

School Development Plan 2021-22

Purpose:

This School Improvement Plan (SIP) is a working document used to set priorities and monitor progress throughout the year.

We are an ambitious school, and we have high expectations for all our children and staff. Our aim is to enable pupils to become informed, articulate and empowered. We achieve this aim through our curriculum, our pedagogical approach and the enrichment opportunities we provide

This document sets out the strategic priorities agreed by the Governing Body, Head teacher and Senior Leaders. It is informed by the school's rigorous self-evaluation system, the most recent Ofsted report (March 2019), the most recent SIAMS inspection report (June 2019) and the most recent external reviews and Local Authority/Diocese Improvement advisor visits. The priorities are underpinned by the School's vision and ethos.

In 2021/22 our focus is to address the impact Covid 19 has had, whilst continuing to build upon our excellent practice in the teaching of oracy and maths mastery and a continuing focus on health and safety. Restrictions and closures have affected pupil progress, curriculum coverage, staff development, community cohesion and well-being. The SIP is underpinned by detailed plans for Curriculum, Assessment, SEND and each curriculum area, located on TEAMS.

Context:

Rackham (CE) Primary School is a slightly larger than average village primary school with average levels of disadvantage, SEN and mobility. We provide an excellent education enabling pupils to succeed academically and personally with positive attitudes to learning and skills to support their ongoing progress. Attainment and progress over time at Rackham show pupils at Rackham perform above others nationally reflecting their excellent education. National tests did not take place in 2020/2021, however based on pupil assessments - attainment would have been of a similar high standard. We believe that attainment in EYFS would have been higher than previous years had the children attended for the full year.

Current SEF Summary:

Outcomes: Due to school closures summer 2020/21 the data presented is based on Teacher assessments and internal test results. There is a consistent pattern of high achievement and progress at Rackham and we are proud of the online provision which we provided for our pupils during periods of school closure.

- Above national average attainment in Reading, Writing, GPSD & Maths at KS2 have been maintained and strengthened over time. High quality remote learning was quickly established enabling pupils to continue accessing the curriculum.
- Increasing percentage of pupils achieve at Greater Depth at KS2 in all subjects demonstrating the impact of our teaching pedagogy including the long-term removal of all ability grouping, impactful teaching of and through Oracy, and high expectations for all.
- Progress and attainment of disadvantaged pupils is high in comparison to similar groups nationally. Pre pandemic gaps in attainment were low and falling, however there has been a significant impact on vulnerable pupils during this period which is a high priority.
- Attainment at KS1, including those achieving at greater depth improved over a 3-year period. However, school closure impacted on the 2020/21 cohort.
- Attainment in phonics has remained high with ***% of pupils attaining at standard in the Y1 check (using past papers) in 2021

- Attainment in EYFS had gradually improved with children making good progress from very low starting points in the EYFS, however the youngest children were significantly affected by repeated school closures and Y1 is a priority for catch up.
- Progress for Maths remains a concern and a priority for future action plans.

Maths: A deep focus on a mastery approach - raising skills in reasoning, and securing fluency in Maths over the past three years had a positive impact on pupil skills, confidence and attainment with outcomes at KS1 and KS2 above national and a significant number attaining at the higher standard. A focus on staff subject knowledge and mathematical pedagogy has led to outstanding teaching of mathematics in KS1 and KS2. The focus on excellence in Maths in EYFS 2020/21 supported new staff in embedding effective practice and security of number fluency in the early years. Our Maths lead works with the NCTEM Maths Mastery Hub and research programme. Whilst there have been no national mathematics tests due to Covid 19 school based assessments show continued high levels of attainment.

English: Attainment and progress in reading and writing at KS1 and KS2 is consistently above national levels. The school's long term focus on vocabulary and oracy has had a positive impact on pupil attainment and understanding in English. Our focus on vocabulary development and oracy is essential as many children enter our school with very low levels of spoken language. A high focus on reading fluency and increasing teacher subject knowledge and skills is impacting on pupil attitudes, enjoyment and competency in reading.

Disadvantaged pupils: Attainment and progress of disadvantaged pupils in reading, writing and Maths has been broadly in line with non-disadvantaged pupils nationally. This is the result of effective targeted use of pupil premium funding to provide support and experiences. The gap between disadvantaged pupils and others widened during the period of school closure and narrowing the gaps will be a focus for 2021/22. Vulnerable and SEND pupils were prioritised during lockdown with one to one support provided for EHCP children who were unable to attend.

Curriculum: We have a rich, innovative curriculum which is regularly reviewed and improved. There is whole school clarity of our purpose to help all children to succeed in their academic and personal development. Through our curriculum and teaching we aim for pupils to become informed, articulate and empowered. Our whole school focus on the curriculum ensures that all subjects are coherently planned and sequenced to build knowledge and skills. Pupil voice, schemes of work and progression grids support teachers in planning coherent learning which builds upon, revisits and extends prior learning.

Behaviour: Behaviour is consistently good, with outstanding attitudes to learning – embodied in our focus on a 'growth mind-set' approach and the 5Rs of Rackham. All staff are STEPS trained and two senior leaders are STEPS trainers. The new STEPS approach to behaviour will be utilised in full this academic year. Children enjoy coming to school and think Rackham is an excellent school to attend. (see pupil SEF and pupil voice evidence) We have established an excellent relationship with parents and this relationship has only strengthened during Covid, thanks to the enhanced school – home communication between teachers and families.

Attendance: Prior to Covid, the school had above average attendance (**%). We are working with families to support good attendance, especially for vulnerable and anxious families. Attendance of disadvantaged pupils (**%) and SEND pupils (**%) in 2020/21 was slightly below other groups but has been consistently higher than the majority of schools in Cambridgeshire over the past two years (as evidenced by the LA weekly attendance reports) We have a robust plan to refer non-school attenders to the Local Authority if our dedicated family support officer is unable to encourage these pupils back into school.

Leadership: A new Leadership team creates a strong culture of excellence and consistently demonstrates strong capacity to improve and maintain high standards. High quality, innovative approaches to professional development and regular involvement in research projects support our focus on impact and engagement. New Governance structure and LA support has strengthened Governance and this is continuing to develop.

Key Areas for development – Summary

1. Effective use of additional support to enable children (particularly disadvantaged, SEND and vulnerable pupils) to make substantial progress by the end of the academic year, ensuring Covid related Learning/curriculum gaps are addressed.
2. Improve lunchtime provision for all pupils by introducing and embedding OPAL.
3. Continue the development of best practice in curriculum leadership and achieve the Artsmark.
4. Build on the high quality teaching of phonics to ensure consistency of practice is maintained as the revised scheme is introduced.
5. Thoroughly embed our therapeutic behaviour strategy and therapeutic practices across school.

<p>1. Leadership and Management</p>	<ul style="list-style-type: none"> • Improve subject leadership performance and continue to cultivate and improve our Curious Curriculum • Improve Governance – complete the LA Action Plan for Governing Board • Focussed, targeted and highly effective planned CPD
<p>2. Quality of Education</p>	<ul style="list-style-type: none"> • Curriculum, pedagogy, and effective use of additional support ensure children (particularly disadvantaged, SEND and vulnerable pupils) make substantial progress closing ‘lockdown’ gaps by the end of the academic year. • Increased GD% in all Subjects to match the % above national outcomes we attain for ARE. • To embed an evidence based systematic approach to teaching phonics and reading consistently from EYFS • Complete and achieve Artsmark.
<p>3. Behaviour and Attitudes</p>	<ul style="list-style-type: none"> • Thoroughly embed our therapeutic STEPS behaviour policy across entire school and increase therapeutic practises. • Continue and enhance pastoral support in place for anxiety, trauma, bereavement. • Improved provision at lunchtimes through OPAL
<p>4. Personal development</p>	<ul style="list-style-type: none"> • To support the physical and mental health and resilience of pupils following lockdown. Pupils to make informed choices about healthy eating, fitness and their emotional and mental well-being. • Audit and re design SEND systems and processes to ensure high quality provision for all • Establish a global link and work toward British council recognition

Priority School Target 1 – Leadership and Management

Success Criteria	Impact/Evidence/Evaluation
<ul style="list-style-type: none"> Bespoke continuous professional development will ensure teaching across the school is consistently good or better. Rigorous monitoring and assessment procedures will ensure all pupils make accelerated progress All pupils will access a broad and balanced curriculum in which all mapped programmes of study will be completed (progression docs) Additional learning opportunities and interventions will be provided to those identified through monitoring and assessment procedures and regularly evaluated for impact upon learning School Governors will ensure the school fulfils its statutory duties and contribute to the development and implementation of the school's vision and school development plan Consistency in classroom pedagogy, planning, assessment, will be evident across the school 	<p>Pupil progress meeting notes Lesson observation judgements and analysis Lesson observation feedback and analysis of observation judgements/drop ins Performance management targets Data drops and analysis will show better than average progress, working towards improve attainment across the school Planning and book scrutinies Governor minutes Moderations Staff and SLT Meeting minutes Head teacher Governor Reports</p>

Objective 1: Leaders have a clear and ambitious vision for providing high-quality education to all pupils

- Actions:**
- Implement, and continue to develop, the curious curriculum ensuring it remains accessible, meaningful and ensures sufficient challenge for all pupils to enable them to make accelerated progress, irrespective of their starting points.
 - Create and implement 'Teaching and Learning Guidance/ Procedures' to ensure there are rigorous systems/procedures are in place to monitor each and every child's learning and make necessary adjustments to provision to ensure all pupils remain on track to achieve aspirational targets.
 - Development of Curious curriculum will ensure consistency in staff pedagogy and ensure their subject knowledge of topics covered is secure.

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Curriculum content is relevant and extends children to enable pupils to make accelerated progress.	Complete curriculum coverage Consistently 'Good' or better teaching observed across the school. Summative data indicates pupils are making consistently good progress throughout the year.	SLT and Subject Leaders Pupil Progress Meetings		
2.	Necessity for rigorous monitoring and evaluation procedures to support the school's rapid drive for improvement to be mapped out for year. Roles and responsibilities of stakeholders to be made explicit.	Monitoring and evaluation procedures mapped out and scheduled in diaries. Impact of these procedures assessed through teacher observations and, ultimately, improved pupil outcomes.	SLT and all subject leaders Pupil Progress Meetings Lesson Observations Pupil Outcomes		
3.	Further develop the curious curriculum to support planning and provision to ensure curriculum coverage and consistency in pedagogy and strong teacher subject knowledge.	Curriculum coverage and extensive work evident in timetables, planning and exercise books. Termly book scrutiny ensures Curious curriculum is being adhered to. Pupil progress accelerated and knowledge developed applied in wider range of contexts.	AW to coordinate and lead alongside governors and subject leads.		

Objective 2: Leaders ensure that teachers receive focused and highly effective professional development.

Actions:

1. Ongoing CPD will be informed by School Development Plan Priorities as well as reactive to specific needs of colleagues outlined in respective performance management targets and ongoing monitoring and evaluation procedures
2. Subject Leaders will take responsibility for the provision of their respective areas of responsibility across the school and will be afforded time in which to evaluate the quality of learning and address needs as they arise
3. Termly standardised assessments will be undertaken in core subjects. These will be monitored and moderated and outcomes shared with staff.

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Necessity for consistency in whole school approach in driving school forward means a great deal of CPD will be delivered at whole school level. Although budgeting is restrictive, the school benefits from LA specialist advisors and skilled practitioners within our teaching team.	CPD provision reflects key SDP priorities and draws upon input from LA and contribution from wider staff in school. Scheduled staff meeting time for all teachers places emphasis on all professionals contributing to and coordinating aspects of SDP.	Relevance of CPD to current SDP priorities? Individual CPD needs outlined in PM Targets. HT and DHTs to lead and coordinate CPD across the school.		
2.	Increased distributed leadership across the school to drive rapid improvements. Monitoring all aspects of curriculum requires the contribution of all stakeholders.	Staff undertake monitoring and evaluation procedures for their respective areas of responsibility. In light of these procedures, ongoing incremental improvements observed both in planning, teaching, pupil work and outcomes.	SLT, Governors		
3.	Tracking procedures adopted to monitor pupil performance using standardised assessments. Comparisons with wider local and national performance data to contextualise school performance. Outcomes to form basis upon which ongoing provision mapping and planning is devised.	Pupil data entered onto Bromcom each term. Analysis of data undertaken by teaching staff and SLT. Discussions regarding cohort and wider school performance to take place after each data drop. Planning adjusted accordingly to ensure all children make progress.	GT leading assessment protocol, AW to ensure data trends observed are addressed in educational provision.		

Objective 3: Governors will ensure that the school fulfils its statutory duties

Actions:

1. Safeguarding systems and procedures will be reviewed regularly.
2. Governor interaction with the school will go beyond scheduled board and committee meetings. Governors will engage with and work alongside staff to challenge, support and understand ongoing development within the school.

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Review existing Safeguarding measure to ensure these are both rigorous and secure.	School exceeds its statutory duties in all aspects of Safeguarding. Monitoring visits ensure any discrepancies are addressed quickly	Half Termly monitoring visits by Designated Safeguarding Governor		

2.	Governors to become greater presence in and around the school so as to ensure they not only see the operation first hand, but also to establish positive working relationships with staff, pupils and the wider community.	Termly monitoring visits undertaken by each Governor in relation to their designated role and assigned member of staff. Reports indicated a good understanding of wider school issues, particularly in relation to the curriculum. Governor involvement supports all leadership roles within the school in reaching high professional standards and outcomes.	See Governor Monitoring Reports. Teaching Staff and Governors to ensure monitoring visits take place each term.		
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Priority School Target 2 - Quality of Education

Success Criteria	Impact/Evidence/Evaluation
<ul style="list-style-type: none"> Teaching and planning will be securely based upon assessment, gaps in children’s learning and pupil interest. Teaching staff will be able to use assessment information to target support effectively with children in their classes, including disadvantaged, SEND and those who should be achieving GD. Feedback to children will be meaningful, targeted and will have an impact upon progress New phonics programme will demonstrate increased confidence in phonics for all pupils and result in greater percentage of pupils passing the phonics screening test in Y1 Staff will confidently gather and share evidence to ensure school is awarded the Artsmark 	<p>Pupil progress meeting notes Lesson observation judgements and analysis Lesson observation feedback and analysis of observation judgements/drop in Performance management targets Data drops and analysis will show better than average progress, working towards improved attainment across the school Planning and book scrutinies Governor, Staff and SLT Meeting minutes</p>

Objective 1: The school’s ambitious curriculum intent and implementation are embedded securely and consistently across the school.

Actions:

- Curriculum, pedagogy, and effective use of additional support ensure children (particularly disadvantaged, SEND and vulnerable pupils) make substantial progress closing ‘lockdown’ gaps by the end of the academic year.
- Curriculum is differentiated to provide support and challenge where needed.
- Teachers are familiar with their cohort and set ambitious targets to close the gap.

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	New deputy head structure should ensure a closer link between outcomes, SEND provision and Teaching and Learning.	Disadvantaged, SEND and vulnerable pupils make accelerated progress in all lessons. Outcomes show improved and accelerated progress for disadvantaged, SEND and vulnerable pupils The two deputy heads work together closely to ensure a full 360 view of quality first teaching in every classroom	HT, DHTs, Governors SLT meetings SEND audits and moderation Pupil/ staff/parent voice Teaching and Learning Observations, Outcomes		
2.	Curriculum is inclusive and task are differentiated to engage all learners, so that they can access and achieve	Monitoring procedures (Book looks, lesson observations and drop ins, learning walks) evidence that there is challenge and scaffolds to ensure all can access what is being taught and that children can make expected and accelerated progress.	SLT, subject leads DHTs follow up support and drop ins Diagnostic testing development to identify gaps and teaching needed.		

3.	Diminishing gaps in learning will be even more paramount in the years following Covid lockdowns and remote learning. Every lesson has to count.	Teachers are familiar with their cohort and set ambitious targets to close the gap. Pupil progress records evidence identified pupils and teacher's knowledge of their class. Lesson plans, observations, drop ins and book looks evidence learning personalised to meet the needs of the children. Assessment for learning used in all subjects	Subject leads introduce, monitor and evaluate the use of assessment for learning in their subject area Pupil progress meeting records		
4.	Rackham is inherently creative and so to achieve the Artsmark is an appropriate goal. Having deferred our entry for Artsmark assessment, we now have this academic year to evidence our eligibility for this award.	Art lead to create and follow a robust action plan towards Artsmark completion. Artsmark criteria demonstrated and evidenced by all teachers Arts are regularly evident across the whole curriculum. Art Curr lead feels confident that as a school, we are practising appropriate Arts activities regularly. Staff benefit from regular staff meeting updates about our Artsmark journey and necessary evidence gathering.	Curr DHT, Art Lead, SLT, Governors Regular staff meeting slots and checks on established online evidence banks.		

Objective 2: The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning

Actions:

1. Curriculum is mapped out by senior leaders and subject leaders and monitored to ensure coverage and skill progression.
2. Provide regular reading, writing and maths opportunities in all areas of the curriculum to enable application of knowledge
3. Learning opportunities are purposeful and engage the children
4. Teachers are aware of age related expectations and engage in moderation to ensure consistency in their approach

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Curriculum is mapped out by senior leaders and subject leaders and monitored to ensure coverage and skill progression.	Long term, medium and daily plans evidence coverage of knowledge and skills	Evidence and coverage of objectives		
2.	Provide regular reading, writing and maths opportunities in all areas of the curriculum to enable application of knowledge	Monitoring shows that cross curricular maths and writing is evident through the curriculum Work is appropriately differentiated in all subjects so that children can access and make progress in core skills.	Writing, maths and reading is purposeful and learning experiences are memorable. SLT, subject leads and governor monitoring		
3.	Learning opportunities are purposeful and engage the children	Monitoring of lessons, books and plans evidences a mix of independent as well as guided group work for all learners. Children are presented with suitable next steps, pre-learning and overlearning so that they understand key concepts and are able to engage with the task.	Children are able to explain what they are learning and why. Children are engaged and able to work with independence		
4.	Teachers are aware of age related expectations and engage in moderation to ensure consistency in their approach	Teachers are using Bromcom to complete assessment against age related objectives. Moderation and benchmarking opportunities planned as well as planning support from senior leaders. Monitoring evidences consistency and pitch is accurately planned for. Lessons match the learning needs of the cohort. Teachers have high and realistic expectations of learners	SLT monitoring, support planned and impact monitored		

Objective 3: Teachers have good knowledge of the subjects they teach. Leaders provide effective support for those teaching outside their main area of expertise.

Actions:

1. CPD to support priorities on subject action plans
2. Staff voice to evaluate support needed by staff conducted by subject leads
3. Monitoring mapped out and link governors support, providing challenge
4. High expectations and aspirational targets set in pupil progress meetings, reviewed termly

Action	Rationale	Success Criteria / Measure	Monitoring Lead	Evaluation	RAG
1.	CPD to support priorities subject action plans ensure that staff have the skill set to support children with the next steps of their learning	Local authority and EDRA advisor visits link to the monitoring results and evaluation of staff CPD requirements SENDCO provides CPD through drop ins and organising TA training	Does the CPD match with the school improvement priorities and key areas on action plans?		
2.	Subject leaders have action plans and are beginning to look at pupil work in relation to formative and summative assessment.	Subject leader action plan evaluations and scrutiny of work alongside data	Curr DHT, SLT, Governors		
3.	Monitoring is mapped out providing link governors to plan support, providing challenge in line with whole school monitoring	Governor visits tie in with whole school calendar and assessment/ monitoring cycle.	Governors - DHTs/HT		
4.	High expectations and aspirational targets set in pupil progress meetings, reviewed termly ensure that teachers can identify where accelerated progress is needed and strategies to ensure that this happens	Teachers are aware of the expected levels of progress needed. Children are aware of next steps to move learning forward Assessment for learning is used to inform planning, challenge and support	Teachers, SLT		

Objective 4: The work given to pupils matches the aims of the curious curriculum.

Actions:

1. Children are engaged through memorable and purposeful learning
2. Children can explain what they have learnt and are given opportunities to review and reflect on the learning, editing, revisiting and improving what they have done.
3. Self and peer assessment is used to good effect

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Children are engaged through memorable and purposeful learning in all subject areas	Teachers are aware of how to use the knowledge scripts to support memorable experiences in foundation subjects which are evidenced in monitoring. Children are able to describe memorable learning using the expected knowledge linked to this. Parents are aware of 'exciting' learning in all classes. All classes share regular excitement on Twitter.	Are memorable experiences purposeful and shared with parents? Teachers, SLT		
2.	Monitoring evidences children can explain what they have learnt and are given opportunities to review and reflect on the learning, editing, revisiting and improving what they have done.	Marking and feedback policy followed so that children engage with next steps and learning builds on the previous teaching	Teachers, SLT		

3.	Children are to be involved in monitoring their success to ensure they are engaging with the learning, through use of self and peer assessment	Monitoring evidences that children are able to evaluate and describe their next steps in their learnings	Children are able to take an active role with engaging in feedback and evaluating their targets SLT		
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Objective 6: Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

Actions:

1. Pupil's exercise books demonstrate rigorous curriculum coverage with work appropriately differentiated for all pupils to access, succeed and extend their knowledge
2. Assessment data, both formative and summative (including statutory assessment), reflect children's competency in knowledge and skills curriculum content
3. To embed an evidence based systematic approach to teaching phonics and reading consistently from EYFS

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Pupil's exercise books demonstrate rigorous curriculum coverage with work appropriately differentiated for all pupils to access, succeed and extend their knowledge skills.	Regular monitoring shows that next steps are acted on and feedback to staff and revisited in a timely manner ADPRS evidence that differentiation is happening and the impact of this linked to the learning needs of the child	Differentiation is appropriate to the needs of the children, providing support and challenge and not solely differentiated by outcome		
2.	Assessment data, both formative and summative (including statutory assessment), reflect children's competency in knowledge and skills curriculum content	Assessment data is kept by all staff and is reflected in plans and books. Triangulation evidences that assessment is used accurately to inform teaching	SLT, subject leads		
3.	Recent necessity to evidence a DfE endorsed approach to teaching phonics	New phonics programme (FFT) will demonstrate increased confidence in phonics for all pupils and result in greater percentage of pupils passing the phonics screening test in Y1. All staff will feel confident following planned training sessions across the academic year.	Curr DHT, SENDCO DHT, Phonics Lead, Head teacher, Governors.		

Priority School Target 3 – Behaviour and Attitudes

Success Criteria	Impact/Evidence/Evaluation
<ul style="list-style-type: none"> • The school has consistently high expectations for pupils' behaviour and conduct • Low level disruptions in class are managed positively and does not disrupt lessons or the day-to-day life of the school • Pupils have a positive attitude towards their own learning and are respectful of their peers right to learn too • Pupils are motivated by challenge and resilient to set backs • Pupils take a pride in their school, their learning environment and their achievements • Relationships among staff and pupils reflect a positive and respectful culture. Pupils are safe and they feel safe. 	Pupil progress meeting notes Lesson observation judgements and analysis Lesson observation feedback and analysis of observation judgements/drop ins Performance management targets Data drops and analysis will show better than average progress, working towards improve attainment across the school Planning and book scrutinies Whole school celebration assemblies Pupils' exercise books Learning environment walks

Objective 1: The school has high expectations for pupils' behaviour and conduct

Actions:

1. Positive Behaviour Policy leads to increased consistency in managing pupil behaviour
2. Develop further our strong Christian Ethos across whole school
3. Continue and enhance pastoral support in place for anxiety, trauma, bereavement
4. Improved lunchtime provision through the whole school embedding of OPAL (Outdoor Play and Learning)

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Positive learning culture developed across the school in which children are motivated to do their best. Pupils take responsibility for their learning and ensure their actions do not undermine other pupils' right to learn.	Revised Positive Behaviour Policy (STEPS) implemented with all staff adhering to protocol outlined within it. Persistent behaviour concerns reduced Improved pupil engagement, attendance and quality of work are reflected in rising pupil outcomes.	The following will be monitored: -Pupil engagement in lessons -Pupil attendance levels -Progress, irrespective of starting point -Staff implementation of STEPS SLT to lead and monitor		
2.	Develop further our strong Christian ethos which is both meaningful and accessible to all stakeholders.	Pupils know and understand the school values and how each and every one of them has a responsibility to uphold them. Increased pupil engagement in collective worship through development of our pupil worship council.	CRC and BH (see separate Siams action plan)		
3.	Continue to enhance pastoral support across all stakeholders. Full extent of lock-down effects are likely yet to be seen. Need to minimise risk of school refusers or long term staff absence.	Pupil SEF shows the school to be a happy place with limited anxiety triggers Parent survey shows recognition that the sch is pastorally supportive HT, Pastoral lead and family liaison officer continues to attend regular current training for trauma based strategies Staff wellbeing remains buoyant. Pupils with specific SEMH needs are supported within school in addition to any necessary external support.	Pupil Voice (DHT) Pupil SEF Staff Survey		

Objective 2: Pupils' have a positive attitude towards their own education and are committed to striving to fulfil their own potential. Motivated by challenge, pupils are increasingly resilient to setbacks and take a pride in their work and achievements

Actions:

1. Consistent positive reinforcement strategies in managing pupil behaviour, and prescriptive protocol in managing behaviour which falls below expectations, mean low level disruptions within the classroom are kept to a minimum
2. Clear, consistent expectations in presentation of work throughout the school

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Pupils are intrinsically motivated and strive to extend their learning without fear of getting things wrong. Children will be encouraged to take risks in order to boost self-esteem and recognise that perceived vulnerability is key to reaching ones' full potential.	Emphasis upon positive interactions within the classroom to help develop a safe environment in which children can take risks. New Marking & Feedback Policy seeks to promote dialogue (verbal and written) to encourage pupils to reflect and discuss their learning experience.	Pupil responses HT, DHTs, LS All staff		

2.	Pupils are to take a pride in their work and ensure they uphold the school values when producing work. Marking & Feedback Policy makes explicit expectations as to how work is to be presented and subsequently marked.	Pupils work is neatly presented and acknowledges the importance of work being clear, concise and presented to the best of one's ability.	Presentation of pupil work to be monitored in line with DHT shared expectations SLT to monitor, teachers to uphold expectations.		

Objective 3: Relationships among pupils and staff reflect a positive and respectful culture in which all stakeholders are safe and feel safe.

Actions:

1. Positive working relationships maintained between all stakeholders in and around the school.
2. Ensure staff and pupils feel safe working in the school environment.
3. Improved provision at lunchtimes through OPAL initiative.

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Staff to be accessible and approachable to pupils, parents and colleagues so as to ensure open lines of communication are maintained. Communication with wider stakeholders to highlight transparency with which the school operates.	HT to greet parents at the beginning of the day Various lines of communication are to be made available. Parent interaction in school events, surveys etc. increases. Pupil attitudes towards school improve and rates of attendance increase. School communication is accessible and positive.	Opportunities for parents to share their views and contribute to the school's improvement to be provided. HT & Admin to coordinate and direct communications		
2.	Uphold statutory duties to safeguard staff and pupils and ensure the school is purposeful and safe environment in which to learn and work.	Pupil voice used to ascertain children's perception of risk within the school and how safe they feel will be positive. Staff surveys to draw same information in addition to general wellbeing will be positive. Counselling Service will be utilised to support those pupils with the greatest need. Teachers, in collaboration with SLT, to monitor pupil welfare and devise bespoke strategies to alleviate/help manage concerns any child may have.	STEPS anxiety mapping HT to coordinate pupil voice surveys in collaboration with DHTs PSHCE Lead, Pastoral Lead & School Counsellor		
3.	Opportunities for continuous provision past reception and year 1 are limited or non-existent due to stretched curriculum timetabling. Lunchtimes do not presently provide rich opportunities for high quality play and children are sometimes not behaving well due to boredom and lack of investment.	Delivered INSET for the whole staff team, produced and worked through a detailed action plan, agreed a policy for Play, established a Play Steering Group, written Play into our curriculum planning, resourced and adapted the playgrounds, started developing the EYFS and Phase 2 playgrounds, sought parental involvement in developing the grounds, applied for funding to collect and store resources, developed the role of a Play Leader empowered the Play Team (lunchtime supervisors), created open ended opportunities for children at playtime, provided the children with enriching, exciting, fulfilling and varied playtimes, that all children can access and enjoy, including children with additional needs.	OPAL working party. (2 year programme)		

Priority School Target 4 - Personal Development:

Success Criteria	Impact/Evidence/Evaluation
<ul style="list-style-type: none"> Interventions will demonstrate that they are having a positive impact upon progress through initial and end of intervention data information School curriculum extends beyond the academic and provides for pupils' broader development Pupils feel confident, resilient and independent Broad range of pastoral support enables pupils to thrive and enhances pupils' spiritual, moral, social and cultural development Pupils have the opportunity to access a range of activities in which to nurture, develop and stretch their talents and interests. Pupils have an increasingly strong understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils understand how to be responsible, respectful, active citizens who contribute positively to society Establish a global link and work toward British council recognition 	

Objective 1: The school provides high quality interventions for targeted pupils

Actions:

- All TAs trained to deliver all available interventions and provide additional learning support and mentoring for targeted children
- Continue to support children's emotional and mental wellbeing through targeted pastoral support/ ELSA and Acorn counsellor sessions.
- New SENDCO DHT to audit all SEND interventions and coordinate support for most vulnerable pupils in school

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	All TAs able to deliver any required intervention or diagnostic assessment to ensure consistency and stability of interventions.	Interventions demonstrate accelerated progress for targeted pupils Targeted pupils make at least expected progress. Targeted pupils access increasing proportion of curriculum.	SEND DHT and HT		
2.	Significant proportion of SEN pupils have been identified as a consequence of heightened social and emotional needs and pronounced displays of anxiety.	Pupils identified in need of trained counselling support to access Acorn sessions once a week. Nurture sessions with LS or ELSA sessions (AP) for pupils who do not meet threshold for trained counsellor Identified pupils are able to perform to their ability having received support in managing and developing social and emotional wellbeing.	Soft data alongside professional observations to help establish impact of counselling.		
3.	Redefined role of SENCO as a DHT reflects prominent role of SEN supervision and management in the school.	Profile of SEN provision is aligned with high quality teaching and learning across the school. Teacher accountability for the academic progress and wellbeing of SEN pupils drives inclusive personalised curriculum.	SEND DHT, HT, Governors		

Objective 3: The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests:

Actions:

- Subject Leaders develop engaging and purposeful curriculums in which pupils can develop new skills and excel
- Teachers to develop opportunities to learn beyond the confines of the classroom (including educational visits)
- Establish a global link and work toward British council recognition

Action	Rationale	Success Criteria / Measure	Monitoring	Evaluation	RAG
1.	Children are to develop a broad and varied knowledge encompassed within our curriculum. Pupils' knowledge can be applied in a variety of contexts reflecting the increasing levels of mastery.	Staff have liaised with colleagues and familiarised themselves with the primary curriculum. Subject leaders have an excellent understanding of knowledge and skills progression through the school. Subject leaders know what ARE looks across the school in their respective subjects.	Subject Leaders to maintain subject folders and undertake monitoring procedures which are fed back to SLT, wider staff and Governors.		
2.	Children are to have opportunities to deepen their learning through new and exciting opportunities. Classes to undertake educational visits at least once a term.	Educational Visits scheduled throughout the year and explicitly linked to the curriculum being covered at that moment in time.	Does this educational visit provide opportunities that can't be delivered in school? Does this trip present good value for money? Is this trip accessible and appropriate for the pupils and their level of understanding?		
3.	Children will have a greater understanding of themselves as active global citizens and feel connected to and knowledgeable about pupils living in a contrasting environment in another part of the world.	Global link established through British Council. Shared activities, online activities and a shared purpose will enhance pupil knowledge of other cultures and promote a deeper understanding in human geography and global citizenship. Pupil voice evident in planning process for activities. Children engaged and enthused to learn more in response to a question they have devised themselves. Online sharing of successes via twitter and Youtube. British Council recognition.	HT, KB (Globl Links lead) Y5/6 staff.		