

USWORTH COLLIERY PRIMARY SCHOOL

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

School Improvement Plan 2021-2022



Note: This is a revision of the school improvement plan 2019-2021 with additional objectives added.

Priorities are linked directly to each Ofsted framework judgement, 2020 Ofsted actions, internal data/monitoring and Usworth Colliery's ethos.

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

Milestones (M)		Timescale
M1	100% of teaching across time is good (evidenced through a range of monitoring).	Summer 2
M2	Key priorities for improvement in teaching and learning embedded (adaptive teaching, effective feedback & reading) and impact clear through monitoring.	Spring 2 Summer 2
M3	Pupils are able to articulate what they are learning, why they are learning it and how it builds upon their previous learning across all subjects.	Autumn 2 Spring 2 Summer 2
M4	Increase in pupils achieving age related expectations in reading, writing and maths (including underachievers and pupil premium pupils) across school from the baseline at end of summer 2021.	Summer 2
M5	Monitoring and data analysis show that the vast majority of pupils (including pupil premium pupils, SEN and higher attainers) are making at least expected progress from their previous key stage.	Summer 2
M6	Gaps in data between groups of pupils (higher attaining, boys/girls, pupil premium/non-pupil premium, SEN/Non-SEN) are narrowing from baseline at the end of summer 2021.	Summer 2
M7	The curriculum has clear intent to meet the needs of the pupils, it is implemented consistently, and the impact of teaching is evident through monitoring.	Spring 2 Summer 2
M8	Curriculum for all subjects is progressive, challenging, engaging and motivating deepening appropriate skills, knowledge and understanding.	Summer 2
M9	The new EYFS is integrated in subject skills, knowledge and understanding documentation showing clear progression across school for all subjects.	Summer 2
M10	Planned curriculum is designed to allow pupils to remember more and apply previous learning.	Autumn 2 Spring 2 Summer 2
M11	Subject leaders effectively monitor and report upon their subject's implementation and impact, supporting teachers appropriately in effective planning, teaching and learning.	Spring 2 Summer 2
M12	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
M13	Pupils are aware of strategies they can use to support their ability to learn most effectively.	Autumn 2 Spring 2 Summer 2
M14	Attendance increased for all groups and a reduction of persistent absence.	Summer 2
Evaluation methods	<ul style="list-style-type: none"> • Termly data analysis identifies gaps and actions planned. • Reports from North Tyneside School Improvement Officer/advisors. • Whole school monitoring timetable, including lesson visits, learning walks, book scrutinies, planning scrutinies and pupil voice. • Subject leader supervision meetings. • Scrutiny of monitoring records by SMT, subject leaders, governors and RAG. 	
Quality Assurance	<ul style="list-style-type: none"> • Governing Body, link governors and governors standards committee (evidence of challenge against action plan in meetings). 	

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 – to create learns who are: **good communicators, gaining experiences, engaged, curious, independent, proud of themselves, their work and community, challenged, collaborative, competent in basic skills and building knowledge.**

Milestone Ofsted actions	Aim/Action	Lead person & Governor Link	Timescale	Success Criteria	Comments
M1	1. Expectations of effective teaching and learning embedded across school.	DHT/AHT Subject leaders	Autumn 1	Subject leaders set expectations for planning, teaching, learning and assessment in all subjects, including the learning challenge curriculum.	Staff meetings Staff training Monitoring
			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.	
			Summer 2	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.	
M1 M2	2. Teaching across time is at least good for all teaching staff.	HT DHT	Autumn 1	Rigorous monitoring timetable in place linked to school priorities following the principles of 'deep dives'.	
			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 through deep dives. Actions from previous monitoring acted upon and impact noted.	
			Autumn 2 Spring 2 Summer 2	Staff have access and time to access National College online CPD to support development points.	
			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 regularly reviewed and progress noted.	
			Autumn 2	Staff meeting on effective feedback for different contexts to support/challenge all learners.	
M2 M3	3. Staff effectively use feedback to ensure challenge and support for all pupils, including use of adaptive teaching in lessons to provide individualised learning.	HT/DHT	Autumn 2	Revisit staff CPD on adaptive teaching for specific subjects to provide individualised learning, including flexible groupings and independence.	
			Autumn 2	Staff agree on strategies to use throughout school to support effective feedback using evidence based research as a starting point.	
			Spring 1 Summer 1	Effective use of feedback for all pupils forms the focus for observations/learning walks for SLT/subject leaders. Feedback provided and actions where necessary followed up. Good practice shared.	
			Spring 2 Summer 2	Evidence from monitoring shows teachers adopt elements of adaptive teaching and quality feedback. Good practice shared and it has an impact upon classroom learning	
			Spring 2 Summer 2	Due to accurate, consistent formative assessment in lessons, teachers address pupils' misconceptions swiftly and adapt lessons accordingly for all pupils.	
			Spring 2 Summer 2	Support teachers through CPD (individual where appropriate and whole school) to ensure pupils are adequately individually challenged and supported through feedback allowing independence but carefully guiding the learning.	
			Spring 2	Review marking and feedback policy.	
			Summer 2	Monitoring shows revised policy has been implemented and consistent across school.	
M1 M2 OA3	4. Reading is at the core of all learning.	Reading Leader Subject leaders	Autumn 1 Spring 1	Current practice of home reading and logging of reading in school/home maintained through appropriate timetabling of staff.	
			Spring 1	Evaluate home reading books in school and replenish stock if necessary to ensure all pupils are taking books home to practice reading skills taught in school.	
			Autumn 2 Spring 2 Summer 2	Running records completed termly to ensure reading books home match the needs of all pupils.	
			Autumn 2 Spring 2 Summer 2	Monitoring shows that pupils home reading books match to their level of development within the phonics scheme (especially lower ability pupils).	
			Autumn 2 Spring 2 Summer 2	Opportunities to read in all subjects are identified within planning and links are made to high-quality appropriate texts evidenced.	

			Autumn 2 Spring 2 Summer 2	Parents signposted to age appropriate high quality reading books through the newsletter and planning on the school website.	
			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 2	Review whole class guided reading sessions across school and alter accordingly to ensure best practice for the needs of the pupils. CPD provided if necessary.	
			Autumn 2 Spring 2 Summer 2	Maintain literacy rich environment within school, including appropriate reading areas, reading displays and promotion of high-quality texts with the whole school community.	
			Autumn 1	Purchase and introduce new Floppy Phonics scheme in line with government requirements.	
			Autumn 1	Whole school staff CPD on new scheme – delivery and assessment.	
			Autumn 2 Spring 2	Implementation, delivery and impact monitored through phonics deep dives. Feedback provided to staff as appropriate and actions put in place to be reviewed at the next monitoring.	
			Summer 2	Increase in pupils achieving phonics screener from baseline set from assessments in Autumn 2021.	
			Autumn 2 Spring 2 Summer 2	Daily enhanced focus on reading and phonics for KS1 as part of the recovery curriculum post-lockdown.	
			Autumn 2 Spring 2 Summer 2	Continue to engage parents in reading through family reading mornings, workshops, sharing new texts and book sales.	
M3 M9 M10 OA2	5. Pupils are able to articulate what they are learning and how it links to previous learning in all subject areas.	DHT/AHT	Summer 2021	Key skills, knowledge and understanding document is revised to show how learning is progressive across year groups and whole school for strands of each subject area.	
			Spring 2	Keys skills knowledge and understanding document includes all aspects of reception curriculum, using new EYFS national curriculum in September 2022.	
			Autumn 2 Spring 2 Summer 2	Staff use Bright Ideas at the beginning of every lesson to recap previous learning and gauge understanding.	
			Autumn 2 Spring 2 Summer 2	Staff explicitly use progressive vocabulary list for all subjects when planning and delivering lessons. An expectation that pupils use and apply vocabulary to learning.	
			Autumn 2 Spring 2 Summer 2	Pupils prior knowledge gained through discussions/activities prior to planning for the next half term, as well as areas they would like to develop further, to be used as a baseline.	
			Autumn 2 Spring 2 Summer 2	Extra time provided for teachers (supported by leaders) to plan each half-term across all subjects, so progression of skills, knowledge and understanding is embedded in planning.	
			Autumn 2 Spring 2 Summer 2	Teachers explicitly talk in lessons to pupils about what they are learning and how this is building upon their previous learning in all subjects.	
			Autumn 2 Spring 2 Summer 2	Subject leader monitoring (deep dives) shows evidence that pupils are making links between learning and can articulate progress (remembering more and knowing more)	

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 – to create learners who are: prepared for life, building knowledge, competent in basic skills, aspirational, independent and readers.

Milestone Ofsted actions	Aim/Action	Lead person Governor Link	Timescale	Success Criteria	Comments
M4 M5	1. Termly pupil progress meetings focus on underachievers and staff are supported,	HT DHT	Autumn 1	Clear pupil progress meeting format and paperwork in place and understood by all teachers.	<u>Staff meetings</u>
			Autumn 1 Spring 1 Summer 1	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.	<u>Staff training</u>
			Autumn 1	Review of effective interventions and where necessary train teaching assistants to deliver.	

	challenged to ensure effective progress over time in reading, writing and maths, as well as achievement.		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.	Monitoring Other
			Autumn 2 Spring 2 Summer 2	Each child receives 30 minute weekly catch-up session with their class teacher in a small group after school. Learning based upon gaps identified in lessons and preparing pupils to access their year group curriculum. TA support throughout catch up sessions.	
			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.	
			Summer 2	End of term data shows an increase in age-related expectations in reading, writing and maths when compared to end of summer 2021 data.	
M5	2. Level of challenge for higher attaining pupils ensures that they make consistently good progress from their individual starting points.	HT DHT/AHT	Autumn 1	Higher ability pupils identified and supported within lessons planned. Subject progression documents are clear to support planning for high ability pupils.	
			Autumn 2 Spring 2 Summer 2	All classes are mixed ability. Further CPD for all staff on adaptive learning/differentiation.	
			Autumn 2 Spring 2 Summer 2	Specific weekly catch-up sessions for high ability pupils only. TA support throughout catch up sessions.	
			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). Feedback to staff as appropriate.	
			Autumn 2 Spring 2 Summer 2	Specific opportunities for high attaining pupils in all year groups to access intervention and challenge 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 expected and exceeding at the end of EYFS compared to baseline assessments.	
			Summer 2	Increase in pupils achieving expected and exceeding at the end of KS2 in writing.	
M4 M5 M6	3. Gap between boys and girls writing/reading is narrowed in 'boy heavy' cohorts of Y2/3/4/6.	HT DHT/AHT English Leader	Summer 2021	English and reading leaders have reviewed books/videos used in English curriculum and guided reading with a focus on boys' engagement.	
			Autumn 2	Staff have reviewed reading material in classrooms/libraries to ensure appropriate engagement of boys (particularly in Y2,3,4 & 6) and renew books where necessary.	
			Spring 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).	
			Autumn 2 Spring 2 Summer 2	Monitoring shows evidence of strategies are embedded and having a positive impact upon outcomes.	
			Autumn 2 Spring 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 (including virtual) planned and delivered in Y2/3/4/6 linked specifically to writing for a purpose and audience in all subject areas. Vocabulary specifically generated from experiences.	
			Autumn 2 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	Y2/3/5 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.	
			Autumn 2 Spring 2 Summer 2	Boy/girl gap within writing and reading in year groups where there are significantly more boys (Y2/3/4/6) has decreased at the end of the year (compared to summer 21 baseline data)	
M4 M5 M6	4. Attainment gap between pupil premium/non-pupil	HT	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 1	All staff know disadvantaged pupils within lessons taught and identify needs, barriers and actions to support each lesson (evident through monitoring).	

	premium pupils continues to narrow.		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 2 Spring 2 Summer 2	All monitoring throughout the year has focus on support and challenge for disadvantaged pupils within lessons through deep dive principles.
			Autumn 2 Spring 2 Summer 2	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	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.
			Autumn 1 Autumn 2	HT & DHT attend 'Making a difference for disadvantage children' project sessions and complete self-study units led by Educational Endowment Fund and Together for Children.
			Autumn 2	HT & DHT identify areas for improvement within school as a result of training and work alongside trainers/ colleagues to devise implementation plan.
			Spring 1	HT & DHT cascade findings and plans to all staff.
			Spring 1	Implementation plan integrated into school development plan and subject leadership action plans.
			Summer 2	Actions monitored and reviewed to inform future plans.
			Summer 2	Gaps between pupil premium pupils and non-pupil premium pupils have narrowed throughout school at the end of the year as a result of actions.
M4 M5 M6	5. SEN pupils are challenged appropriately in lessons to promote strong progress over time.	SENDCO	Autumn 2 Spring 2 Summer 2	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.
			Spring 1	Specific staff refresher training on teaching pupils with ASD.
			Autumn 2 Spring 2 Summer 2	Regular staff training on SEN ranges, how that impacts/supports their practice in the classroom and longer term future of pupils with SEN.
			Autumn 2 Spring 2 Summer 2	Regular sharing of good practice in teaching SEN and relevant CPD through briefings and staff meetings.
			Autumn 2 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.
			Autumn 2 Spring 2 Summer 2	End of term data shows an increase in SEN pupils achieving age-related expectations in reading, writing and maths (from baseline in summer 2021).
M4 M5 M6	6. Increase number of pupils achieving expected in writing at the end of each key stage.	English Leader	Autumn 1	All staff clear of expectations in planning and delivery of the English curriculum, including process of planning reading into writing.
			Autumn 2 Spring 2 Summer 2	Monitoring shows evidence of teaching having a positive impact upon outcomes. Staff are addressing actions from monitoring and it is having an impact upon outcomes across time.
			Autumn 2 Spring 2 Summer 2	Opportunities to write at length across all subject areas at least termly for each pupil.
			Autumn 2 Spring 2 Summer 2	Evidence shows that pupils are applying skills taught in English lessons when writing across other subjects.
			Autumn 2 Spring 2 Summer 2	All year groups moderate writing at least termly both internally and externally.

			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.	
			Summer 2	Increase in pupils achieving expected and exceeding at the end of KS2 in writing (compared to summer 2021 baseline)	
M4 M5 M6	7. Provide further opportunities outside of the school day to support 'catch up' for all pupils.	HT/DHT	Autumn 1	Catch up funding strategy in place, published on website and agreed by governors. All staff aware of strategies.	
			Autumn 2 Spring 2 Summer 2	Each child receives 30 minute weekly catch-up session with their class teacher in a small group after school. Learning based upon gaps identified in lessons and preparing pupils to access their year group curriculum. TA support throughout catch up sessions.	
			Autumn 1	All children in EYFS and KS1 taught in small classes (around 20 in a class for reception and Year 2, and 16 in each Year 1 class) support effective catch-up for the most affected year groups throughout the academic year.	
			Autumn 1	Each class in Year 2 and Year 6 allocated a teaching assistant as opposed to one teaching assistant across the year group.	
			Autumn 1	Investigate possibility of using allocated funding for an external tutor or tutors to work with Year 5 & 6 pupils who are below expectations on developing core subject skills, knowledge and understanding (identified through ongoing teacher assessment).	
			Autumn 2 Spring 2 Summer 2	Catch-up funding strategy reviewed alongside data analysis termly.	

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 – to create learners who are: **good communicators, gaining experiences, active members of society, engaged, curious, creative, digitally literate, expressive, resilient, readers, excited, independent, passionate, flexible in their thinking, caring, prepared for life, making memories, proud of themselves, their work and community, experimental, aspirational, self-aware, collaborative, challenged, confident, respectful, tolerant, supportive, leaders, competent in basic skills, citizens of the future & building knowledge**

Milestone Ofsted actions	Aim/Action	Lead person & Governor Link	Timescale	Success Criteria	Comments
M7 M8 M10 OA1	1. Whole school curriculum has clear intent, consistent implementation and impact of learning is evident.	AHT	Autumn 1	All staff clear on the intent of the whole school curriculum.	Staff meetings
			Autumn 2 Spring 2 Summer 2	All year groups have extra planning time with the support of SLT to effectively plan learning challenge curriculum.	Staff training
			Autumn 2 Spring 2 Summer 2	Effectiveness of curriculum implementation and coverage 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.	Monitoring
			Autumn 2 Spring 2 Summer 2	Subject leaders have access and time to access National College online CPD to support development as a subject leader.	Other
			Autumn 2 Spring 2 Summer 2	Year group showcase of learning challenge final outcomes at the end of each 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.	
M8 M10 OA2	2. Curriculum is planned and delivered in a way in which pupils are given the opportunity to learn more and remember more in all subject areas.		Summer 2021	Subject leaders review key skills knowledge and understanding document to ensure effective progression.	
			Autumn 2 Spring 2 Summer 2	Specific focus on ensuring progression of skills, knowledge and understanding and delivery of music, art, technology, MFL & RE. SLT support subject leaders with advice, support and time.	
			Autumn 2 Spring 2 Summer 2	Share progression document with staff and support planning sessions with year groups where appropriate. Staff produce pacers for each subject to show coverage with support and challenge from subject leaders.	
			Autumn 2 Spring 2 Summer 2	Staff are taking in to consideration previous knowledge and retention, as well as pupils' own questions when planning the curriculum (evidenced in medium term plans).	
			Autumn 2 Spring 2 Summer 2	Where appropriate subject leaders provide staff CPD to ensure effective learning within their subject.	

			Autumn 1	SLT review timetabling and implement changes to facilitate learning and progress.
			Spring 2	Subject leaders produce an overview of skills, knowledge and understanding for the whole school for their subject on one page to provide clarity of progression.
			Autumn 2 Spring 2 Summer 2	Pupils are able to articulate learning effectively to subject leaders through pupil voice and sharing work.
			Autumn 2 Spring 2 Summer 2	SLT and subject leader monitoring focused clearly on learning (permanent change in long-term memory) and progress (knowing more and remembering more). Feedback to staff and subject leaders (where appropriate) and advice acted upon.
			Autumn 2 Spring 2 Summer 2	Clear plans in place to support home learning or blended learning should further lockdowns or self-isolations occur. Communicated to staff, pupils and parents offering opportunities to cover curriculum content. Support provided to parents to access online learning where possible.
M7 M8 M9 M10 OA1	3. Pupils experience a range of engaging, immersive, cultural and creative learning opportunities linked directly to the curriculum.	AHT/DHT	Autumn 1	Staff plan basis of WOW moments & planned outcomes in advance for the year ahead.
			Autumn 1	Pupils have the opportunity to be involved in planning through asking questions they would like answered based upon previous learning.
			Autumn 1	HT remains member of Sunderland Cultural Educational Partnership working alongside cultural partners.
			Autumn 2 Spring 2 Summer 2	HT and arts team identify creative and cultural projects throughout the year by maximising contacts. Share good practice across schools in the region or local conferences.
			Spring 2	Audit creative and cultural experiences for each year group, gaps identified and plan alongside staff to broaden experiences.
			Autumn 2 Spring 2 Summer 2	Good practice of learning challenge curriculum shared with staff regularly through briefings and staff meetings.
			Autumn 2 Spring 2 Summer 2	A range of recording techniques used to evidence learning (including floor books, writing in books, videos, visual representations, seesaw, etc.) enhancing experiences and develops basic skills.
			Autumn 2 Spring 2 Summer 2	Planning shared with parents via the school website. WOW moments, visits/visitors and final outcomes shared via social media where appropriate.
M9 OA1 OA2	4. Skills, knowledge and understanding in EYFS is integrated into documentation to show clear progression.	AHT	Summer 2021	EYFS leader CPD on integrating new EYFS curriculum into the whole school curriculum.
			Summer 2021	EYFS team plan curriculum based new guidance.
			Spring 2	EYFS team use new development matters and current KS1 documentation to create key skills, knowledge and understanding for subject areas to be included in subject overviews.
			Summer 1	Documentation which includes EYFS to be shared with staff and subject leaders.
			Summer 1	Subject leaders include EYFS information within their long/medium term planning.
			Summer 1	Subject leaders use documentation whilst monitoring to ensure effective progression and knowledge acquisition throughout school. Feedback to staff.
M11	5. All subject leaders are able to report on intention, implementation and impact of their subject throughout school, including EYFS.	DHT AHT	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 school development plan a basis to form subject action plans alongside their previous monitoring (supported by SLT).
			Autumn 2 Spring 2 Summer 2	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.
			Summer 2	All pupil asset objectives match detail in key skills, knowledge and understanding document.
			Autumn 2 Spring 2 Summer 2	Subject leaders monitor teaching and learning within their subject, feedback to staff providing CPD (individual support/whole school staff meetings) or action planning
			Autumn 1	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 DHT/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 2 Spring 2 Summer 2	All subject leaders meet with DHT to discuss progress within subject and actions for future. DHT providing support and challenge. Minutes shared with SLT.	
			Spring 2	Subject leaders report to governors via HT report on their subject, including strengths, weaknesses, actions and impact (including data analysis and impact of CPD).	
			Summer 2	Core subject leaders present at full governing body, including strengths, weaknesses, actions and impact (including impact of CPD).	
M8 M10	6. Parents supported to understand the content of the curriculum and how it is taught.	DHT Subject leaders	Autumn 1	All medium and long-term plans uploaded on the website throughout the year. Parents signposted to website.	
			Autumn 2 Spring 2 Summer 2	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.	
			Autumn 2 Spring 2 Summer 2	Specific parental workshops for EYFS parents to support them with learning at their child's early stage of education.	
			Summer 2	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.	
M7 M8 M9	7. The whole school curriculum addresses environmental issues locally, nationally and worldwide.	DHT Geography & Environ. Subject Leader	Autumn 1	Using curriculum overviews, environmental leader identifies areas in which environmental issues can be taught (alongside Geography leader) and supports teachers in planning.	
			Autumn 2	Leader to work closely with Forest School staff to identify opportunities within the curriculum across school where they can support learning.	
			Spring 1	Leader to deliver CPD for staff to support their planning of environmental issues within their planning.	
			Spring 2	Eco ambassadors established from within staff and pupils to support the school's approach to environmental issues locally. Team active in initiating change across time.	
			Spring 1	Leader to use Eco-Schools information on website as a tool to plan actions.	
			Spring 2	Investigate possibility of re-applying for Eco-School accreditation.	
			Summer 2	Leader to create an evidence base of impact of projects completed.	
			Summer 2	Leader identifies and actions any whole school projects relevant to our pupils annually.	
			Autumn 2 Spring 2 Summer 2	SLT and aspect leader to support up-to-date evidence and issues through age appropriate assemblies.	

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 – to create learners who are: **active members of society, expressive, resilient, independent, flexible in their thinking, caring, aspirational, self-aware, respectful & tolerant.**

Milestone Ofsted actions	Aim/Action	Lead person & Governor Link	Timescale	Success Criteria	Comments
M12	1. A whole school community understanding and awareness of strategies to develop personal	HT/DHT PSHCE Leader	Autumn 2 Spring 2 Summer 2	Whole school assemblies throughout the year based upon healthy minds providing strategies for emotional resilience.	<u>Staff meetings</u>
			Spring 2	Provide a space within school for pupils to access mindfulness activities during unstructured times of the school day both inside and out.	<u>Staff training</u>
			Autumn 1	Additional PE sessions each week to support mental health and well-being (mainly outdoors).	<u>Monitoring</u>
			Autumn 2	Complete staff mental health well-being survey. Analyse feedback and create action plan	

	emotional resilience/intelligence.		Autumn 2 Spring 2 Summer 2	Well-being team provide focus across school based upon the five elements of well-being. Advice on each element provided to pupils and parents.	Other
			Autumn 2 Spring 2 Summer 2	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	
M12 M13	2. A clear ethos on behaviours and attitudes for learning, including development of independence and aspects of growth mind set.	HT/DHT	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.	
			Spring 1	Staff training on growth mindset and what it should look like in the classroom. Develop training further looking at cognitive load, etc.	
			Summer 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.	
			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.	
M12 M13	4. Thrive provision and ethos support vulnerable pupils to succeed with learning.	HT Thrive/ behaviour Leader	Autumn 1	Review positive behaviour policy.	
			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 Summer 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 2 Spring 2 Summer 2	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 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	Monitoring shows that thrive plans and provides appropriate academic curriculum coverage, as well as personal/social education, for individual needs of pupils within provision.	
			Summer 2	Individual pupils' academic and thrive assessments show significant progress as a result of the provision	
M14	5. Continue to increase attendance and reduce persistent absence for all groups across school.	HT FLO	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.	
			Spring 1	Introduce 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. 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.	
			Autumn 2 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.	