

USWORTH COLLIERY PRIMARY SCHOOL

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

School Improvement Plan 2023-2024



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, BEHAVIOUR AND ATTITUDES & LEADERSHIP & MANAGEMENT

Priorities (P)		Timescale
P1	100% of teaching across time is good (evidenced through a range of monitoring).	Summer 2
P2	Key priorities for improvement in teaching and learning embedded and impact clear through monitoring.	Summer 2
P3	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
P4	Extend and refine teachers' subject knowledge to support effective teaching across all subjects.	Summer 2
P5	Increase in pupils achieving age related expectations in phonics, reading, writing, and maths (including underachievers and pupil premium pupils) across school from end of previous academic year.	Summer 2
P6	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 end of previous academic year.	Summer 2
P7	Gaps in data between groups of pupils in specific year groups (higher attaining, boys/girls, pupil premium/non-pupil premium, SEN/Non-SEN) are narrowing from end of previous academic year.	Summer 2
P8	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
P9	Planned curriculum across school is progressive and designed to allow all pupils to remember more and apply previous learning.	Autumn 2 Spring 2 Summer 2
P10	Ambitious and challenging curriculum in place for pupils accessing the ASAD and SEMH provisions.	Autumn 2 Spring 2 Summer 2
P11	Subject leaders drive improvement within their subject through effectively supporting teachers appropriately in effective planning, teaching and learning.	Spring 2 Summer 2
P12	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
P13	Develop parental involvement in school life (focus on supporting their children pastorally and academically).	Summer 2
P14	Attendance increased for all groups and a reduction of persistent absence.	Summer 2
P15	Increase opportunities to develop leadership skills in staff and pupils.	Summer 2
Evaluation methods	<ul style="list-style-type: none"> • Termly data analysis identifies gaps and actions planned. • Reports from Together for Children Officer/advisors. • Moderation activities with local schools and Together for Children. • Whole school monitoring timetable, including lesson visits, learning walks, book scrutinies, planning scrutinies and pupil voice. • Subject leader supervision meetings and reports. • 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 learners 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
P1	1. Expectations of effective teaching and learning embedded across school.	HT/DHT Subject leaders JC	Autumn 1 Spring 1 Summer 1	Subject leaders share and monitor expectations for planning, teaching, learning and assessment in all subjects.	
			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.	
P1 P2 P4	2. Teaching across time is at least good for all teaching staff.	HT DHT AHT JC	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 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 Spring 2 Summer 2	Subject leaders deliver CPD focused on developing staff subject knowledge for each subject (not just specifically for the areas they are teaching), including effective use of subject specific vocabulary.	
			Spring 2 Summer 2	Evidence of effective implementation of subject knowledge CPD within monitoring	
			P1 P2 P4 OA3	3. Reading is at the core of all learning.	
Autumn 1 Spring 1	Current practice of home reading and logging of reading in school/home maintained through appropriate timetabling of staff.				
Summer 2	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	Specific CPD for provision staff on reading and phonics and effective implementation of school reading policy.				
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	All pupils access appropriate, high-quality texts in all subject areas.				
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 Spring 2 Summer 2	Opportunities provided for pupils to regularly read to different audiences, e.g. peers, other year groups, reading dog, other adults, etc.				
Autumn 2 Spring 2 Summer 2	Maintain and further develop a literacy rich environment within school, including appropriate reading areas, reading displays and promotion of high-quality texts with the whole school community.				

			Autumn 2 Spring 2 Summer 2	Impact of phonics teaching monitored. Feedback provided to staff, as appropriate, and actions put in place to be reviewed at the next monitoring.
			Autumn 1 Spring 1 Summer 1	Identify and deliver intervention/small group teaching opportunities for pupils in lower KS2 who did not pass the phonics screener.
			Summer 2	Increase the number of pupils achieving phonics screener from assessments in Summer 2023.
			Autumn 2 Spring 2 Summer 2	Investigate new opportunities to engage parents in reading.
P3 P4 P8 P9 OA2	4. Pupils show that they are activating prior learning and applying it to new learning in all subject areas.	DHT/AHT JC	Autumn 2 Spring 2 Summer 2	Staff training on understanding memory and learning, including working memory, long-term memory and ways to activate prior learning throughout the year based upon educational research.
			Autumn 2 Spring 2 Summer 2	Implement strategies from CPD in teaching evidenced through subject leader monitoring, including Bright ideas, recall tasks, retrieval sessions, etc.
			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	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	Plan for opportunities for pupil to share their learning with different audiences throughout the year, including class, key stage, school, parents/carers, or visitors.
			Spring 1	Staff CPD on planning for effective speaking and listening activities in English lessons to support writing but also increase pupils' confidence in speaking to an audience.
			Spring 2 Summer 2	Plan for and offer opportunities to develop pupils' public speaking skills through speaking and listening activities within English lessons.
			Autumn 2 Spring 2 Summer 2	Subject leader monitoring has a key focus to 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 expected progress and continue to increase the number 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
P5 P6	1. Termly pupil progress meetings focus on underachievers and staff are supported, challenged to ensure effective progress over time in phonics, reading, writing and maths, as well as achievement.	HT DHT AL JC CS	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.	
			Autumn 1	Review of effective interventions and where necessary train teaching assistants to deliver.	
			Autumn 2 Spring 2 Summer 2	SMT monitor intervention logs and overviews, specifically entry/exit data, alongside work in books to monitor the impact of intervention upon small steps of progress.	
			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 2023 data.	
P6 P7	2. Level of challenge for higher attaining pupils ensures that they make consistently good progress from their individual starting points.	HT DHT/AHT AL JC CS	Autumn 1	Higher ability pupils identified and supported within lessons planned. Subject progression documents are clear to support planning for high ability pupils. Challenge prevalent in every lesson.	
			Autumn 2 Spring 2 Summer 2	Monitoring throughout the year has focus on challenge for higher attaining pupils within lessons (including evidence in books). Feedback to staff as appropriate.	
			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 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 compared to KS1 data.	
P5 P6 P7	3. Increase the number of pupils achieving expected standard and above in phonics in Y1 and Y2	HT AHT AL JC CS	Autumn 1	Redistribute staff to support small group daily phonic session in KS1 to increase the number of groups/further reduce the number of pupils in each.	
			Autumn Spring Summer	Assess pupils in line with phonics scheme (at least half termly) and use information to inform ability groups. Pupils underachieving remain a clear focus. All groups show progress from their starting points.	
			Autumn 1	Adapt order of teaching to ensure Y1 children have sufficient time to embed sounds before phonics screening check. Routine monitoring confirms evidence of pupils embedding sounds appropriately.	
			Autumn 2	Accelerator fund application to provide additional resources- activity books and reading books.	
			Autumn 1 Spring 1 Summer 1	CPD delivered has clear focus and supports all teachers to deliver phonics sessions effectively. Routine monitoring notes the adoption of CPD by staff and highlights areas for further development.	
			Autumn 2 Spring 2 Summer 2	Regular monitoring throughout year focusses on a different area of expectation when staff deliver the phonics sessions. Timely feedback is provided to staff and areas of success and further development are highlighted.	
			Autumn 1	AHT to develop links with English Hub to learn about further good practise in local area and beyond. Outcome to be shared with staff and governors (through the termly HT report)	
P5 P6 P7	4. Gaps between various groups in specific cohorts is narrowed (boy girl gap in Y2 in maths & Y5 in reading & PP gap in Y3, Y4 & Y5)	HT DHT/AHT English Leader AL	Autumn 1 Spring 2	Updated vulnerability indicator to monitor barriers to learning shared with all relevant staff and adapt practice as necessary.	
			Autumn 1 Spring 1 Summer 1	All staff know pupils below expected 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 below expected 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.	

		JC CS	Autumn 2 Spring 2 Summer 2	All monitoring throughout the year has focus on support and challenge for below expected pupils within lessons through deep dive principles.
			Autumn 2 Spring 2 Summer 2	TAs complete at least one planned intervention (mainly with 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	KS2 reading interventions focus on development of comprehension skills as well as fluency.
			Autumn 2 Spring 2 Summer 2	Intervention overview completed by each teacher to show who has had interventions and to support impact of actions upon progress and achievement. Shared with SLT termly.
			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 (both immediate and planned).
			Autumn 2 Spring 2 Summer 2	DHT 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.
			Summer 2	Gaps between pupil premium pupils and non-pupil premium pupils (Y3, Y4 & Y5) have narrowed throughout school at the end of the year as a result of actions.
			Summer 2	Boy/girl gap within maths in Y2 and reading in Y5 has decreased at the end of the year (compared to summer 23 data).
P5 P6 P7	5. Increase progress and achievement within current Year 4 cohort, including phonics.	HT/DHT Y4 Teachers AL SC JC	Autumn 1	Previous assessments used to plan interventions for those below expected immediately in Year 4. Consider groupings across cohort if necessary.
			Autumn 2 Spring 2 Summer 2	Planning and teaching across core subjects specifically accounts for below expected pupils allowing them opportunities to support basic skills development within lessons.
			Autumn 1 Spring 1 Summer 1	TA completes at least one planned intervention with pupils below expected standards each half-term specifically. Impact noted on form. All immediate intervention logged.
			Autumn 2 Spring 2 Summer 2	Intervention overview completed by each teacher to show who has had interventions and to support impact of actions upon progress and achievement. Shared with SLT termly.
			Spring 1 Summer 1	Teaching assistant and HLTA assigned to support Year 4.
			Summer 2	End of term data shows an increase in below expected pupils achieving age-related expectations in reading, writing and maths.
P5 P6 P7	6. Increase the number of pupils achieving full marks in Y4 multiplication tables check.	Maths Leader RD AL	Summer 23	Analysis of summer 2023 multiplication tables check (MTC) data. Discussion with staff and pupils regarding teaching of multiplication tables.
			Autumn 1	Key staff take part in the mastering number at KS2 trial and DHT to take part in TfC working group for fluency development and retention and RD to lead on improving rapid recall of tables facts
			Autumn 2	CPD for new staff regarding teaching of multiplication tables. Implement strategies and integrate into timetables. Assistant subject leader monitoring of impact.
			Autumn 2 Spring 2	Regular practice screening shows incremental increases in pupil scores. Where this is not the case intervention actioned to support progress.
			Summer 2	MTC shows increase in number of Y4 pupils achieving the highest scores.
P5 P6 P7	7. SEND pupils are challenged appropriately in lessons to promote strong progress over time.	SENDCO RW	Autumn 2 Spring 2	Staff training on effective support for SEND within mainstream classrooms, including those from ASD Base. Focus on implementing awareness of needs, SEND support plans and providing appropriate challenge. Maths Lead and SENDCo to take part in TfC SEND work group
			Autumn 2 Spring 2 Summer 2	All lessons are adapted to meet the specific needs of SEND pupils (linked to their support plans) and support plan targets are further actioned through intervention.
			Spring 2 Summer 2	Regular staff training on SEND ranges, how that impacts/supports their practice in the classroom and longer term future of pupils with SEND.
			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 SEND 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 SEND pupils achieving age-related expectations in reading, writing and maths (from baseline in summer 2023).	
P5 P6 P7	8. Increase number of pupils achieving expected in writing at the end of each key stage.	English Leader CS	Autumn 1	All staff clear of expectations in planning and delivery of the English curriculum, including process of planning reading into writing.	
			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 1	Non-negotiable spellings updated. Staff plan lessons and integrate spellings in lessons across the year.	
			Autumn 2 Spring 2 Summer 2	No nonsense spelling scheme taught effectively from Year 2 to Year 6 and pupils writing shows that spelling patterns taught being applied.	
			Autumn 1 Spring 1 Summer 1	Boxed up planning and use of model texts support improvements in writing. Monitoring shows improvements upon writing.	
			Summer 2	Evidence shows that pupils are applying skills taught in English lessons when writing across other subjects.	
			Spring 2 Summer 2	All year groups moderate writing at least termly both internally and externally.	
			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.	

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
P8 P10 OA2	1. 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.	DHT	Autumn 2	Subject leaders refine key skills knowledge and understanding document to ensure effective progression.	
			Autumn 2 Spring 2 Summer 2	Share progression document with staff and support planning sessions with year groups where appropriate. Staff develop and adapt pacers for each subject to improve quality of lessons with support and challenge from subject leaders.	
		Autumn 2 Spring 2 Summer 2	Staff take in to consideration previous knowledge and retention when planning lessons.		
		Autumn 2 Spring 2 Summer 2	Where appropriate subject leaders provide staff CPD to ensure effective learning within their subject.		
		Spring 2 Summer 2	Pupils 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.		
P8 P10 P11 OA1	2. Pupils experience a range of engaging, immersive, cultural and creative learning opportunities linked directly to the curriculum.	DHT	Autumn 1	Plan and deliver opportunities across the year to complete elements of arts and culture passport.	
			Autumn 1	Staff plan experiential learning opportunities throughout the year to engage learning across the curriculum.	
		Arts Leader	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 is a member of Sunderland Cultural Educational Partnership working alongside cultural partners.	
			Autumn 2 Spring 2 Summer 2	Pupil cultural ambassadors are advocates for the arts in school, become involved in projects and share projects with the whole school community.	

			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. Visits/visitors and final outcomes shared via social media where appropriate.
			Summer 2	Staff, pupils and parents review curriculum. Feedback used to adjust curriculum for next academic year.
P11 OA1	3. All subject leaders report on intention, implementation and impact of their subject throughout school, including EYFS.	DHT HT JC CS	Autumn 1	All subject leaders are confident in fulfilling the expectations of role (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) based upon their previous monitoring outcomes.
			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	Assessment lead supports all foundation subject leaders to 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. Adjust curriculum if appropriate. Progress reviewed since previous 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 HT to discuss progress within subject and actions for future. HT 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).
P8 P10 P13 OA1	4. Parents supported to understand the content of the curriculum and how it is taught.	DHT Subject leaders JC	Autumn 1	All medium/long-term plans and road maps uploaded on the website.
			Autumn 2 Spring 2 Summer 2	Family workshops/events 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.
			Autumn 1	Meet the teacher events at the start of the academic year to set expectations and offer the opportunity to share concerns, etc.
			Summer 2	Specific workshops for SEN parents throughout the year with the support of external agencies.
			Autumn 1	Homework expectations revised to provide small amounts often and similar homework each week. Rewards offered and parents/pupils informed.
			Summer 2	Homework reviewed and expectations revised.
P8 P10 P11 OA1	5. Outdoor learning is a key element of the school curriculum and supports environmental awareness.	DHT Environ. Subject Leader JC	Autumn 1	Using curriculum overviews, environmental leader identifies areas in which outdoor learning can be facilitated and supports teachers in planning making better use of the school grounds (forest school, wild garden, field, quad spaces, etc.). Evidence impact of teaching.
			Autumn 2	Leader to work closely with Forest School staff to identify opportunities within the curriculum across school where they can support learning.
			Spring 2	Eco ambassadors from within staff and pupils support whole school approach to environmental issues and outdoor learning. Team active in initiating change across time.

			Summer 2	Leader identifies and actions any whole school projects relevant to our pupils annually.
P9	6. Alternative curriculum for ASD and SEMH provisions ensures that learning is bespoke and relevant to individual needs.	HT SENDCO RW	Summer 23	Investigate Equals curriculum (formal and semi-formal).
			Autumn 1	Classroom provision designed and redeveloped to increase learning opportunities and improve access to learning.
			Autumn 1	Adapt Equals curriculum and integrate National Curriculum and pupils' support plans to create a curriculum pathway relevant to each child's stage of development.
			Autumn 1 Spring 1 Summer 1	Staff CPD on planning and delivery on bespoke curriculum. Implement strategies from CPD in planning and delivery.
			Autumn 1 Spring 1 Summer 1	Staff deliver an adaptive curriculum which is flexible to match the needs of the individual pupils at the time of learning.
			Spring 2 Summer 2	Monitoring throughout the year has focus implementation of the Equals curriculum, adaptive learning and use of space. Feedback to staff and adapt practice as appropriate.
			Summer 2	All pupils show small but significant steps of progress from their starting points.

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
P12 P13	1. A clear ethos on behaviours and attitudes for learning.	HT/DHT/ AHT VK	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	Vulnerability indicator updated and shared as appropriately with staff to ensure full understanding of pupils they work with across school.	
			Autumn 1 Spring 1 Summer 1	Assemblies to focus on school values – self-belief, passion, respect, honesty, determination and teamwork, as well as behaviour and attitudes that support core British values. Pupils rewarded with stickers and Twitter star awards for upholding values.	
			Autumn 2 Spring 2 Summer 2	All achievements shared through school newsletter weekly and through year group Twitter accounts.	
			Autumn 2 Spring 2 Summer 2	Increased opportunities for pupils to work together in House to develop identity and teamwork skills.	
P12	2. Thrive provision and ethos support vulnerable pupils to succeed with learning.	HT Thrive/ behaviour Leader VK	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 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	Work alongside Together for Children and local schools to provide twelve week placements for KS2 SEMH pupils. Provide behaviour support and reintegration.
			Summer 2	Individual pupils' academic and thrive assessments show significant progress as a result of the provision
P13 P14	3. To increase attendance and reduce persistent absence for all groups across school.	HT FLO SD	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.
			Autumn 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 and reduce persistent absenteeism from previous year (93% and 22%).

Leadership and Management

To develop the leadership skills of staff and pupils. To secure the future of Usworth Colliery Primary School in the changing educational climate.

Current Ofsted framework links: Leadership and Management

Links to school ethos – to create learners who are: **good communicators, active members of society, challenged, flexible in their thinking, collaborative, resilient, leaders, independent and prepared for life.**

Milestone Ofsted actions	Aim/Action	Lead person & Governor Link	Timescale	Success Criteria	Comments
P15	1. Staff supported in applying for, attending and completing specific leadership CPD. SLT support through facilitating/coaching on national programmes to gain greater understanding of other school contexts.	SLT FGB	Autumn 1	All staff encouraged to seek opportunities to develop leadership capacity through CPD and National Professional Qualifications during appraisal conversations.	
			Summer 2	Staff signposted to leadership opportunities throughout the year.	
			Autumn 1 Spring 1	Acting DHT supported by Together for Children through Deputy Head network	
			Autumn 1 Spring 1 Summer 1	HT supported by Together for Children new to headship network.	
			Summer 2	Maths Leader to continue work as a Mastery Specialist for the Great North Maths Hub.	
			Summer 2	AHT to complete the NPQ in Early Years Leadership (18-month programme).	
			Summer 2	Several staff to complete NPQs (12-month programme). CS and RD - NPQSL	
			Autumn 1	DHT/AHT mentors for ECT and completes appropriate training throughout the year.	
			Autumn 1 Spring 1 Summer 1	Opportunities for subject leaders to shadow more experienced subject leaders through monitoring and developing skills at effective feedback.	
			Autumn 1 Spring 1 Summer 1	HT to provide tailored support for subject leaders to develop leadership skills.	
P15	2. Offer a number of opportunities for pupils to lead on projects.	SLT FGB	Spring 1	Eco-warriors, cultural ambassadors, sports leaders, play leaders, playtime buddies and school councillors support projects and events throughout school.	
			Spring 2 Summer 2	Pupil leaders given the opportunity to present to others (their class, key stage, school, or parents/visitors)	
			Autumn 1 Spring 1 Summer 1	Develop the role of head pupils as role models and representing the pupils at whole school events throughout the year.	
			Autumn 2	Provide opportunities for most of the Year 6 pupils to have a level of responsibility throughout the school, including day to day monitors.	