote learning is embedded within the school culture.	Head teacher	Summer 2021	
To develop Google classroom and the feedback that is provided.	CPD lead by DfE consultant for Google classroom Subject leaders to provide teachers will resources and links to topic areas. Phase leaders to ensure the learning is pitched at the correct level. Year group email set up to aid feedback and communication with parents/carers	This has enabled students to continue to learn and progress; and mitigate any widening of the gap for the disadvantaged.	Head teacher Phase and Subject leaders		
To further develop the home learning packs: ensuring there is clear progression; support for SEND; and challenge for the more able.	Clear expectations regarding quality and quantity of work Work packs differentiated in relation to need. Clear instructions, models and scaffolding provided to support learning	The percentage of pupils (disadvantaged, SEND and more able learners) who achieve ARE and GD has significantly increased	AHT Phase leaders		

Personal development, behaviour and welfare.					
3	TARGET	To ensure all members of staff are trained, understand and follow the Safeguarding Policies, Procedures and Practices, and they are embedded in all areas.			
	OUTCOME	Pupils feel safe and secure; all staff adheres to safeguarding policies, procedures and practices.			
Article 28: Article 19:		All children have a right to an education Ensure that children are safe and protected from harm			
AIM	Action Points	Success Criteria	Monitoring	Timescale	RAG RATE
<p>To establish a continuous program of Safeguarding training and support for all staff.</p> <p>To establish a Safeguarding Team, where each member has expertise in each area of safeguarding.</p>	<p>Book Safeguarding training for level 1&2 and LADO training.</p> <p>Additional Staff meetings/workshops:</p> <ul style="list-style-type: none"> • Raise the Awareness of Prevent (WRAP) Training • FGM • Safer Internet – Childnet international • Peer on Peer • Child sexual exploitation • Health and Safety <p>At the beginning of each staff meeting, safeguarding scenarios/questions will be presented for discussion.</p> <p>Safeguarding training included in induction for all new or returning staff.</p>	<p>All staff are trained in level 1/& 2 Safeguarding.</p> <p>Staff who have concerns about a child, take immediate action and follow our child protection policy and speak to DSL.</p> <p>DSL and deputies are confident and competent about reporting and following safeguarding procedures.</p>	<p>Headteacher</p> <p>DSL</p> <p>Deputy DSLs</p> <p>Headteacher</p> <p>Link Trustee for Safeguarding</p> <p>WF LADO</p> <p>Headteacher</p>	<p>3rd and 4th Sept 2020.</p> <p>Autumn 2020</p>	
To complete Safeguarding Audit	Safeguarding Team to complete Safeguarding Audit	The outcome of the audit is successful and the school a safe and secure place for	Headteacher Link Trustee Risk		

		children to learn.	Assessment		
To ensure that children are aware of how to stay safe online and in the local community.	<p>Book Childnet for sessions with EYFS, KS1, KS2 and Parents on internet safety.</p> <p>Local Police to deliver workshops to Year 5 and 6 on knife crime, gangs, bullying etc.</p> <p>PSHE – Discussion on internet safety, bullying, Support – Childline, personal space and boundaries.</p>	<p>All children are aware of internet safety.</p> <p>Children in Years 5 and 6 are aware of potential dangers in the local community.</p> <p>Children are aware of how to get help and advice about a wide range of issues.</p>	<p>DSL</p> <p>Headteacher</p>	Autumn 2020	
<p>To continue to work with outside agencies to ensure the health and wellbeing of all pupils, families and staff.</p> <p>To ensure are competent in supporting the mental health wellbeing of children.</p> <p>Our staff consistently report high levels of support for wellbeing issues.</p>	<p>To continue working with the Superzone Project (with the focus on promoting a healthier lifestyle within the local community) lead by Waltham forest Project Leader and in collaboration with other agencies.</p> <p>Staff to complete Mental Health training</p> <p>Offer pastoral support to LSAs, teachers, middle and senior leaders.</p>	<p>The local community has gained an awareness of a healthy lifestyle.</p> <p>All teaching staff are qualified Mental Health champions.</p> <p>Impact on staff performance</p> <p>Impact on staff</p>	<p>Project leader</p> <p>Head Teacher</p> <p>AHT – Mental Health lead</p>	Summer 2021	

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		retention			
To address the Breakfast and After school club provision.	To clean and organise resource cupboard To plan constructive activities for both sessions To order healthy and fulfilling morning and afternoon snacks Employ two Play leaders to lead and organise both clubs and also playtimes (play buddies, peer mentoring, lunchtime clubs etc.)	Outstanding breakfast and After school provision has been established.	Enrichment AHTs		
To produce a concise COVID-19 Risk Assessment (RA) and implement the system of controls set out in government guidance.	Use the template from WF to complete Risk assessment. Send to WF to sign off Weekly SLT meetings are held to review and update RA to correspond with the latest guidance. RA shared with Trustees and school community. Parents are informed with all the Health and Safety measures the school is taking to keep children safe. Guidance on what to do in suspected or confirmed cases is to provided staff and parents/carers Home Testing Kits are made available to our EAL parents who are struggling to understand the information given.	The risk of transmission of the virus is reduced whilst education for pupils are still provided.	Business manager Link Trustee Headteacher		
To continue the development of RHE curriculum.	AHT and PSHE lead – create an action plan and timeline for the implementation of RHE curriculum.	Parents are consulted about the content, resourcing and implementation of the new RHE program of	AHT PSHE & RR lead		

To draft a RSHE Policy	<p>To establish a working party to address concerns regarding RSHE</p> <p>Provide RSHE training to all staff</p> <p>To purchase resources and a scheme of work that addresses curriculum requirements.</p>	<p>study.</p> <p>An agreed and shared RHE Policy established.</p>	<p>HT</p> <p>Link Trustee</p>		
Pupils understand and know how to be healthy and active	<p>Teachers need to ensure effective and regular delivery of PSHE, Science and Cooking and Nutrition - Technology room is used to link these subjects</p> <p>Adults across the school to be role models of a healthy and active lifestyle Ensure pupils understand that 'Healthy & Active' is high profile across the school</p> <p>Assemblies and events planned across the year to promote healthy, active lifestyles</p> <p>Continue with the Healthy School Program.</p> <p>Continue 'A Mile a Day', all staff and children to participate.</p>	<p>Sports program evaluated and revised.</p> <p>PSHE is included in every class timetable</p> <p>All staff and children have adopted a healthy and active lifestyle.</p>	<p>PSHE & RR lead</p> <p>Head Teacher</p>		
To review the Behaviour Policy.	<p>Staff meeting to review the behaviour policy</p> <p>Update policy to include CPOMs and playground expectations</p>	<p>Behaviour policy is updated and effective; linked with Safeguarding, Anti-bullying, and</p>	<p>Headteacher</p>		

	Re-launch Playground leaders/buddies	Teaching and learning policies All staff are aware of the systems and procedures they need to adhere to. All staff are using CPOMs to record behaviour incidents.	AHTs		
<p><u>Evaluation</u></p>					

Quality of Teaching, Learning and Assessment

4a	TARGET	To continue to raise attainment and progress of all disadvantaged children.				
	OUTCOME	The attainment of disadvantage children are in line or above the National average				
Article: 29		Education must develop every child's personality, talents and abilities to the fullest.				
AIM	Action Points	Success Criteria	Monitoring	Timescale	RAG RATE	
To diminish differences in the progress and attainment of disadvantaged pupils.	<p>Pupil premium spreadsheets for provision updated half termly</p> <p>Data for disadvantaged pupils updated termly and pupil progress meetings to discuss attainment and progress</p> <p>Targeted intervention to support children identified as underachieving</p> <p>Provide enrichment activities/clubs during lunchtime or after school</p> <p>To develop a programme of parent workshops for all parents, however, parents of PP children to be specially invited</p>	Significant increase in the number of PP children achieving ARE and GD	Headteacher			
To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.	<p>Use data to identify underachieving pupils.</p> <p>To narrow gaps in learning and raise attainment by targeted intervention, booster and individual support</p> <p>Booster classes lead by Year 2 and 6 class teachers and LSAs for targeted pupils</p>	New end of year expectations in Year 2 and Year 6 are at, or above, the new National expectations, with more than 20% achieving greater depth.	AHT			

	Saturday and Easter school organised for Year 2 and Year 6 pupils at risk of not achieving ARE.	Combined R, W & M for Year 6 is at least in line with National.			
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Outcomes for pupils

4b	TARGET	To improve the quality of reading throughout the school so that at least 30% of children from years 1-5 will achieve greater depth in Reading by the end of the academic year.				
	OUTCOME	Pupils will make good progress (5/6 steps progress) in Reading. 80%+ of pupils in KS1 and KS2 will achieve ARE and 20% GD.				
Article 29:		Education must develop every child's personality, talents and abilities to the fullest.				
AIM	Action Points	Success Criteria	Monitoring	Timescale	RAG RATE	
A systematic and rigorous programme of phonics developed across EYFS, KS1 & LKS2.	<p>Ensure systematic phonic scheme for EYFS & KS1 and resources are embedded in daily teaching</p> <p>Provide training in the phonic scheme to teaching and support staff as identified by monitoring</p> <p>Monitor progress of pupils throughout the year by tracking pupil data</p> <p>Set up Intervention groups as necessary – SENCO to support LSA allocated to deliver 1:1 or small group Reading sessions and develop phonic skills in Year 1/2</p>	There is a significant increase in the number of pupils attaining the phonic standard in Year 1 and 2.	EYFS Lead Enrichment Officer			
To improve attainment in Reading across the whole school	<p>Individual Reading Files set up for the whole school to ensure consistency.</p> <p>Regularly monitor reading across school acting upon findings</p>	80% + pupils in KS1 and KS2 achieve ARE, and at least 20 % achieve GD. Children are making a minimum of a step of	Reading lead			

	<p>Monitor implementation of reading rewards</p> <p>Books to be used as inspiration in English lessons</p> <p>Classes to have a weekly library slot</p> <p>Whole school events to promote and celebrate Reading</p> <p>Open library at break times and lunchtimes</p> <p>Appoint librarians from each class</p>	<p>progress each half term.</p> <p>Increase in the number of books read by each pupil. Literacy lead</p> <p>KS1 and KS2 leaders</p>	AHT		
To ensure comprehension skills are developed and extended	<p>CPD: Launch of new whole school reading program (Read in to writing)</p> <p>Book Club and workshops for the more able children</p>	<p>Significant increase in the number of pupils achieving ARE and GD in reading.</p>	<p>Reading lead AS</p> <p>AHTs</p> <p>Phase leaders</p>		
To increase the amount of daily Reading.	<p>Allocate a time slot on class timetables where everyone stops and read – DEAR/EoTo and class library sessions</p> <p>Teachers to read aloud every day and model fluent reading. Children will choose to read texts and poetry in assemblies and for performances</p>	<p>DEAR, EoTo and library sessions are visible on timetables. There is a significant increase in the number of fluent readers in KS1 and 2.</p>	<p>Reading lead</p> <p>KS1 and KS2 leaders</p>		

	<p>Introduce Book club targeted for the More Able children.</p> <p>Children to take home two books daily: one for pleasure and one to aid assessment</p> <p>Visits to the library, children encouraged to join the local library.</p> <p>Celebrate World book day – dress as your favourite book character.</p>	<p>There is a significant increase in the number of children achieving greater depth in reading in all year groups.</p>	<p>AHTs</p>		
<p>To increase parental engagement in pupils' Reading.</p>	<p>Drop-in mornings – parents invited to come into school to read with their children. Workshops:</p> <ul style="list-style-type: none"> - How to support your child with Reading - Reciprocal Reading - Phonics <p>Monitor children's Reading Journals, ensuring parents comment on home reading.</p>	<p>Increase in the number of parents attending workshops, Come and read sessions, and participating in Home reading.</p>	<p>Literacy lead AHTs</p>	<p>Summer 2021</p>	
<p>To raise the profile of reading across the school, and to encourage reading for enjoyment.</p>	<p>Learning Environment: Displays promoting a variety of books (including book reviews), vocabulary, characters and authors</p> <p>Close monitoring of home reading – feedback from parents</p> <p>Library: Regular visits to the school and local libraries</p>	<p>A literature-rich environment is evident around the school.</p> <p>Reading is taught consistently across the whole school, skills are embedded throughout,</p>	<p>Literacy lead AHTs</p>		

	<p>Visitors: Authors and Poets</p> <p>Competitions: World book day – character costume; Most unusual place to read a book; Most books read; Book cover design; Author and illustrator of the term.</p> <p>Trips: Harry Potter Studios, Shakespeare’s Plays –Globe Theatre</p>	<p>and pupils foster a love of books.</p>		<p>Summer 2021</p>	
<p><u>Evaluation</u></p>					

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Effectiveness of the Early Years					
5	TARGET	To improve our Early Years provision and to increase the percentage of children achieving GLD			
	OUTCOME	80% of pupils achieved the expected level in the Early Learning Goals in all aspects of PSE, Physical development, Communication and Language, Literacy and Mathematics.			
Article 28: Article 19:		<p>All children have a right to an education</p> <p>To ensure the best interest of the child is the top priority</p> <p>Ensure that children are safe and protected from harm</p> <p>Education must develop every child's personality, talents and abilities to the fullest</p> <p>Every child has the right to relax, play and take part in a range of cultural and artistic activities</p>			
AIM	Action Points	Success Criteria	Monitoring	Timescale	RAG RATE
To ensure there is outstanding practice observed in the EYFS – by providing a stimulating and engaging learning environment both in and outside.	<ul style="list-style-type: none"> • Termly environment audits to ensure provision outstanding • Outdoor environment check • Monitor the quality of teaching and learning and act on the findings providing support and training as necessary • Develop staff through dialogue, coaching, training, mentoring and support. • Continue to support staff in the planning procedures using the EYFS framework. • Enhance outdoor provision substantially to provide children with a broader range of opportunities – Purchase new resources as necessary • To continue to review, monitor, share ideas and improve all areas of provision, inside and outside • Provide support and training to staff new to EYFS • Relocate to new classes 	<p>School GLD is in line with National GLD.</p> <p>Teachers plan and deliver effective early reading sessions in EYFS & KS1.</p>	<p>EYFS lead</p> <p>Headteacher</p>		

<p>EYFS & KS1 Systematic Phonics Scheme developed and taught well</p>	<ul style="list-style-type: none"> • EYFS lead to sustain recent improvements on Phonic attainment • Provide training in a systematic phonic scheme to teaching and support staff • Observe staff teaching phonics in EYFS & KS1 • Monitor feedback and support as necessary • Track and monitor groups of pupils who are inline to pass the phonic screening • EYFS lead to ensure EYFS and Year 1 work and plan phonics lessons and groupings together. • Data analysis to amend focus groups and implement interventions as necessary 	<p>The teaching of Phonics and Reading observed is never less than good</p> <p>To pupils' early reading skills has strengthened as a result of ensuring that they have access to a systematic and rigorous programme of phonics teaching.</p>	<p>EYFS lead Headteacher</p>		
<p>Narrow the gender gap in relation to the level of GLD in the EYFS.</p>	<p>Develop boys' interest, place a high emphasis on outdoor learning. Track boys' attainment within data.</p>	<p>There is a significant increase in boys' attainment. The gap between boys and girls is reduced</p>	<p>EYFS lead Headteacher</p>		
<p>Continue to develop the provision and the environment for 2-year-olds. Keep up to date with procedures and protocol.</p>	<p>Monitor environment and safety. Ensure all equipment is age-appropriate. Use Development Matters to plan age-appropriate activities. Continue with 2-year-old progress checks and track children's progress and wellbeing.</p>	<p>A safe and stimulating environment has been created for 2-year-olds.</p>	<p>EYFS lead Headteacher</p>		
<p>Evaluation</p>					

Autumn term Review

- All Phase leaders are completing the NPQML/SL professional training course. Next phase will be subject leaders.
- Staff appraisals have been completed for teachers and LSAs; development and training needs will be addressed as part of CPD and teaching support programs
- Revised curriculum now embedded, with intent statements for all subjects.
- Teachers successfully use TT to track and assess pupils' achievements.
- Baseline assessments successfully used to identify gaps in learning. Autumn 1 assessments show that pupils have made accelerated progress.
- Teachers plan and deliver effective early reading sessions in EYFS and KS1.
- 75% of teaching judged as outstanding using the OFSTED criteria.
- DSL and deputies are confident and competent about reporting and following safeguarding procedures
- All teaching staff are training to be Mental Health champions
- A literature-rich environment is evident around the school.
- Reading is taught consistently across the whole school, skills are embedded throughout,