

# USWORTH COLLIERY PRIMARY SCHOOL

*Enjoy achieving together ... by being the best that we can be.*



## School Improvement Plan 2019/2020

The school was inspected in September 2017 and graded 'requires improvement' overall.

The following areas for development were given:

**Priority 1 (P1): Improve the effectiveness of leadership and management by:**

- a. Securing consistency in the quality of teaching and learning, particularly with regards to reading and writing.
- b. Refining assessment and tracking systems so that they capture the rate and extent of pupils' progress across subjects accurately
- c. Supporting and challenging all subject leaders to evaluate and report precisely upon the progress of all groups of pupils within their area of responsibility.
- d. Further reducing differences for disadvantaged pupils, across key stages within reading and writing.

**Priority 2 (P2): Secure better consistency in the quality of teaching and learning across key stages, including Early Years, by:**

- a. Ensuring that adults read frequently with pupils, matching books to pupils' needs and interests, appropriately.
- b. Sharpening teachers' skills in matching reading and writing tasks to pupils' needs, closely.
- c. Holding staff fully accountable for maximising teaching and learning time, by responding to pupils' needs in a more timely manner.
- d. Providing the most able, including the most able disadvantaged and the most able pupils who have special educational needs and/or disabilities, with sufficient challenge in reading, writing and mathematics.

Over the past two years, school have addressed all areas and significant progress has been made (evidenced through post-Ofsted action plan reviews 2017/2018 and 2018/2019, Local Authority Reviews, Consultant reports, Governor monitoring and data analysis). Whilst school continue to develop these areas, we have additional priorities which are highlighted in this plan.

Key milestones are set for each priority:

**TEACHING, LEARNING & ASSESSMENT**, **ACHIEVEMENT & PROGRESS**, **CURRICULUM DEVELOPMENT** and **BEHAVIOUR FOR LEARNING**.

Priorities are linked directly to each Ofsted framework judgement, the 2017 Ofsted actions and Usworth Colliery's ethos.

# School Improvement Plan 2019/2020

## Key milestones

TEACHING, LEARNING & ASSESSMENT, ACHIEVEMENT & PROGRESS, CURRICULUM DEVELOPMENT and BEHAVIOUR FOR LEARNING.

Milestones (M)		2019 – 2020		
<b>M1</b>	100% of teaching across time is good (evidenced through a range of monitoring both internal and external).	Autumn 2	Spring 2	Summer 2
<b>M2</b>	Staff responsible for their own CPD as teachers/leaders and impact upon practice evidenced through monitoring.	Autumn 2	Spring 2	Summer 2
<b>M3</b>	Key priorities for improvement in teaching and learning embedded (modelling, vocabulary development & reading) and impact clear through monitoring.	Summer 2		
<b>M4</b>	Increase in pupils achieving age related expectations in reading, writing and maths (including underachievers and pupil premium pupils)	Autumn 2	Spring 2	Summer 2
<b>M5</b>	Monitoring and data analysis show that the overwhelming majority of pupils (including pupil premium pupils, SEN and higher attainers) are making at least expected progress from their previous key stage.	Autumn 2	Spring 2	Summer 2
<b>M6</b>	Gaps in data between groups of pupils (higher attaining, boys/girls, pupil premium/non-pupil premium, SEN/Non-SEN) have narrowed.	Summer 2		
<b>M7</b>	The curriculum at Usworth Colliery has clear intent to meet the needs of the pupils, it is implemented consistently, and the impact of teaching is evident through monitoring.	Summer 2		
<b>M8</b>	The whole school curriculum is progressive, challenging, engaging and motivating developing appropriate skills, knowledge and understanding across a range of subjects.	Summer 2		
<b>M9</b>	Subject leaders effectively monitor and report upon their subject's implementation and impact, supporting teachers appropriately in effective planning, teaching and learning.	Autumn 1	Spring 1	Summer 2
<b>M10</b>	Pupils are developing skills to manage emotional resilience and mental health to support their ability to learn effectively and manage life.	Autumn 2	Spring 2	Summer 2
<b>M11</b>	Pupils are aware of strategies they can use to support their ability to learn most effectively.	Autumn 2	Spring 2	Summer 2
<b>M12</b>	Attendance increased for all groups and a reduction of persistent absence.	Summer 2		
<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>• Termly data analysis identifies gaps and actions planned.</li> <li>• Reports from Together for Children School Improvement Team and North Tyneside School Improvement Officer/advisors.</li> <li>• Whole school monitoring timetable, including lesson observations, learning walks, book scrutinies, planning scrutinies and pupil voice.</li> <li>• Subject leader supervision meetings.</li> <li>• Scrutiny of monitoring records by SMT, subject leaders, governors and RAG.</li> </ul>			
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>• Governing Body, link governors and governors standards committee (evidence of challenge against action plan in meetings).</li> <li>• Full Ofsted inspection 2019/2020</li> </ul>			

**Evidenced and shows impact**

**In progress**

**Not impacted**

## Teaching, learning and Assessment

To ensure teaching, learning and assessment across school effectively meets the needs of all pupils.

Current Ofsted framework links: **Quality of Education, EYFS & Leadership and Management**

Links to school ethos: **inclusive, develop confident; caring and independent learners; have high expectations and aspirations for all; prepare pupils for modern life and the next stage of their learning.**

Milestone Ofsted 2017 link	Aim/Action	Lead person & Governor Link	Timescale	Success Criteria	Comments
<b>M1</b>  <b>P2b</b> <b>P2c</b>	<b>Expectations of effective teaching and learning embedded across school.</b>	<b>HT</b>	Autumn 1	Subject leaders set expectations for planning, teaching, learning and assessment in all subjects, including the learning challenge curriculum.	
		<b>DHT/AHT</b>  <b>Subject leaders</b>	Autumn 2 Spring 2 Summer 2	Subject leaders inform staff through regular CPD of new initiatives, expectations or opportunities arising from training and/or monitoring.	
			Autumn 1	Curriculum content and coverage reviewed and shared for all subjects, including progression documents.	
			Autumn 1	Timetables streamlined for all classes ensuring appropriate time for coverage of all subjects.	
<b>M1</b> <b>M2</b>  <b>P1a</b> <b>P2b</b> <b>P2c</b>	<b>Teaching across time is at least good for all teaching staff.</b>	<b>HT</b>	Autumn 1	Rigorous monitoring timetable in place linked to school priorities.	
		<b>DHT/AHT</b>	Autumn 2 Spring 2 Summer 2	Effectiveness of teaching, including how it meets the needs of all groups of pupils, monitored by subject leaders/SLT at least termly. Actions from previous monitoring acted upon and impact noted.	
			Autumn 2 Spring 2 Summer 2	General evidence of monitoring and good practice regularly shared with all staff through school CPD.	
			Autumn 2 Spring 2 Summer 2	SLT and subject leaders provide tailored support and challenge to staff on an individual basis, linked to monitoring, CPD and appraisal. Action points are reviewed regularly and progress noted.	
			Autumn 1 Spring 2 Summer 2	Staff complete teaching and learning grids over time to show evidence of how monitoring and CPD has had an impact upon their teaching (linked directly to appraisal targets).	
<b>M2</b>  <b>P1a</b>	<b>Staff able to self-evaluate/peer assess effectiveness of teaching and learning and share good practice.</b>	<b>HT</b>	Autumn 1 Spring 1 Summer 1	All teachers work in small groups from across different key stages using Iris Connect (recording equipment) and record observations with a specific teaching and learning focus, sharing findings with whole staff and plan next steps.	
		<b>DHT</b>	Autumn 2 Spring 2 Summer 2	Iris Connect used to support individual staff development (where appropriate), as well as whole school teaching and learning initiatives.	
			Autumn 2 Spring 2 Summer 2	Year group teacher partnerships formed with cluster schools (Wessington Primary and Barmston Village Primary). Work together developing a specific teaching and learning focus for their year group and share ideas. Regular feedback sessions to SLT.	
			Autumn 2 Spring 2 Summer 2	Good practice regularly shared and relevant CPD through briefings and staff meetings.	
			Autumn 2 Spring 2 Summer 2	All teachers share thoughts from observed lessons with SLT/subject leaders where appropriate. Feedback discussions are collaborative process to identify strengths and 'better ifs'. Feedback used to establish appropriate CPD where possible and links to appraisal targets as evidence.	
<b>M1</b> <b>M3</b>  <b>P1a</b>	<b>Staff effectively use modelling to ensure challenge and support for all pupils.</b>	<b>DHT</b>	Autumn 1	Staff meeting on effective modelling for different contexts to support/challenge all learners.	
			Autumn 2 Spring 2 Summer 2	Support staff through CPD (individual where appropriate and whole school) ensure pupils are adequately individual challenged and supported through modelling allowing independence but carefully guiding the learning.	
			Spring 2	A bank of examples of effective modelling videos built up using Iris Connect to share good practice. Specific videos for range of different learners.	
			Autumn 2 Spring 2 Summer 2	Effective use of modelling for all pupils forms the focus for observations/learning walks for SLT/subject leaders. Feedback provided and actions where necessary followed up.	

<b>M1</b> <b>P1b</b>	<b>All assessment procedures reviewed (formative and summative) and changes implemented to support individualised learning,</b>	<b>DHT/AHT</b>	Autumn 1	Review current summative assessments for core subjects (e.g. reading, spelling, maths, etc.) and refine implementation if necessary. Summative assessments successfully show progress and prepare pupils for end of key stage assessments.
			Autumn 2	Staff CPD on adaptive teaching to provide individualised learning, including flexible groupings and independence.
			Spring 2 Summer 2	Evidence from monitoring shows teachers adopt elements of adaptive teaching and it has an impact upon classroom learning. Good practice shared.
			Autumn 2 Spring 2 Summer 2	Due to accurate, consistent formative assessment in lessons, teachers address pupils' misconceptions swiftly and adapt lessons accordingly for all pupils.
			Autumn 1	Review marking policy to streamline and focus on self/peer assessment.
			Summer 2	Monitoring shows revised policy has been implemented and consistent across school.
<b>M1</b> <b>M3</b> <b>P1a</b>	<b>Vocabulary acquisition/ development evident in lessons with pupils using accurate vocabulary appropriately.</b>	<b>DHT/AHT</b>  <b>Subject leaders</b>	Autumn 1	Revisit staff CPD on vocabulary development and link to understanding of the curriculum, including strategies to ensure effective retention.
			Autumn 1 Spring 1 Summer 1	Key vocabulary for all subject areas appropriate to each year group identified within planning and shared with pupils/parents on school website.
			Autumn 2 Spring 2 Summer 2	A clear link between learning new vocabulary and appropriate spelling (links to patterns/known spelling strategies), which is evident in books.
			Autumn 2 Spring 2 Summer 2	Vocabulary surrounding class books/subject specific words are pre-taught. Pupils are building up a range of words to use in their own writing/conversations from what they have read. Evidence clear within work.
			Autumn 2 Spring 2 Summer 2	Displays in classrooms and around school share key vocabulary and some are interactive to support effective acquisition.
			Autumn 1 Spring 1 Summer 1	Monitoring shows that guided reading sessions have a strong focus on vocabulary development.
<b>M1</b> <b>M3</b>  <b>P1a</b> <b>P2a</b>	<b>Reading is at the core of all learning.</b>	<b>Reading Leader</b>  <b>Subject leaders</b>	Summer 2	Impact of vocabulary development evident within writing in all books.
			Autumn 1	Current practice of home reading and logging of reading in school/home maintained through appropriate timetabling of staff.
			Autumn 2 Spring 2 Summer 2	Opportunities to read in all subjects are identified whilst planning and links are made to high-quality appropriate texts.
			Autumn 2 Spring 2 Summer 2	Monitoring shows that pupils are given opportunities to use the reading skills that they have learnt in English/reading sessions across the curriculum.
			Autumn 1	Review guided reading sessions in EYFS/KS1 and alter accordingly to ensure best practice for the needs of the pupils.
			Autumn 1 Spring 1 Summer 1	Maintain literacy rich environment within school, including appropriate reading areas, reading displays and promotion of high-quality texts with the whole school community.
			Spring 1	Work with Puffin World of Books (training and free books) to support reading for pleasure across school (bid accepted and now a partner school from 09/19 to 05/20).
			Spring 1 Summer 2	Develop literacy rich environment outdoors through externally mounted signs and displays.
Autumn 1 Spring 1 Summer 1	Continue to engage parents in reading through family reading mornings, workshops, sharing new texts and book sales.			

## Achievement and Progress

To ensure the overwhelming majority of pupils make at least expected progress from their previous key stage and continue to increase the percentage of pupils achieving age related expectations.

Current Ofsted framework links: **Quality of Education, EYFS & Leadership and Management**

Links to school ethos: **inclusive; develop confident, caring and Independent learners; have high expectations and aspirations for all.**

Milestone Ofsted 2017 link	Aim/Action	Lead person Governor Link	Timescale	Success Criteria	Comments
<b>M4</b> <b>M5</b>  <b>P2d</b>	<b>Termly pupil progress meetings focus on underachievers and staff are supported, challenged and monitored to ensure effective progress over time in reading, writing and maths, as well as achievement.</b>	<b>HT</b> <b>DHT</b>	Autumn 1	Clear pupil progress meeting format and paperwork in place and understood by all teachers.	
			Autumn 2 Spring 2 Summer 2	Termly individual staff pupil progress meetings have a clear focus on achievements and barriers affecting learning for underachieving pupils. Staff explain how to address issues, including interventions and actions in class. Progress and impact of actions since last meeting logged.	
			Summer 19	Restructure of non-teaching staff to ensure sufficient support for completion of interventions and support within lessons.	
			Summer 19	Review of effective interventions and where necessary train teaching assistants to deliver.	
			Autumn 2 Spring 2 Summer 2	SMT monitor intervention logs, specifically entry/exit data, alongside work in books to monitor the impact of intervention upon small steps of progress.	
			Autumn 2 Spring 2 Summer 2	End of term data shows an increase of pupils making at least good progress from their previous key stage, then where progress is stalling actions in place to support future progress.	
			Autumn 2 Spring 2 Summer 2	End of term data shows an increase in age-related expectations in reading, writing and maths.	
<b>M5</b>  <b>P2b</b> <b>P2d</b>	<b>Level of challenge for higher attaining pupils ensures that they make consistently good progress from their individual starting points.</b>	<b>HT</b> <b>DHT/AHT</b>	Summer 19	SLT review of current provision/support for higher ability pupils throughout school in all subjects, including pre/post assessments of units of work.	
			Autumn 1	Staff training on challenging higher ability pupils and adaptive teaching in general and for specific subjects.	
			Autumn 2	Subject leaders and teachers collaborate to devise non-negotiable teaching and learning standards for higher attaining pupils in all subjects, alongside a suggestion bank for planning/delivery.	
			Autumn 2 Spring 2 Summer 2	All monitoring throughout the year has focus on challenge for higher attaining pupils within lessons (including evidence in books)	
			Autumn 1 Spring 1 Summer 1	Specific opportunities for high attaining pupils in all year groups to access intervention throughout the year where appropriate.	
			Autumn 2 Spring 2 Summer 2	End of term data shows an increase of higher ability pupils making at least good progress from their previous key stage, then where progress is stalling actions in place to support future progress.	
			Summer 2	Increase in pupils achieving exceeding at the end of EYFS.	
<b>M4</b> <b>M5</b> <b>M6</b>  <b>P2b</b> <b>P2d</b>	<b>Gap between boys and girls writing/reading is narrowed in 'boy heavy' cohorts of Y2/4/5.</b>	<b>HT</b> <b>DHT/AHT</b> <b>English Leader</b>	Summer 19	English and reading leaders have reviewed books/videos used in English curriculum and guided reading with a focus on boys' engagement.	
			Summer 19	Staff have reviewed reading material in classrooms/libraries to ensure appropriate engagement of boys (particularly in Y2/4/5) and renew books where necessary.	
			Autumn 1	Staff meeting on supporting boys in writing and reading effectively.	
			Autumn 2 Spring 2 Summer 2	Medium and short term planning details effective strategies for raising attainment in English with boys (ICT, visual texts, active learning, purpose and audience for writing, speaking/listening activities to support writing and specific quality intervention).	
			Spring 2 Summer 2	Monitoring shows evidence of strategies are embedded and having a positive impact upon outcomes.	
			Autumn 2 Summer 2	Interactive displays in key areas to encourage reading have a boy heavy focus, including challenging but engaging books to read.	
			Autumn 2 Spring 2 Summer 2	Visits and visitors planned and delivered in Y2/4/5 linked specifically to writing for a purpose and audience in all subject areas. Vocabulary specifically generated from experiences.	
			Spring 2 Summer 2	A series of events planned and delivered in school to promote reading/writing for pleasure, including author visits from boy-friendly authors/illustrators, competitions, etc.	

			Autumn 2 Spring 2 Summer 2	Y2/4/5 pupil progress meetings have a clear focus on achievements and barriers affecting learning for boys within English. Staff state what they are doing to address issues, including interventions and actions in class. Progress and impact of actions since last meeting logged.
			Summer 2	Boy/girl gap within writing and reading in year groups where there are significantly more boys (Y2/4/6) has decreased at the end of the year.
<b>M4 M5 M6</b>  <b>P1d P2b P2d</b>	<b>Attainment gap between pupil premium/non-pupil premium pupils continues to narrow.</b>	<b>HT</b>	Summer 19	Restructure of non-teaching staff to ensure sufficient support in school for completion of interventions for disadvantaged pupils and support within lessons.
			Autumn 1 Spring 1 Summer 1	Updated inclusion register to monitor barriers to learning shared with all relevant staff and adapt practice as necessary.
			Autumn 2 Spring 2 Summer 2	All staff know disadvantaged pupils within lessons taught and identify needs, barriers and actions to support each lesson (evident through monitoring).
			Autumn 2 Spring 2 Summer 2	Pupil progress meetings have a clear focus on achievements and barriers affecting learning for individual disadvantaged pupils. Staff state what they are doing to address issues, including interventions and actions in class. Progress and impact of actions since last meeting logged.
			Autumn 1 Spring 1 Summer 1	All monitoring throughout the year has focus on support and challenge for disadvantaged pupils within lessons (including evidence in books).
			Autumn 1 Spring 1 Summer 1	TAs complete at least one planned intervention (mainly disadvantaged pupils below expected standards) each half-term linked to outcomes from the previous pupil progress meeting. Impact noted on recording form. All immediate intervention logged in pupils' books.
			Autumn 2 Spring 2 Summer 2	Peer tutoring with Y6 NPP pupils working with below expected PP pupils in Y3, 4 & 5 after school sessions once a week for blocks of 6 weeks. Focus on developing basic skills appropriate to needs, e.g. spelling, reading, handwriting, etc.
			Autumn 2 Spring 2 Summer 2	SLT monitor TA intervention files & pupil books regarding impact of teaching upon progress/attainment. All underachieving or more able disadvantaged pupils access intervention throughout the year (both immediate and planned).
			Autumn 2 Spring 2 Summer 2	HT analyses disadvantaged pupils' data on a termly basis looking at trends and patterns, as well as potential barriers. Evaluate effectiveness of spending and support/ challenge teachers to ensure effective progress for the next term through action planning.
<b>M4</b>  <b>P1d P2b P2d</b>	<b>Provision for communication skills in EYFS is effective and recognised through the ICAN accreditation.</b>	<b>AHT</b>	Summer 19	Review of communication and language provision within EYFS completed by external auditor/accreditor.
			Autumn 1	Development plan devised based upon the recommendations from the external auditor, actions distributed and shared with staff within setting.
			Autumn 2 Spring 2 Summer 2	Termly review of action plan linked to data capture and altered accordingly.
			Summer 2	Clear evidence of good or better progress for all pupils based upon their starting points.
<b>M4 M5 M6</b>  <b>P1d P2b P2d</b>	<b>SEN pupils are challenged appropriately in lessons to promote strong progress over time.</b>	<b>SENDCO</b>	Summer 2	Increase in pupils achieving expected and greater depth standard in communication and language strand.
			Autumn 1	Staff training on effective support for SEN within mainstream classrooms, including those from ASD Base. Focus on implementing awareness of needs, SEN support plans and providing appropriate challenge.
			Autumn 1	Specific staff refresher training on teaching pupils with ASD.
			Autumn 1	Through training, all staff aware of new SEN ranges within Together for Children, how that impacts/supports their practice in the classroom and longer term future of pupils with SEN.
			Autumn 2 Summer 2	Regular sharing of good practice in teaching SEN and relevant CPD through briefings and staff meetings.
			Spring 2 Summer 2	Monitoring shows strategies embedded and having a positive impact upon outcomes within mainstream.
			Autumn 2 Spring 2 Summer 2	SLT and SENDCO provide tailored support and challenge to staff on an individual basis, linked to monitoring, for the provision of SEN pupils. Action points are reviewed regularly and progress noted.
			Autumn 2 Spring 2 Summer 2	End of term shows an increase of pupils making at least good progress from their previous key stage, then where progress is stalling actions in place to support future progress through support plans.
		Summer 2	End of term data shows an increase in SEN pupils achieving age-related expectations in reading, writing and maths.	



## Curriculum development

To ensure that the whole school curriculum is engaging, motivating, relevant, challenging and meets the needs of our pupils.

Current Ofsted framework links: **Quality of Education, Personal Development, EYFS & Leadership and Management**

Links to school ethos: **inclusive; develop confident, caring and Independent learners; have high expectations and aspirations for all; prepare children for modern life and the next stage of their learning.**

Milestone Ofsted 2017 link	Aim/Action	Lead person Governor Link	Timescale	Success Criteria	Comments
<b>M7</b>	<b>National curriculum coverage of knowledge, skills and understanding is progressive across school.</b>	<b>AHT/DHT</b>	Summer 19	SLT review current whole school curriculum mapped alongside the national curriculum coverage.	
			Summer 19	Key skills, knowledge and understanding document revised ensuring learning is progressive across school and shared with staff.	
			Summer 19	Key skills, knowledge and understanding are mapped to specific topics (learning challenges) in each year group to produce a long-term curriculum plan. Shared with staff.	
			Autumn 1	Progressive list of core vocabulary for each topic developed by subject leaders and shared with staff.	
			Autumn 2 Spring 2 Summer 2	SLT and subject leaders monitor coverage of skills, knowledge and understanding through monitoring (books and planning).	
<b>M7</b>	<b>Whole school curriculum has clear intent, consistent implementation and impact of learning is evident.</b>	<b>AHT</b>	Summer 19	SLT review current practice of learning challenge approach, including WOW moments, visits/visitors, final outcomes, etc. through planning/work scrutiny. A statement of intent and implementation created and shared with all staff and parents.	
			Autumn 1	All staff clear on the intent of the whole school curriculum.	
			Summer 19 Autumn 2 Spring 2	All year groups have extra planning time with the support of SLT to effectively plan learning challenge curriculum.	
			Autumn 2 Spring 2 Summer 2	Effectiveness of curriculum implementation monitored by subject leaders/SLT at least termly (reviewing planning, books and, where appropriate, lessons). Feedback provided. Actions from monitoring acted upon and impact noted.	
			Summer 19	SLT review methods of recording learning beyond books for foundation subjects and implement.	
			Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Year group showcase of learning challenge final outcomes at the end of each half-term for a wide variety of audiences, e.g. parents, other classes, HT, governors, community, etc. Positive feedback gathered from pupils and attendees at learning challenge outcome showings. Feedback acknowledged when planning next learning challenge.	
<b>M7 M8 P1a</b>	<b>Pupils experience a range of engaging, immersive, cultural and creative learning opportunities linked directly to the curriculum (supported by Sunderland Culture).</b>	<b>AHT/DHT</b>	Summer 19 Autumn 1	Staff training led by Sunderland Culture on local or national creative/cultural opportunities to support curriculum delivery	
			Summer 19 Autumn 2 Spring 2	Sunderland Culture support staff in planning sessions for cultural and creative opportunities linked to the learning challenge curriculum.	
			Autumn 1	Staff plan basis of WOW moments, visits/visitors and planned outcomes in advance for the year ahead.	
			Autumn 1 Spring 1 Summer 1	Pupils have the opportunity to be involved in planning through asking questions they would like answered based upon previous learning.	
			Autumn 2 Spring 2 Summer 2	Subject leaders and teachers create an ongoing suggestion bank of activities to promote independence and higher order thinking skills through learning challenge work.	
			Autumn 2 Spring 2 Summer 2	Good practice of learning challenge curriculum shared with staff regularly through briefings and staff meetings.	
			Summer 2	A range of recording techniques used to evidence learning (including writing in books, videos, visual representations, etc.) which enhances the experiences as well as develop basic skills.	
			Autumn 1 Spring 1 Summer 1	Planning shared with parents via the school website. WOW moments, visits/visitors and final outcomes shared via social media where appropriate.	
			Summer 2	Cultural ambassadors/staff and Sunderland Culture create a culture passport as part of the Uncover project based upon work developed throughout the year.	
			Summer 2	Review of 2019/2020 curriculum by staff, pupils and parents. Feedback used to adjust curriculum for next academic year.	

<b>M9</b> <b>P1c</b>	<b>All subject leaders are able to report on intention, implementation and impact of their subject throughout school, including EYFS.</b>	<b>DHT/AHT</b>	Autumn 1	Subject leaders review their subject using a series of consistent questions to ensure full review (based upon intent, implementation and impact).
			Autumn 1	Expectations set for all subject leaders (timeline of deadlines), including subject leader file, action planning, monitoring, data analysis, etc.
			Autumn 1	Subject leaders use whole school curriculum ethos as a basis for their action plans and monitoring.
			Autumn 1	Subject leaders input into school development plan and use this as a basis to form subject action plans alongside their previous monitoring.
			Autumn 1	Subject leaders and staff clear about expectations of how to monitor the impact of learning within the curriculum (subject specific).
			Summer 2	All subject leaders clear how their subject fits within the wider curriculum and links with other subjects.
			Autumn 2 Spring 2 Summer 1	Subject leaders monitor teaching and learning within their subject, feedback to staff providing CPD (individual support/whole school staff meetings) or action planning where appropriate.
			Summer 19 Summer 2	All foundation subject leaders analyse whole school data from teacher assessment for their subject annually following an agreed format and finding patterns/trends with groups, e.g. disadvantaged, SEN, HAP, etc. Progress reviewed since previous year.
			Autumn 1	All subject leaders use analysis of data annually (as well as monitoring information) to share findings with AHT/whole staff and create an action plan for the year.
			Autumn 2 Spring 2 Summer 2	English, maths and reading leaders to analyse whole school data termly from teacher assessments finding patterns and trends with groups creating an appropriate action plan. Progress reviewed since previous analysis, findings shared with staff to strengthen practice and alter action plan.
			Autumn 1 Spring 1 Summer 2	All subject leaders meet with AHT (Curriculum Lead) to discuss progress within subject and actions for future. AHT providing support and challenge. Minutes shared with SLT.
			Spring 1	Subject leaders report to governors via HT report on their subject, including strengths, weaknesses, actions and impact (including data analysis and impact of CPD).
			Spring 1 Summer 2	Core subject leaders present at full governing body meeting once a year, including strengths, weaknesses, actions and impact (including impact of CPD).
<b>M7</b> <b>M8</b> <b>P1a</b>	<b>Homework policy reviewed in light of curriculum developments.</b>	<b>DHT/AHT</b>	Summer 19	SLT/governors review homework policy with staff, parents and pupils (in line with curriculum changes).
			Autumn 1	Parents and pupils informed of policy change. Homework uploaded on school website.
			Autumn 2 Spring 2 Summer 2	SLT monitor homework implementation and provide feedback to staff where necessary. Feedback actioned and improvements noted.
			Summer 2	End of year review of homework by staff, pupils and parents.
<b>M7</b> <b>P1a</b>	<b>Parents supported to understand the content of the curriculum and how it is taught.</b>	<b>DHT/AHT</b>  <b>Subject leaders</b>	Autumn 1 Spring 1 Summer 1	All medium and long-term plans uploaded on the website throughout the year. Parents signposted to website.
			Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1	Half-termly family workshops based on key aspects of teaching and learning, e.g. reading, writing, maths, history, geography, etc. Parents given an insight into teaching and learning taking place initially and then access activities with pupils to extend understanding.
			Spring 2 Summer 1	Parents able to access a series of videos published on the school website, which explain key mathematical concepts/calculations and SPAG created by subject leaders, digital leaders and higher attaining pupils.
<b>M8</b>	<b>Prepare to implement new Relationships Sex Education policy.</b>	<b>DHT</b> <b>PSHCE Leader</b>	Autumn 1	PSHCE leader reviews government documentation on RSE and review school policy/practice as a result, including looking at available resources to support implementation.
			Autumn 2	PSHCE leader completes 'Train the trainer' course to maintain school status as a Stonewall school. As a result review current practice.
			Spring 2	Staff training on RSE policy and PSHCE curriculum expectations.
			Spring 2	Parents informed of changes to curriculum and policy.
			Summer 1	Staff plan and implement revised PSHCE curriculum (including RSE). Review progress with PSHCE lead.
			Summer 2	New PSHCE/RSE policy implemented across school.



## Behaviour for learning

To continue to support pupils to ensure they have the best possible opportunities to be successful learners.

Current Ofsted framework links: **Personal Development, Behaviour, EYFS & Leadership and Management**

Links to school ethos: **inclusive, provide a safe, happy, healthy environment; prepare children for modern life and the next stage of their learning.**

Milestone Ofsted 2017 link	Aim/Action	Lead person & Governor Link	Timescale	Success Criteria	Comments
<b>M10</b>	<b>A whole school community understanding and awareness of strategies to develop personal emotional resilience/intelligence.</b>	<b>HT/DHT</b>	Autumn 1	SLT review 'Friend's Resilience' programme completed last academic year and plan implementation across school.	
			Autumn 1	Staff training revisiting friend resilience programme.	
			Autumn 1 Spring 1 Summer 1	Staff plan and implement friends programme both in class and key elements throughout school life, e.g. mindfulness, being thankful/grateful, etc.	
			Autumn 2 Spring 2 Summer 2	Monitoring shows that key elements of the 'friends' programme are being embedded within lessons and around school.	
			Autumn 2 Spring 2 Summer 2	Whole school assemblies throughout the year based upon healthy minds providing strategies for emotional resilience.	
			Spring 2	Provide a space within school for pupils to access mindfulness activities during unstructured times of the school day.	
			Autumn 2	Key staff identified as mental health champions completing CPD to support development within school.	
			Spring 1	Complete staff mental health well-being survey. Analyse feedback and create action plan.	
			Autumn 1 Spring 1 Summer 1	Key staff provide support to parents to access external mental health services for pupils and themselves where appropriate.	
			Summer 2	Achieve Sunderland Mental Health Charter bronze level.	
Autumn 2	FLO investigate possibility of hosting/leading parental courses with school counsellor and external services (e.g. MIND) on mental health				
<b>M10 M11</b>	<b>A clear ethos on behaviours and attitudes for learning, including development of independence and aspects of growth mind set.</b>	<b>HT/DHT</b>	Autumn 1	Share school ethos on behaviour for learning with pupils, staff and parents to ensure all understand procedures and reinvigorate practice.	
			Autumn 2 Spring 2 Summer 2	Monitoring of home school diaries show staff are logging 'attitudes to learning' and sharing attitudes with parents/carers.	
			Autumn 1 Spring 1 Summer 1	Inclusion register updated and shared as appropriately with staff to ensure full understanding of pupils they work with across school.	
			Autumn 1	Staff training on growth mindset and what it should look like in the classroom.	
			Autumn 1	Staff working party collaborate to produce a document to which shows what growth mind set looks like within Usworth Colliery. Shared with staff, pupils and parent.	
			Autumn 2 Spring 2 Summer 2	Monitoring shows that pupils and staff are using the language of growth mindset within lessons and around school.	
			Autumn 2 Spring 2 Summer 2	Weekly key stage assemblies linked to growth mindset/attitudes to learning, which are reiterated in classes throughout the week.	
<b>M10 M11</b>	<b>Through support of Sunderland Culture and cultural/arts programs, pupils are developing life skills, including resilience,</b>	<b>HT</b>	Autumn 1 Spring 1 Summer 1	Key staff continue to implement the 'Uncover' program with Sunderland Culture producers, using pupil/staff baseline feedback as a starting point for planning work and maintaining the core outcomes to improve confidence and resilience through access to high quality cultural/creative experiences.	
			Autumn 1	Staff/pupil cultural ambassadors plan the yearly overview of events with Sunderland Culture producers based upon the feedback.	
			Summer 2	All pupils throughout school have had access to at least one cultural/arts experience (visit or visitor) throughout the academic year.	
			Autumn 2 Spring 2 Summer 2	Pupil evaluations from experiences positive and show improvements in self-assessments regarding own confidence and resilience.	
			Spring 2	School achieved Artsmark award through support of Sunderland Culture.	
Summer 2	Cultural ambassadors achieve Arts Award through support from Sunderland Culture.				

<b>M10 M11</b>	<b>Thrive provision and ethos support vulnerable pupils to succeed with learning.</b>	<b>HT Thrive/ behaviour leader</b>	Summer 19	Review positive behaviour policy based on the Thrive approach led by Thrive teacher and SLT.
			Autumn 2 Spring 2 Summer 2	Continue to embed principles of Thrive approach throughout school which enables staff to identify why a child is displaying specific behaviour and provide focused interventions to support re-engagement. Evidence of effective practice supporting specific pupils to achieve through monitoring.
			Autumn 2 Spring 2	Staff training on supporting pupils with behaviour difficulties and regular updates in briefings.
			Autumn 2 Spring 2 Summer 2	Thrive/Behaviour leader works closely with pastoral team, including SENDCO and CP Deputies to ensure most vulnerable pupils are supported appropriately.
			Autumn 1 Spring 1 Summer 1	Thrive/Behaviour leader uses CPOMs logs to analyse behaviour issues daily. Regular communication with class teachers ensures they are supported to improve behaviour within their classroom for individual pupils. Strategies in place and effectiveness monitored.
			Autumn 2 Spring 2 Summer 2	Thrive/Behaviour leader works closely with SENDCO to ensure the best support and possible alternative provision is provided for identified pupils with SEMH difficulties.
			Autumn 2 Spring 2 Summer 2	Thrive plans and provides appropriate academic curriculum coverage, as well as personal/social education, for individual needs of pupils within provision.
			Autumn 2 Spring 2 Summer 2	Individual pupils' academic and thrive assessments show significant progress as a result of the provision
<b>M10</b>	<b>Outdoor/physical learning opportunities extended for all pupils.</b>	<b>HT PE Leader</b>	Autumn 1	Forest School planned and linked directly to curriculum with all year groups completing timetabled sessions for at least six weeks.
			Autumn 1	SLT & staff review external provision at play and lunchtimes through pupil voice. Plan for developments to ensure all pupils have access to a range of planned activities/resources during recreational times during the school day.
			Autumn 2	Upper KS2 pupils trained to lead/manage outdoor provision at unstructured times. Line managed by PE Leader.
			Autumn 1	Review and refine the outdoor physical activity slot at the end of lunchtime.
			Autumn 1	PE leader introduces physical activity 'brain breaks' between lessons across school, where appropriate.
			Autumn 2	Through curriculum planning, staff in all year groups ensure visits form a key part to their delivery.
			Autumn 1 Spring 2	Create outdoor learning space for Year 1 pupils considering access from building. Renovate key stage one quad space to provide an accessible space for all KS1 pupils.
<b>M12</b>	<b>Continue to increase attendance and reduce persistent absence for all groups across school.</b>	<b>HT FLO</b>	Autumn 2 Spring 2 Summer 2	Family Liaison Officer continues to monitor all individual attendance on a daily/weekly basis following policy and school procedure as necessary.
			Summer 19 Autumn 1	Introduce new attendance initiatives/competitions to engage all pupils in class/individual attendance.
			Autumn 2 Spring 2 Summer 2	FLO/SLT offer internal support and signposting to external support for parents to improve attendance by. All support logged on CPOMS.
			Autumn 2 Spring 2 Summer 2	FLO reports to HT and governors via written report on current attendance levels for all groups, actions taken and impact of actions.
			Spring 2 Summer 2	FLO creates a series of case studies for individual pupils to evidence impact of school actions upon improved attendance.
			Summer 2	Attendance increased to 95.8%+ and reduced persistent absenteeism.