

Flanderwell Primary School

Developing Excellence Plan



2022-2023
‘Every child, Every minute, Every Hope’

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Headline Data Summary (2022):

EYFS	Good Level of Development		Year 1	Phonics Check	
	School	Emerging National		School	Emerging National
	76.2%	65.7%		90%	76%

Key Stage 1	Working at the Expected Standard		Working at Greater Depth within the Expected Standard	
	School	Emerging National	School	Emerging National
Reading	83%	67.2%	28%	18.1%
Writing	78%	58%	11%	8.1%
Mathematics	85%	68%	20%	15.2%
R, W & M	75%	53.0%	75%	6%

Key Stage 2	Working at the Expected Standard		Working at Greater Depth within the Expected Standard		Average Scaled Score	
	School	Emerging National	School	National	School	Emerging National
Reading	72%	74%	27%	27.7%	106.1	104.8
Writing	80%	69%	17%	12.8%		
Mathematics	75%	71%	12%	22.4%	100.95	103.8
GPS	67%	72%	25%	28.2%	102.13	105
R, W & M	62%	59%	8.3%	7.2%		

Key Stage 2	Sufficient Progress Measure	
	School	National
Reading	TBC	0
Writing	TBC	0
Mathematics	TBC	0

Early Years: Achieving a Good Level of Development

Student Group	2021/2022
All pupils	76.2%
Male	75.0
Female	78.6
SEN	46.2
Not SEN	89.7
Pupil Premium Eligible	60.0
Not Pupil Premium Eligible	78.4
FSM	60.0
Not FSM	78.4
EAL	100.0

SUMMARY:

Outcomes for all pupils are **significantly above national (national 65.7%)**

Outcomes for FSM pupils **below national**: continue to narrow opportunity gaps for these pupils as they enter KS1.

Key Stage 1: Year 1 Phonics Screening Check: Meeting Expected Standard

Student Group	2021/2022
All pupils	90.4%
Male	88.9
Female	92.0
SEN	63.6
Not SEN	97.6
Pupil Premium Eligible	77.8
Not Pupil Premium Eligible	93.0
FSM	75.0
Not FSM	93.2
EAL	80.0

SUMMARY:

Outcomes are **significantly above national for all pupils (national 76%).**

Outcomes for FSM pupils **broadly in line with national** all pupils.

Continue to prioritise phonics teaching in the 2022/23 academic year.

End of KS1 Statutory Assessment 2021/2022

At Least Expected Standard Reading, Writing and Maths KS1

Student Group	2021/2022
All pupils	75%
Male	82.1
Female	68.8
SEN	56.3
Not SEN	81.8
Pupil Premium Eligible	62.5
Not Pupil Premium Eligible	79.5
FSM	57.1
Not FSM	80.4
EAL	100.0

(National RWM KS1 - All pupils: 53%)

SUMMARY:

Outcomes for KS1 pupils (RWM) were **significantly above national at 75%**. **Boys performed well** compared to girls. **Pupil premium pupils performed well** compared to national all pupils.

Key Stage 1: Working at Expected Standard in Maths

Student Group	2021/2022
All pupils	85%
Male	85.7
Female	84.4
SEN	68.8
Not SEN	90.9
Pupil Premium Eligible	81.3
Not Pupil Premium Eligible	86.4
FSM	78.6
Not FSM	87.0
EAL	100.0

(National Maths – All pupils: 68%)

SUMMARY:

Pupils performed well in Maths. Outcomes were **significantly above national**.

Pupil premium pupils performed significantly above national and pupils with **SEND performed in line** with national all pupils.

Key Stage 1: Working at Expected Standard in Reading

Student Group	2021/2022
All pupils	83%
Male	85.7
Female	81.3
SEN	62.5
Not SEN	90.9
Pupil Premium Eligible	81.3
Not Pupil Premium Eligible	84.1
FSM	78.6
Not FSM	84.8
EAL	100.0

(National Reading – All pupils : 67.2%)

SUMMARY:

Reading outcomes at KS1 are **significantly above national all pupils, boys and girls and pupil premium pupils.**

Key Stage 1: Working at Expected Standard in Writing

Student Group	2021/2022
All pupils	78.3%
Male	82.1
Female	75.0
SEN	56.3
Not SEN	86.4
Pupil Premium Eligible	62.5
Not Pupil Premium Eligible	84.1
FSM	57.1
Not FSM	84.8
EAL	100.0

(National Reading – All pupils : 58%)

SUMMARY:

Outcomes in writing at KS1 are **significantly above national for all pupils, girls and boys.**
Pupil premium pupils performed above national.

End of KS2 statutory assessment 2021/2

Key Stage 2: Achieving Expected Standard Reading, Writing, Maths

Student Group	2021/2022
All pupils	61.7%
Male	51.9
Female	69.7
SEN	20.0
Not SEN	75.6
Pupil Premium Eligible	57.1
Not Pupil Premium Eligible	63.0
FSM	50.0
Not FSM	64.0
EAL	85.7

(National: All pupils in RWM combined – 59%)

SUMMARY: Children performed **above national** for all pupils.

Boys and pupil premium performed **below national all pupils** – continue to narrow gaps in attainment for boys and pupil premium pupils.

Key Stage 2: Achieved Expected Standard in Maths

Student Group	2021/2022
All pupils	75%
Male	74.1
Female	75.8
SEN	40.0
Not SEN	86.7
Pupil Premium Eligible	57.1
Not Pupil Premium Eligible	80.4
FSM	50.0
Not FSM	80.0
EAL	85.7

(National: All pupils in Maths - 71%)

SUMMARY:

Pupils performed **above national in maths** at KS2 (boys, girls).
Continue to narrow gaps in attainment for pupil premium pupils

Key Stage 2: Working at Expected Standard in Writing

Student Group	2021/2022
All pupils	80%
Male	70.4
Female	87.9
SEN	26.7
Not SEN	97.8
Pupil Premium Eligible	64.3
Not Pupil Premium Eligible	84.8
FSM	50.0
Not FSM	86.0
EAL	85.7

National: All pupils in Writing - 69%

SUMMARY:

Pupils performed **well above national** in writing at KS2.
 Girls performed well compared to boys, although boys performed in line with all pupils, nationally.
 Continue to narrow opportunity gaps for Pupil Premium pupils.

Key Stage 2: Achieved Expected Standard in Reading

Student Group	2021/2022
All pupils	75%
Male	55.6
Female	84.8
SEN	33.3
Not SEN	84.4
Pupil Premium Eligible	64.3
Not Pupil Premium Eligible	73.9
FSM	50.0
Not FSM	76.0
EAL	85.7

National: All pupils in reading – 72%

SUMMARY:

Outcomes in reading at KS2 are **above national for all pupils, girls, EAL.**
Continue to narrow opportunity gaps for boys and PP in reading.

Key Stage 2: Achieved Expected Standard Grammar, Punctuation and Spelling

Student Group	2021/2022
All pupils	66.7%
Male	59.3
Female	72.7
SEN	20.0
Not SEN	82.2
Pupil Premium Eligible	50.0
Not Pupil Premium Eligible	71.7
FSM	40.0
Not FSM	72.0
EAL	85.7

(National: All pupils in GPS – 72%)

SUMMARY:

Outcomes in GPS are **below national**. Continue to improve GPS as a priority, narrowing gaps resulted from lockdown, particularly for boys.

EMERGING ISSUES (the overview- 'start with the why?'):

Quality of Education

Improve the quality of teaching and learning, embedding the DSAT model of Teaching and Learning: Review/ revisit, Teach, Practise, Apply, Assess - including the pedagogy linked to the science of memory.

Why? The pandemic and lockdowns in 2020 and 2021 have led to gaps in learning for some pupils and some subjects and as we further embed our wider curriculum. Teaching and learning needs to be high quality in every year group, encompassing current theories of learning and using science of memory strategies so that children know and remember more, and any gaps are identified and addressed.

Embed recently revised curriculum programmes of study (including the embedding of these with new staff and staff new to year groups). Ensure the curriculum offer is broad, full and balanced and can be studied by all. Ensure it is knowledge-led but promotes the mastery of skills – particularly when adopting new schemes – e.g. maths and additional wider- curriculum schemes. Ensure all planning includes coverage of key concepts and slimming down current concepts is considered so that pupils have a greater chance of making links between concepts and remembering more. Further develop assessment of the wider curriculum to ensure gaps in component knowledge are identified and built upon.

Why? Following changes to the Ofsted framework in 2019 and as part of our journey to excellence, the school needs to continue to develop the wider curriculum and assessment in the wider curriculum in order to build on what children need to know and remember in every subject.

Behaviours and Attitudes/ Personal development

Support pupils' anxieties and wellbeing followed by the Covid-19 pandemic so that all children feel safe, happy and listened to. Develop resilience – equip staff to enable pupils to recover some of the resilience lost since lockdown.

Establish a strong culture of character development – teach children to be respectful, not afraid to take risks in their learning and to be resilient. Use reflection areas, R.E, RSE and explicit teaching of British Values and Protected Characteristics as a catalyst for exploring personal development.

Embed the new PSHE curriculum. Throughout our curriculum, ensure children are given the tools to debate and express their opinions and beliefs. Use the new R.E scheme to further support excellence in teaching and staff understanding of diversity.

Apply for the Allegiance Award - Quality for Educating for Equality. mark and undertake leadership training.

Why? The Covid-19 lockdown led to an increase in anxiety, isolation and trauma for pupils. In 2021/22, the school needs to play its' part in restoring the balance for our children and providing a safe, happy atmosphere where everyone can thrive and learn.

Leadership and Management

Empower all subject leaders to drive and monitor standards in their subject, including to monitor the impact of the recent changes to their subject curriculum and to develop ways of carrying out the most effective assessment of their subject.

Why? Our aim is to devise and embed subject plans which enable pupils to achieve across the curriculum and, very importantly, enable leaders to accurately check that we have been successful.

KEY PRIORITIES FOR THE COMING YEAR – 2022/2023

IMPROVEMENT PRIORITY 1

DSAT KEY PRIORITY: Action Plan 2022/23. Embedding and improving the Teach Simply Model of Teaching and Learning

Improvement Priority 1	Continue to embed a culture of teaching excellence and a common language, whereby staff gain the pedagogical expertise and knowledge of the science of memory required to drive standards so that all pupils make very good progress with their learning and ‘know and remember more’.
Success Criteria:	<p><i>We will know we have engineered success when ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> All cohorts and groups make at least good progress and gaps are narrowed <input type="checkbox"/> Provision raises standards and teaching and learning in school is at least 100% good or better, with much excellent practice embedded <input type="checkbox"/> Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple: the ‘DSAT Teach Simply’ model is embedded <input type="checkbox"/> Teaching strategies used help children know and remember more, and, as a result, the % pupils who gain mastery across the curriculum is increased <input type="checkbox"/> Teaching strategies used take into consideration the latest research into the science of memory

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation							
				What	By whom	When	Outcome				
<p>Continue to improve the quality of teaching and learning, enabling children to know and remember more, by ensuring pupils revisit and review learning and by ensuring staff are equipped with the pedagogical knowledge of how to build on prior knowledge.</p>	<p>HT/ Subject leads</p>	<p style="text-align: center;"><u>Revisit/ Review</u></p> <p>Revisit staff training to ensure staff are equipped to build the following into their daily teaching practice:</p> <p><u>Generative learning</u></p> <ul style="list-style-type: none"> • Continue to improve teacher understanding of generative learning in order to improve pupils’ abilities to know and remember more. • Build regular opportunities for pupils to generate learning by sorting, organising, integrating their learning. • Build into daily teaching opportunities for all children to generate their own learning, drawing from long term memories into working memories prior learning (think it, say it, teach it). Continue to embed talk partners as a tool for supporting this. • Explore summarising strategies, particularly in KS2, using pupil jotters/notebooks as a tool for recording this. Teach pupils in KS2 to summarise key learning following coverage of an area of learning by organizing their ideas into a summary table: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Questions: ?</td> <td style="width: 50%; padding: 2px;">Notes: Xxxx</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Summary:</td> </tr> </table>	Questions: ?	Notes: Xxxx	Summary:		<p>Revisit by end of term 1</p> <p>Monitor termly (through lessons visits)</p>	<p>Monitor use of jotters (sample for monitoring including pupil interviews)</p> <p>Monitor the effectiveness of generative learning strategies in lessons</p>	<p>Senior leaders</p> <p>SLT</p>	<p>Termly</p> <p>Ongoing, at least termly</p>	<ul style="list-style-type: none"> - Jotters are used effectively to support generative learning, including the use of summarizing (KS2). - Children are able to remember some key knowledge, vocabulary and concepts as a result of using the technique of summarising <p>The quality of teaching and learning improves across school as a result of generative learning / retrieval strategies being deployed.</p> <p>Children know and remember more over time.</p>
Questions: ?	Notes: Xxxx										
Summary:											

		<div style="border: 1px solid black; width: 150px; height: 30px; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> Incorporate drawing and mapping into regular teaching practice as a tool for generating learning. <p>Spaced retrieval practice</p> <ul style="list-style-type: none"> DSAT INSET training 31 Oct 2022 to improve teacher understanding of retrieval practice to support pupils to know and remember more, with a particular emphasis on the Forgetting Curve and implications for teaching and curriculum strategies (see updated teach simply model: return to knowledge regularly; improve clarity; make it more relevant – schema, vocabulary, knowledge; make it interactive). 'Can you still?' strategies embedded in every classroom ("What did we learn yesterday/ last week/ last month that will help us with our learning today?") Long term and medium-term planning continue to revisit areas of learning in a spaced way in order to optimise retrieval, thus enabling learning to be retrieved from the long-term memory and to be built upon. In maths and English, objectives are returned to in a meaningful way regularly throughout the year. The maths 'starters' to be reviewed and adapted to consider the Forgetting Curve. 	<p>End of year</p> <p>Oct 22</p>	<p>Monitor the effectiveness of retrieval practice in teaching. Are teachers taking into account the forgetting curve?</p> <p>Learning walk</p> <p>Monitor curriculum planning to ensure spaced retrieval strategies are used.</p>	<p>SLT</p> <p>SLT</p> <p>Subject leads</p>	<p>Ongoing, at least termly</p> <p>Ongoing, termly</p> <p>Termly.</p>	<p>Outcomes improve for all year groups, particularly in the year groups where gaps have developed due to lockdown.</p> <p>Pupils, including vulnerable pupils and those in the lowest 20%, make rapid progress and outcomes improve for pupils in each year groups over time.</p>
<p>Continue to improve the quality of teaching and learning, enabling children to know and remember more, by ensuring teachers teach simply, breaking down learning into small steps, making links with schema and building on prior knowledge and misconceptions.</p>	<p>HT/ Subject leads</p>	<p style="text-align: center;"><u>Teach</u></p> <p><u>The science of memory: schema and the link with misconceptions</u></p> <ul style="list-style-type: none"> In lessons, continue to use notebooks/ jotters as a tool for recording ideas, so that staff are able to sharpen understanding and correct misconceptions where schemata is incorrectly learned and embedded in long term memory. Build into curriculum planning documentation 'prior learning', so that teachers know what knowledge children should know and remember, are checking they know and remember it and so they know what incorrect schema (misconceptions) have been embedded in long term memory. Teach staff to understand how to teach to address misconceptions (subject knowledge development). INSET training 31 Oct. (Add new information to address a lack of knowledge; Fill in gaps of incomplete prior knowledge; Correct misconceptions of existing but incorrect prior knowledge). Continue to promote 'concepts' as an integral part of wider curriculum planning documents, therefore enabling pupils to revisit and review concepts over time, building more links between information learned (schema building) and as a tool for recovering gaps in learning following lockdown (key 	<p>Autumn term</p> <p>Termly</p> <p>Termly</p>	<p>Senior leaders to monitor the wider curriculum subject planning to ensure concepts have been slimmed down so children remember them</p> <p>Monitor T+L to ensure modelling is effective.</p> <p>Monitor curriculum planning to ensure prior knowledge is</p>	<p>Subject leads/ SLT</p> <p>Subject leads/ SLT</p> <p>Subject leads/ SLT</p>	<p>Termly</p> <p>June 2023</p> <p>June 2023</p>	<p>Concepts are included in curriculum documentation. In pupil interviews, pupils know some of the curriculum concepts and have flexibility in their answers to talk about how knowledge learnt is linked to other knowledge in other areas of the same and different curriculum subjects (schema building).</p> <p>The quality of teaching improves, with lessons visits demonstrating teacher understanding of how to identify and address misconceptions.</p> <p>Children gain more knowledge over time and knowledge is increasingly accurate. The %</p>

	<p>concepts revisited over time: identified important building blocks).</p> <ul style="list-style-type: none"> In the wider curriculum, slim down the number of concepts returned to, to enable more meaningful links to be created, to allow them to be returned to often enough, and to enable children to remember them. <p>Modelling and narrating thought processes: Revisit modelling process, including narrating thought processes, breaking down into steps. Staff training for all adults, including TAs, to improve their knowledge of how to model for all groups of pupils, including modelling writing for pupils in KS1 and pupils in KS2 with SEN need who are at the early writing stage and need to access modelled writing within their phonic grasp.</p> <p>Further refine curriculum planning in the wider curriculum: Ensure all curriculum documentation for wider subjects demonstrates a step-by-step approach in line with composite (objective) / component (small steps and building blocks) planning. Curriculum plans for all wider curriculum subjects to be detailed enough and refined so that concepts, knowledge, disciplinary knowledge (skills) and vocabulary are broken down into small steps and sequenced logically (geography, R.E, Computing and History). Provide further staff training for subjects where disciplinary knowledge is a specialism: Music – technical aspects of music Geography – mapping skills History – second order historical concepts</p> <p>Further articulate component knowledge and progression in the KS2 reading programme, identifying precisely how progress in reading (content domains) could be tracked and benchmarked throughout each stage. Focus of English Hub term 1 2022.</p>	<p>identified. Monitor lesson visits to ensure prior learning is built upon.</p> <p>Monitor modelling in lesson visits</p> <p>Monitor work samples</p> <p>Curriculum planning monitoring</p>	<p>SLT/ English lead</p> <p>Subject leads/ Curriculum leads</p> <p>English lead</p>	<p>Termly</p> <p>Termly</p> <p>June 2023</p> <p>June 2023</p> <p>June 2023</p>	<p>pupils achieving mastery in the wider curriculum increases compared to 2022/2.</p> <p>Children are able to confidently practise and apply skills as a result of clear, simple modelling.</p> <p>Teacher subject knowledge improves as a result of training.</p> <p>Curriculum documents are improved and clearly identify small steps (components).</p> <p>Pupils in the lowest 20% in each year groups make progress and the % pupils achieving below expected is reduced in all year groups.</p> <p>The pace of the KS2 reading curriculum is tightly articulated and broken down into steps/ components for each stage. As a result, pupils gain more knowledge and achieve well in reading by the end of KS2. Gaps in reading attainment for pupils are narrowed compared to 2022 %.</p>
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IMPROVEMENT PRIORITY 2

DSAT KEY PRIORITY: Assessment Action Plan 2022/23.

Improvement Priority 2	Continue to refine systems for assessment, to include assessment of the wider curriculum.
Success Criteria:	<p>We will know we have engineered success when ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> All cohorts and groups make at least good progress and gaps are narrowed <input type="checkbox"/> Assessment identifies gaps in component knowledge and leads to action to recover gaps and address misconceptions. <input type="checkbox"/> All aspects of the curriculum are assessed <input type="checkbox"/> Strategies used for assessment are efficient and mindful of teacher workload <input type="checkbox"/> No one subject expects 5 or more data collection points <input type="checkbox"/> As a result of strong assessment procedures, pupils gain more knowledge over time and teaching is responsive to need <input type="checkbox"/> As a result of strong assessment procedures, leaders are aware of strengths and areas to develop in their subject and outcomes are tracked <input type="checkbox"/> As a result of strong assessment procedures, receiving teachers know gaps in component knowledge and understand how to build on prior knowledge.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome
To monitor progress of pupils using NTS results, which will be shared with the trust	Assessment lead HT	<p>Ensure teachers have the NTS data from the previous year relating to new classes. From these, interventions can be based on the information from Shine.</p> <p>Identify slots in timetables that can be set as intervention points to enable the delivery of Shine interventions in a more efficient manner.</p> <p>Test pupils (using SATs style conditions) in the third to last week in term – data inputted in time for Pupil Progress meetings.</p> <p>Analysis of NTS data by subject leads to identify areas of strength and for development across school</p> <p>Lower 20% pupils are collated at the end of each assessment period to ensure they are targeted in lessons and interventions and their progress accounted for.</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>Distribute data to all staff for new classes where appropriate</p> <p>Coordinate timetables of all staff, considering core interventions being delivered with equitable time on timetable to ensure parity</p> <p>Tests ready for collection by dates needed and data inputted by deadlines</p>	Senior leaders/head	Termly	<p>Pupils, including vulnerable pupils and those in the lowest 20%, make rapid progress and outcomes improve for pupils in each year groups over time as a result of tracking and assessment in reading and maths.</p> <p>Bottom 20% identified for Shine interventions – interventions running</p> <p>Data available for comparison shortly after testing to enable next steps to be planned</p> <p>Good practice can be shared and any whole-school needs addressed with appropriate CPD or support.</p> <p>Interventions are adjusted where required.</p> <p>Progression of the children is obvious from the next data point comparison and staff are able to offer observations on how progress has been facilitated.</p> <p>Class teachers have a working knowledge of the bottom 20% at any given time and are able to show how they are accounting for them in planning and interventions.</p> <p>Data may be from tests out of their year group but should still show progression.</p>

<p>To further tighten assessment of the wider curriculum</p>	<p>Assessment lead</p> <p>Curriculum lead/ subject leads</p> <p>HT</p>	<p>Improve assessment of the wider curriculum to ensure that it:</p> <ul style="list-style-type: none"> identifies gaps in component knowledge and leads to action to recover gaps and address misconceptions. Is not overly burdensome and supports teacher workload (limit number of data collections, limit number of components identified for assessment). Informs teaching and next steps in an efficient way. Informs subject leaders about strengths and areas to develop, including areas needed to support improved subject knowledge. Informs receiving teachers about gaps in component knowledge and helps them to understand how to build on prior knowledge. <p>Do this through:</p> <p>1/ Select the most important substantive knowledge, concepts and vocabulary for each unit of work in each wider curriculum subject, choosing components which are the most 'powerful' and 'sticky' and will enable pupils to progress as they move through school. Narrow components down, not choosing too many components.</p> <p>2/ Select the most important components of disciplinary knowledge for each subject area, choosing knowledge which will enable pupils to learn the discipline of the subject and progress as they move through school. Narrow the choice of components.</p> <p>3/ Capture the narrowed down knowledge, concepts and vocabulary (substantive and</p>	<p>End of term 1 assessment systems are in place for most wider curriculum subjects.</p> <p>By the end of term 2, all subjects have been broken down into component knowledge.</p>	<p>Monitor assessment plans for each subject</p> <p>Monitor a sample of assessments to ensure new approach is consistent</p>	<p>HT/ SLT</p> <p>HT/ SLT</p>	<p>End of term 1 and term 2</p> <p>Mid-year</p>	<p>All cohorts and groups make at least good progress and gaps are narrowed</p> <p>Assessment identifies gaps in component knowledge and leads to action to recover gaps and address misconceptions.</p> <p>All aspects of the curriculum are assessed</p> <p>Strategies used for assessment are efficient and mindful of teacher workload</p> <p>As a result of strong assessment procedures, pupils gain more knowledge over time and teaching is responsive to need</p> <p>As a result of strong assessment procedures, leaders are aware of strengths and areas to develop in their subject and outcomes are tracked</p> <p>As a result of strong assessment procedures, receiving teachers know gaps in component knowledge and understand how to build on prior knowledge.</p>
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		<p>disciplinary knowledge) on an A4 visual representation- designed to be used to support memory strategies and help children to revisit and revise from.</p> <p>4/ For each curriculum area and year group, select the most appropriate assessment for learning opportunities (quizzes, talking to pupils, end of unit capture points).</p> <p>5/ Track knowledge identified above on the school's data collection system. Limit collection: mid-year and end of year- to enable teachers to identify gaps in knowledge and address them but also limiting the impact on teacher workload.</p> <p>6/ At the end of the year, teachers make a summative judgement (Exp/ WTS) based on assessments of components knowledge as above, using standard files to also support judgements.</p> <p>7/ Receiving teachers have access to assessments against component knowledge on tracking systems in order to build on prior knowledge and address any gaps in knowledge for individual pupils and cohorts.</p>					
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IMPROVEMENT PRIORITY 3

DSAT KEY PRIORITY: Educating for equality: equality action plan 2022/24

Improvement Priority 3	To ensure equality objectives thread through the culture, ethos and curriculum of our school: embedding anti-racism and gender equality in our school.
Success Criteria:	<p><i>We will know we have engineered success when ...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership at all levels understand their role and contribution to equality <input type="checkbox"/> We have a more accurate self-evaluation as a school of where we are at on the journey towards anti-racism and gender equality. <input type="checkbox"/> We have identified areas for staff CPD and have a plan in place to develop their understanding of anti-racism and gender equality. <input type="checkbox"/> Recruitment procedures, policies and procedures are reviewed to allow for unconscious bias and to reduce the opportunities for bias in relation to anti-racism and gender equality.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome
1.To provide a framework and benchmark of the school's journey towards an anti-racism and gender equality culture in school.	HT	<p><u>Leadership and management:</u></p> <ul style="list-style-type: none"> • Begin the process of achieving stage one of the Educating for Equality Mark. • The Educating for Equality Mark is made known to children, staff and the wider school community. • An audit is carried out to identify areas to develop and improve. • The school community understand with precision which aspects need to improve. • There is a shared understanding of the need for improving equality for children's education, well-being, school improvement, social justice and global citizenship. <p><u>Staff CPD:</u></p> <ul style="list-style-type: none"> • Staff receive training focused on equality education and good practice. <p><u>Teaching, Learning, Curriculum and Resources:</u></p>	End of the 2023 year	Progress with award	HT	Termly	<p>The school achieves the Allegiance Award (Stage one- Educating for Equality Award).</p> <p>An audit has identified areas of provision and procedures which need to change in order to embed an anti-racist and gender equal community.</p>

		<ul style="list-style-type: none"> Curriculum planning and resources are reviewed to ensure that an anti-racist, gender equal approach is embedded and has sustainable impact 					
2.To support senior leaders to ‘catch the vision’ towards an anti-racist and gender equal culture in school.	HT	<p>Leadership training:</p> <ul style="list-style-type: none"> Attend leadership development training for school leaders (SLT): embedding anti-racism and gender equality in our school. <ul style="list-style-type: none"> 6 x 2 hours sessions 12/9; 23/11; 11/1; 6/3; 24/5; 2/7 <p>Training includes</p> <ul style="list-style-type: none"> an increased understanding of the role of leaders in embedding an equality culture an overview of the research developments in the field an understanding of the relevant terms and definitions an understanding of how to plan effective staff CPD understanding the difference between diversifying and decolonising the curriculum an understanding of how to critically evaluate commonly used resources and texts practised empathetic listening unconscious bias the impact of anti-racism and gender equality policies on mental health and well-being of pupils and staff and on recruitment. 	End of the 2023 year	Evaluate impact of CPD termly	HT	Termly	<p>Senior leaders have improved knowledge of the key areas outlined in training modules.</p> <p>This knowledge impacts on daily practices, policies, procedures, curriculum.</p> <p>Leaders ‘catch the vision’ for an improved culture of anti-racism and gender equality.</p>
3.To embed an anti-racist and gender equal approach to the curriculum.	HT/ Curriculum lead	<p>Year 2: DSAT INSET DAY focus for all teachers</p> <p>Training for all staff to include:</p> <ul style="list-style-type: none"> developing racial literacy de-biasing classroom practice developing curriculum provision dealing with racism in schools 	End of the 2023/24 academic year	Evaluate the impact termly	HT Curriculum lead	Termly	<p>A culture of inclusion and justice is built.</p> <p>Curriculum planning addresses injustices</p> <p>Staff are equipped to play their part in the journey towards an anti-racist and gender equal school community</p>

ENGLISH ACTION PLAN 2022/23

Evaluation: 2021/2022

Strengths	Areas for Development
<p>RWI Phonics consistent across school. Teachers and TAs highly trained in phonics and early writing.</p> <p>New policy written for Early Reading.</p> <p>Website has been updated.</p> <p>Fresh Start for children in Y5 and Y6 that have fallen behind.</p> <p>RWI Get Writing</p> <p>Reading areas improved.</p> <p>Comprehension consistency.</p> <p>Books for pleasure updated and lots of new books added to areas.</p> <p>Books reflecting inclusion are in book areas.</p> <p>Library books introduced for each year group.</p> <p>Modelled writing training given to all staff.</p> <p>Phonically decodable books used in school and sent home.</p> <p>Reading scheme has been updated and all staff have knowledge of it.</p> <p>New benchmarking system.</p> <p>CLPE and Literacy Shed Plus</p> <p>Language acquisition has been a priority in FS and environments have been rich in vocabulary.</p> <p>New reading diaries have been introduced that include ways parents can support children in reading at home.</p>	<ul style="list-style-type: none"> • Improve reading for pleasure across school. • Improve fluency for reading and give opportunities • Introduce new writing scheme to improve writing across school. • To maintain a high percentage of results for phonics screen in Y1 and Y2.

SATS and Phonics Results 2022			
KS1		KS2	
Reading	83% EXS 28% GDS	Reading	72% EXS 27% GDS
Writing	78% EXS 11% GDS	Writing	80% EXS 17% GDS

Phonics Screen Results	Y1: 90% Y2: 97%		
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Summary of action: 2022/2023

English Curriculum Intent:

“To raise the fluency of English”

- To inspire children to become fluent, confident readers whose love for literature will thread through into their adult lives.*
- To empower children to interact with peers and adults in a confident, articulate way to prepare them for the next stage in their educational journey.*
- To provide a safe and secure learning culture in all literacy lessons characterised by high challenge and support.*
- To develop children’s rich vocabulary to support our learners to flourish, create, innovate and achieve in a variety of ways, including the written form.*
- To develop a genuine love and enjoyment for literacy learning characterised by positive behaviours.*
- For our children to achieve positive personal, social and academic outcomes, regardless of their starting point in all areas of English curriculum.*
- To create a culture of resilience, perseverance and resourcefulness.*
- To provide a curriculum for all children where the knowledge and skills are progressive and revisited.*

National Curriculum *“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”*

Excellence and enjoyment *“Teachers recognise where links are effective to enable pupils to apply the knowledge and skills learned in one subject to others, as well as bringing coherence to learning when complementary aspects of subjects are brought together.”*

What fluency means at Flanderwell:

“Fluency is the ability to draw on all areas of English together when teaching, and when learning.”

Priorities for Development	Action	Resources required	Sources of support	Monitoring (By whom)	Success Criteria
To develop language acquisition in FS1 and FS2 to address the vocabulary gaps and ensure that all children acquire language with good intentionality.	<ul style="list-style-type: none"> • Introduce ‘Supporting Language Development document’ and ‘Supporting Oral Language’ to staff during a staff meeting. • Teachers to use the document to support their planning to ensure that language acquisition is intentionally taught. • Ensure that teachers plan for probing questions to encourage talk and language acquisition. • Teachers to do an environment walk in to look for pre-planned language opportunities. • Look at possible ways to assess language and vocabulary. 	Supporting Language Development and Supporting Oral Language documents.	Language documents, Tina Otter	TO, HW, VA, JA	Children in FS1 will develop a broad range of vocabulary. When assessed, children will be able to use new words and say the meaning of these words. Language acquisition will be planned for and is intentional.

<p>To maintain the consistency of RWI phonics teaching across school and to ensure that all teachers are trained and up to date.</p> <p><i>2022 Phonics Score Results: Year 1 Phonics Screen: 91% Year 2 Phonics Screen: 97%</i></p>	<ul style="list-style-type: none"> An update of RWI training to be delivered in September by HW. This is to include new to school and new to year group teachers and teaching assistant. Ruth Miskin training portal to support the training of teaching reading. Teachers and TAs to have regular training on the portal. HW to have half termly bespoke RWI training from the RWI trainer. HW to then relay information and training to the rest of school. Have a development day through RWI package to ensure that teaching of phonics is consistent. Progress meetings with RWI trainer to check on children falling behind. All RWI teachers to have a RWI handbook with lesson plans. HW to lead RWI and analyse assessments regularly- from FS to KS2. HW to inform KS2 teachers of children that did not pass the phonics screen at Y2. Teachers will teach encoding, as well as decoding and will apply their knowledge of phonics into their writing. Ensure that children crack the phonic code and do not enter 'failure to read'. This will be done through a consistent approach of teaching RWI. Ensure that 5 layers of RWI is taking place- daily lesson, afternoon session, virtual classroom links, 1:1 tutoring and phonically decodable books being sent home. HW to hold a meeting on phonics to parents for Foundation Stage and KS1 parents. 	<p>RWI online training documents. RWI handbooks. RWI lesson plans. RWI books. Ruth Miskin online portal so teachers get access to the training videos.</p>	<p>RWI training online- Ruth Miskin portal. Oxford Owl subscription. RWI handbooks.</p>	<p>HW, VA, JA</p>	<p>All teachers and teaching assistants across school will be confident of delivering RWI phonics. All teachers and teaching assistants will have access to the correct resources and will use these correctly. Children will make good progress across RWI and will be able to decode and encode. Children who are not making progress will be identified quickly and will begin rapid catch up interventions, including 1:1 phonics. Decoding and encoding will lead to language comprehension. Parents understand the importance of phonics and are well informed of the teaching process in school.</p>
<p>To ensure class libraries are up to date in every class and to ensure that children get the opportunity to practise reading across the curriculum.</p>	<ul style="list-style-type: none"> Hold a staff meeting to discuss what a good class library looks like. Audit books in class libraries. Ensure that there is a good range of phonically decodable books in the class library. Ensure that there are books across the curriculum available to access. Ensure that there are curriculum books available at each child's phonic ability. 	<p>A range of books that are appropriate for each year group/ child's ability.</p>	<p>Document of what a good class library includes.</p>	<p>HW, VA, JA</p>	<p>All classrooms will have class libraries that include a range of books. These will include phonically decodable books across the curriculum and non-fiction books to inspire children.</p>
<p>To introduce the Pathways to Write scheme to ensure that the teaching of writing is consistent across school and that children make good progress in writing.</p>	<ul style="list-style-type: none"> To introduce the Pathways scheme during a staff meeting. HW and VA to attend Pathways showcase and training to ensure they are up to date. To ensure that all teachers have access to Pathways resources, including poetry. Give teachers partners across school to watch the modelling process. 	<p>Access to modelled writing. Pathways resources.</p>	<p>Pathways training. Modelled writing training in school.</p>	<p>HW, VA, JA</p>	<p>Teachers in school are confident in delivering modelled writing effectively. The progression of skills is apparent across the year groups. Children will make good progress in writing.</p>

	<ul style="list-style-type: none"> • HW, VA, JA, TO to monitor modelled writing. • Ensure that modelling is appropriate for all children, including SEN and lowest 20% of children. • Ensure that all children have access to word mats and pictures, including in KS2, where needed. 				
To develop the language of discussion to support writing.	<ul style="list-style-type: none"> • Give children opportunities to question and voice opinions, during writing lessons, as well as across the curriculum. • Ensure that opportunities are given for children to have a voice and share this with peers and in front of the class. • Encourage discussions during the writing lessons, as part of Pathways. 	<p>Ensure all teachers have conversation stems to give ideas to support children in discussion.</p> <p>Debate cards are also available online for children to practise debate.</p> <p>Teacher to model discussion language.</p>	<p>CLPE supports discussion and debate.</p> <p>Twinkl.</p>	HW, VA, JA	All children are confident in the use of discussion in writing lessons and can confidently debate and discuss their opinions.
To further improve reading fluency by giving more opportunities to read.	<ul style="list-style-type: none"> • Ensure that children are reading frequently to an adult. • Ensure that children are given regular opportunities to read independently, including during reading comprehension lessons. Make sure children are reading texts that have been purposely resourced, so children can apply their reading knowledge accurately. • Ensure that children are reading and re-reading to help their fluency. Yarc assessments are to be used for children who are reading below ARE and need more practice. • Fluency strategies are used across the curriculum to help children practice their reading. • Staff meeting needed on reading diet across school and expectations shared on how comprehension is broken down daily across the week. 	<p>Appropriate texts for year groups.</p> <p>Yarc assessments.</p>	<p>Appropriate texts.</p> <p>Yarc assessments.</p> <p>Comprehension structure given to every teacher.</p>	HW, VA, JA	<p>The gap of children who are reading fluently and those who aren't is reduced.</p> <p>The majority of children will read fluently.</p>
To develop love for reading even further across school.	<ul style="list-style-type: none"> • Reading is practiced across the wider curriculum. • Every class will have a reading race track to encourage reading at home. Children will receive awards the more times they read at home. This will encourage reading at home • Involve children in the choosing of new books and texts for reading area. • Ensure reading areas are current and used. 	<p>Displays around school displaying love for reading.</p> <p>Reading awards.</p> <p>Books in book areas cover a wide range of subjects and interests.</p>	<p>Class libraries.</p> <p>CLPE for list of books.</p>	HW, VA, JA	Children have access to a variety of books in the reading area and these cover a wide range of interests, including inclusion and diversity books.
To ensure the teaching of Grammar, Punctuation and Spelling is consistent across school and that the provision is refined to suit the needs of each year group.	<ul style="list-style-type: none"> • To review the current provision for Grammar- Skill Builders. • To monitor the teaching of RWI spelling. • To ensure all teachers and teaching assistants, including new to school and year group, are up to date with training. Use Ruth Miskin portal to train staff. 	<p>Skill Builders.</p> <p>Literacy Shed+ Grammar.</p> <p>RWI Spelling- Ruth Miskin portal.</p>	<p>Portal online and staff meeting training.</p>	HW, VA, JA	<p>Children are being taught RWI spelling consistently across school. All teachers and teaching assistants will be confident in their delivery of the different activities.</p> <p>SPAG results are improved across school.</p>

	<ul style="list-style-type: none">• Monitor the teaching of SPAG across school.• Check assessments for SPAG.• Identify supplements for the Skill Builders scheme to ensure that all objectives are taught consistently across school.				
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Evaluation: 2021/2022

Strengths	Areas for Development
<p>Staff have good subject knowledge and respond to needs of pupils effectively and confidently to teach maths well. Abacus scheme modified/supplemented by many staff to provide small steps in learning, higher level of challenge and moving towards a mastery approach. CPD for all teachers focusing on problem solving and reasoning opportunities for all pupils, including signposting to quality resources (eg. Whiterose and iSee reasoning) . NCETM signposted for all staff to acquire further knowledge of mastery in maths. Fluency in facts and choice of strategies observed across school. Some effective use of concrete and scaffolds to facilitate and enable all pupils to achieve. New maths leads have attended regional Embed Mastery and DSAT Hub sessions, helping to form clear vision for maths in school.</p>	<p>Adopt Whiterose scheme to support/enhance a consistent mastery approach throughout school as the core. Leads to ensure opportunities for retrieval practice is planned throughout new block curriculum across all year groups. Continue to embed mastery approach in maths, for all pupils (with exception of pupils with extreme SEN), including integrated PS&R opportunities.</p>

SATS and Times Table Check Results															
EYFS	GLD 76.2% Number 93% Numerical Patterns 88%			KS1				83% EXS 25% GDS			KS2			75% EXS 10% GDS	
Times Table Check Results	25	24	23	22	21	20	19	18	17	16	15	14 – 3.4% (2) 13 – 1.7% (1) 11 – 1.7% (1) 10 – 5.2% (3) 8 – 1.7% (1)			
	55% (32)	10.3% (6)	8.6% (5)		1.7% (1)	5.2% (3)	1.7% (1)		1.7% (1)						

Summary of action: 2022/2023

Priorities for Development	Action	Resources required	Sources of support	Monitoring (By whom)	Success Criteria
<p>To maintain the consistency of TT teaching across the school and to ensure that all teachers are trained and up to date.</p> <p><i>2022 TT result</i> 55% at 25 81% >20</p>	<ul style="list-style-type: none"> Relaunch the use of Bronze, Silver and Bronze times tables as an incentive for children. Children to have regular access to reflex/TTRS and for this use to be monitored by staff. TT trackers to be used by all staff in school to keep track of TT knowledge. Y5 teachers to be aware of how children scored during the Y4 TT check. Teachers will teach times tables as part of their Maths curriculum, Maths facts and additional times tables time. TT form integral part of half-termly Maths Facts taught for each year group. 	<p>TTRS Reflex Maths White Rose Maths scheme Half termly Maths Facts</p>	<p>TTRS website Reflex website Laptops or iPads for children to use.</p>	<p>NB, VA, JA</p>	<p>All teachers and teaching assistants across school will be confident and teaching times tables regularly All teachers and teaching assistants will have access to the correct resources and will provide opportunities for children to access them regularly Children will make good progress acquiring times table knowledge. Children who are not making progress will be identified quickly and will begin intervention. TT knowledge will lead to automaticity.</p>
<p>To introduce Maths Facts so that children can develop automaticity and fluency</p>	<ul style="list-style-type: none"> Hold a staff meeting to share the maths facts for each year groups. Staff to share the maths facts half termly with parents via dojo and homework books Children to have regular opportunities within school to develop these skills e.g. short M/O starters Staff to track pupil progress in securing these facts through low stakes quizzes or 1:1 testing. 	<p>Maths facts Trackers</p>	<p>Maths leads to discuss maths facts with staff</p>	<p>NB, VA, JA</p>	<p>All children will have a set of maths facts to secure each half term. Children will make good progress when learning Maths Facts Children are able to use the facts within lessons so that they demonstrate a deep level of understanding.</p>
<p>To introduce the White Rose scheme to ensure that the teaching of Maths with a mastery approach is consistent across school and that children make good progress in Maths.</p>	<ul style="list-style-type: none"> To introduce the White Rose scheme during a staff meeting. NB and VA to attend the Maths Hub and training to ensure they are up to date with the mastery approach NB and VA to work with other schools using White Rose to observe practice and share this with staff. To ensure that all teachers have access to White Rose resources. 	<p>Access to White Rose resources. CPD videos on White Rose support teachers with their subject knowledge. Termly staff meeting to evaluate implementation of WR and mastery approach.</p>	<p>White Rose CPD videos Maths Mastery training in school.</p>	<p>NB, VA, JA</p>	<p>Teachers in school are confident in delivering Maths lessons effectively, using a mastery approach. Children talk confidently, using correct terminology, about their thinking in Maths. Children will make good progress in Maths.</p>

	<ul style="list-style-type: none"> • Give teachers partners across school to watch the mastery approach. • Termly evaluation by staff of Whiterose and mastery approach, promoting sharing of successes and good practice. • NB, VA, JA, TO to monitor Maths teaching. • Ensure that small steps are used within lessons to ensure that all children, including SEN and lowest 20% of children, are able to achieve. • Staff to be familiar with daily Whiterose presentations to enable effective teaching, including high-quality narration, modelling and questioning. (Videos only to be used in exceptional circumstances eg short-notice TA cover) • Ensure that all children have access to CPA representations. • To ensure that working walls are representative of a mastery approach. • The use of sentence stems is prevalent within maths lessons and children are becoming more confident when discussing maths. • TA and teacher provide live marking, address misconceptions and support pupils so all can achieve, using scaffolds when necessary. • Same day intervention is carried out where possible to 'close the gap'. 				
Introduce Master the Curriculum to supplement the White Rose scheme in FS to ensure that the daily lessons have a mastery approach and that children make good progress in Maths.	<ul style="list-style-type: none"> • Master the Curriculum used in FS to deliver teaching of each unit of Whiterose. • Daily Maths lessons in FS use Master the Curriculum resources alongside relevant concrete manipulatives. 	Master the Curriculum £50?	Maths leads discuss Master the Curriculum resources with FS staff	NB, VA, JA	
To further develop arithmetic and fluency skills	<ul style="list-style-type: none"> • Ensure that children are using their arithmetic skills regularly (weekly afternoon arithmetic session and flash back 4) • Ensure that children are given opportunities to work with scaffolds and supports so that they are not limited by known facts • Fluency strategies are used across the curriculum to help children practice their maths. • Trackers of arithmetic scores • Use of Mastering Number in EYFS and KS1. 	<p>Rising Stars Arithmetic</p> <p>Flash Back 4</p> <p>Maths resources (e.g. number square, TT grid, number line).</p> <p>Arithmetic trackers</p> <p>Mastering Number Training sessions for staff</p> <p>Rekenreks</p>	<p>Rising Stars Arithmetic</p> <p>Flash Back 4</p>	NB, VA, JA	<p>Children have strong arithmetic skills and are able to work accurately.</p> <p>The majority of children will demonstrate fluency and automaticity within arithmetic tasks.</p> <p>Children will have a good understanding of basic skills and are able to use these confidently and flexibly.</p>

To ensure that spaced retrieval practice is used within lessons effectively	<ul style="list-style-type: none"> Introduce the use of Flash Back 4 Ensure that all children have access to the questions so that they are able to recall from their long-term memory. Ensure that staff are confident with the research and theory behind spaced retrieval. During Flashback 4 sessions, explicitly use term 'retrieval practice' with pupils. 	Flash Back 4 Additional resources for deliberate practice	Staff meeting training	NB, VA, JA	Children are able to recall learning that has not been the maths lesson focus recently. Children have regular access to Flash Backs and it is part of classroom practice. This is a consistent school approach.
To continue to develop problem solving and reasoning	<ul style="list-style-type: none"> Build upon recent staff CPD based on problem solving and reasoning, Ensure that children have the opportunity to use problem solving and reasoning skills at least weekly. Monitor the use of problem-solving activities within different classes. 	I See Reasoning WR PowerPoint with different problem-solving activities. N Rich	Staff meeting Various reasoning resources	NB, VA, JA	Children have regular opportunities to complete problem-solving activities. Children are able to use a range of strategies to be able to complete the different problems that they encounter. Staff are confident at sourcing, teaching and assessing problem solving.
To develop staff CPD with Mastery principles for Maths.	<ul style="list-style-type: none"> Introduction to mastery staff meeting – sharing the 5 big ideas and general classroom management for mastery. CPD training for all staff – staff meetings for bigger concepts, during PPA time for staff to watch their block video and complete the 'What is new to me sheet'. Maths leaders to engage with Sustaining Mastery – phase 2 program. 	White Rose CPD training. £300 Release time for course dates.	CPD record. CPD feedback Lesson observations to see CPD put into practice.	NB, VA, JA	All teachers have had opportunities to access high-quality CPD. The Maths leaders are equipped with the skills and knowledge required to deliver a mastery curriculum.
To adapt and develop the calculation policy so it is in line with Mastery and the new Maths curriculum.	<ul style="list-style-type: none"> To write a progressive and coherent calculation policy, which follows expectations of the curriculum (once introduced) and links with expectations and knowledge required from other resources used to supplement Maths (Rising Stars Arithmetic). To share new calculation policy with staff and parents. 	Non-contact time to develop the policy. Staff meeting time to share effectively with teachers. Parent meetings.	WR website	NB, VA, JA	The calculation policy is progressive between year groups. Teachers and parents understand which methods are taught in which year group and the rationale behind this.
To develop the Maths page on the school website so that it is representative of the learning taking place in school.	<ul style="list-style-type: none"> To ensure all relevant documents are up to date and written. To update the website with an initial new page and then regularly updated as needed. 	Non-contact time to develop the website. Documents to use on the website, including photos capturing Maths in action across school.	WR website Flanderwell website	NB, VA, JA	The website is a good reflection of the maths that is taking place in school. All relevant documents are easy to locate and the website celebrates the successes of Maths in school.

SCIENCE ACTION PLAN 2022/23

Strengths	Areas for Development	Evidence	Additional priorities for Development
<p>Science Bug - gives structure and outline for the Science curriculum and provides planning</p> <p>Children engage with the Science lessons</p> <p>Twinkl provides resources for units well – has been used alongside Science Bug</p> <p>Science Week has been a success with the resources given by the leader</p>	<p>Assessment in Science</p> <p>Alternative resources to be used other than Science Bug</p>	<p>All year groups following the NC objectives set out by Science Bug</p> <p>Other schemes have supplemented the children's understanding in Science</p>	<p>Clear assessment in Science – ensuring that all children have access to the 'sticky knowledge' in Science</p> <p>Embedding the teaching of Scientific enquiry and evidencing this</p>

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/success criteria
<p>1. Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.</p>	L Hales	<p>Further improve curriculum documentation in Science so that:</p> <ul style="list-style-type: none"> Components (small steps and building blocks) are broken down even further. Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and articulate with more detail end points. Ensure learning is sequenced in a logical way and broken down so that progression across school is improved. Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving 	<p>Termly</p> <p>Termly</p>	<p>Monitor improvements to curriculum documents (component/ small step planning)</p> <p>Monitor teaching and learning, ensuring that small step planning is supporting children to know and remember more.</p>	<p>SLT</p> <p>SLT/LH</p>	<p>Termly</p> <p>Termly</p>	<p>Curriculum planning contains small steps (components) rather than broad statements. Progression is enabled as a result of small step teaching. Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they need to deliver it. Learning is broken down into small steps for pupils (composites).</p> <p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary</p>

		curriculum documentation so that concepts are identified and finely articulated.		Monitor improvements to curriculum documents (concept focused planning)	SLT	Termly	school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.
				Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more	SLT/LH	Termly	
2. To further tighten assessment SCIENCE	L Hales V Allbut	<ul style="list-style-type: none"> Devise a clear manageable assessment in Science for teachers to use throughout the year to assess progress of pupils in each area of Science taught per year group (See Priority 2) 	Termly	Monitor the assessment within the progress of sticky knowledge made by pupils	SLT/LH	Termly	Teachers feel confident when assessing in Science
3. Provide CPD in scientific enquiry to enable staff to deliver Science with increased confidence and teach for the best possible outcomes.		<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. Subject leader/external provider delivers high quality CPD. 	Termly	Monitor teaching and learning in Science Staff questionnaire revisited.	SLT/LH	Termly	Pupils receive high quality teaching of scientific enquiry in Science and processes and outcomes for all groups reflect this.
4. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become Scientists		<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. Provide the following resources to enhance the teaching of scientific enquiry so that children have the best possible chance of becoming budding Scientists. 	September +	Monitor teaching and learning Pupil questionnaires	SLT/LH	Termly	Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in Science Pupils reflect positively upon lessons and how the resources and models have supported progress.

HISTORY ACTION PLAN 2022/23

Strengths	Areas for Development	Evidence	Additional priorities for Development
<p>Historical association - Scheme of work to follow to ensure objects are clear and concise.</p> <p>Trips - Have been valuable and insightful.</p>	<p>Children retaining knowledge.</p> <p>Develop quizzes/end of unit assessments.</p> <p>Simplified planning - Historical Association can be a little wordy and a little difficult to follow.</p>	<p>Staff questionnaires</p>	<ul style="list-style-type: none"> Curriculum documentation Scheme of work Assessment Development CPD for staff Resources

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/ success criteria
<p>1. Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.</p>	LK	<p>Further improve curriculum documentation in History so that:</p> <ul style="list-style-type: none"> Components (small steps and building blocks) are broken down even further. Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and articulate with more detail end points. Ensure learning is sequenced in a logical way and broken down so that progression across school is improved. Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated. Ensure Key concepts are understood by staff teaching History and are clear on planning. 	<p>Termly</p> <p>Termly</p>	<p>Monitor improvements to curriculum documents (component/ small step planning)</p> <p>Monitor teaching and learning, ensuring that small step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents</p>	<p>SLT</p> <p>SLT/ Subject Leader</p>	<p>Termly</p> <p>Termly</p>	<p>Curriculum planning contains small steps (components) rather than broad statements. Progression is enabled as a result of small step teaching. Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they need to deliver it. Learning is broken down into small steps for pupils (composites).</p> <p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>

				(concept focused planning) Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more	SLT SLT/ Subject Leader	Termly Termly	
2. To further tighten the assessment of HISTORY	LK	<ul style="list-style-type: none"> To look at each area of History taught and develop termly quizzes (through the aid of additional schematic resources to support HA planning) To develop 'Key Facts' for each year group. Develop a clear and consistent process for tracking assessment (See Priority 2) 	Termly	Unit assessments Pupil interviews to be conducted	SLT/Subject leader	Termly	<p>We will have children who will be able to recall 'key facts' for their year group and key concepts will be embedded.</p> <p>End of unit assessments will be used to inform assessment judgement and teaching. These will be consistent across school.</p>
3. Provide CPD in second order concepts to enable staff to deliver History teaching with increased confidence and teach for the best possible outcomes.		<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. Subject leader/external provider delivers high quality CPD. 	Termly	Monitor teaching and learning in History Staff questionnaire revisited.	SLT/Subject Leader	Termly	Pupils receive high quality teaching of History and processes and outcomes for all groups reflect this.
4. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become historians.	LK	<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. Provide the following resources to enhance the teaching of History specially first- hand resources/experiences so that children have the best possible chance of becoming historians. Look at ordering resources/boxes linked to topics after the audit- what are we most in need of? 	September +	Monitor teaching and learning Pupil questionnaires	SLT/subject Leader	Termly	Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in History. Pupils reflect positively upon lessons and how the resources and models have supported progress.

GEOGRAPHY ACTION PLAN 2022/23

Strengths	Areas for Development	Evidence	Additional priorities for Development
<p>Membership of the Geographical Association</p> <p>Fieldwork is now possible again (post-Covid lockdowns)</p>	<p>Children retaining knowledge</p> <p>Assessment</p> <p>Curriculum progression documentation</p> <p>Scheme of work (Oddizzi) to support implementation of curriculum</p> <p>Develop use of Dlgimaps</p>	<p>Subject audit</p>	<ul style="list-style-type: none"> • CPD for staff • Resources, including Digimaps, World Maps/Globes • Profile of Geography within school – • Opportunities to revisit learning to aid children being able to know more and remember more.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/ success criteria
<p>.1. Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.</p>	<p>JE</p>	<p>Further improve curriculum documentation in Geography so that:</p> <ul style="list-style-type: none"> • Components (small steps and building blocks) are broken down even further. Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and articulate with more detail end points. Ensure learning is sequenced in a logical way and broken down so that 	<p>Termly</p>	<p>Monitor improvements to curriculum documents (component/ small step planning)</p>	<p>SLT</p>	<p>Termly</p>	<p>Curriculum planning contains small steps (components) rather than broad statements. Progression is enabled as a result of small step teaching. Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they need to deliver it. Learning is broken down into small steps for pupils (composites).</p> <p>Pupils' gaps in learning over lockdown are</p>

		<p>progression across school is improved.</p> <ul style="list-style-type: none"> Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated. Ensure Key concepts are understood by staff teaching Geography and are clear on planning. 	Termly	<p>Monitor teaching and learning, ensuring that small step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents (concept focused planning)</p> <p>Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more</p>	<p>SLT/ Subject Leader</p> <p>SLT</p> <p>SLT/ Subject Leader</p>	<p>Termly</p> <p>Termly</p>	<p>narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>
2. To further develop the assessment of GEOGRAPHY	JE	<ul style="list-style-type: none"> Develop assessment format (Quizzes/Tracking sheet) To develop 'Key Facts' for each year group. Develop a clear and consistent way of tracking assessment so that is clear to see progression and gaps. (See Priority 2) 	Termly	<p>Assessments</p> <p>Pupil interviews to be conducted.</p>	SLT / Subject Leader	Termly	<p>We will have children who will be able to recall 'key facts' for their year group and key concepts will be embedded.</p> <p>End of unit assessments will be used to inform assessment judgement and to inform future teaching.</p> <p>These will be consistent across school.</p>
3. Provide CPD in Geography to enable staff to deliver Geography with increased	JE/EP	<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. Subject leader/external provider delivers high quality CPD. 	Termly	<p>Monitor teaching and learning in Geography</p> <p>Staff questionnaire revisited.</p>	SLT/Subject Leader	Termly	<p>Pupils receive high quality teaching of Geography and processes and outcomes for all groups reflect this.</p>

confidence and teach for the best possible outcomes.							
4. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become geographers	JE	<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. Provide the following resources to enhance the teaching of Geography so that children have the best possible chance of becoming geographers. (ODIZZI/DIGIMAPS) 	Sept 2022 onwards	Monitor teaching and learning Pupil questionnaires	SLT / subject Leader	Termly	<p>Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in Geography</p> <p>Pupils reflect positively upon lessons and how the resources and models have supported progress.</p>

RELIGIOUS EDUCATION ACTION PLAN 2022/23

Strengths	Areas for Development	Evidence	Additional priorities for Development
Understanding Christianity and SACRE SOW	<p>Time taken for planning units</p> <p>Visits to places of worship and places of local importance to the community</p>	<p>Curriculum Subject Audit Review</p> <p>Lesson Observations</p>	Staff Meetings and CPD opportunities for anyone teaching RE in school.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/ success criteria
1. Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.	KC	<p>Further improve curriculum documentation in RE so that:</p> <ul style="list-style-type: none"> Components (small steps and building blocks) are broken down even further. Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and articulate with more detail end points. Ensure learning is sequenced in a logical way and broken down so that progression across school is improved. 	<p>Termly</p> <p>Termly</p>	<p>Monitor improvements to curriculum documents (component/ small step planning)</p> <p>Monitor teaching and learning, ensuring that small</p>	<p>SLT</p> <p>SLT/ KC</p>	<p>Termly</p> <p>Termly</p>	<p>Curriculum planning contains small steps (components) rather than broad statements. Progression is enabled as a result of small step teaching. Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they need to deliver it. Learning is broken down into small steps for pupils (composites).</p>

		<ul style="list-style-type: none"> Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated. <p>Purchase of approved schematic resource.</p>		<p>step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents (concept focused planning)</p> <p>Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more</p>	<p>SLT</p> <p>SLT/ KC</p>	<p>Termly</p> <p>Termly</p>	<p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>
2.To further tighten the assessment of R.E.		<ul style="list-style-type: none"> Devise a clear manageable assessment in R.E for teachers to use throughout the year to assess progress of pupils in each aspect of R.E See DEP Priority 2 	Termly	Monitor a sample of assessments to ensure new approach is consistent and progress has been made.	SLT/ KC	End of term 2	Assessment of R.E is improved – see Priority 2 milestones. Teachers feel confident in assessing R.E
3 Provide CPD in faith knowledge and to enable staff to deliver RE with increased confidence and teach for the best possible outcomes.		<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. Subject leader/external provider delivers high quality CPD. 	Termly	<p>Monitor teaching and learning in RE</p> <p>Staff questionnaire revisited.</p>	SLT/ KC	Termly	Pupils receive high quality teaching of/in RE and processes and outcomes for all groups reflect this.
4 Continue to provide quality resources and models so that pupils continue to secure key substantive facts and		<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. Provide the following resources to 	September +	<p>Monitor teaching and learning</p> <p>Pupil questionnaires</p>	SLT/ KC	Termly	Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in RE

secure disciplinary knowledge - enabling them to become religious education experts.		enhance the teaching of R.E so that children have the best possible chance of becoming religious education experts. - Investment in R.E resources which provide					Pupils reflect positively upon lessons and how the resources and models have supported progress.

ART ACTION PLAN 2022/23

Strengths	Areas for Development	Evidence	Additional priorities for Development
<p>New Curriculum is more structured</p> <p>CPD delivered inhouse</p> <p>Art is strong throughout school</p> <p>Children enjoy and feel confident in Art</p>	<p>Assessment in Art</p>	<p>Deep Dive Feedback</p>	<p>CPD for staff in different medias</p>

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/ success criteria
<p>1.Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.</p>	L Hales	<p>Further improve curriculum documentation in Art so that:</p> <ul style="list-style-type: none"> Components (small steps and building blocks) are broken down even further. Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and articulate with more detail end points. Ensure learning is sequenced in a logical way and broken down so that progression across school is improved. Build schemata through repeated 	<p>Termly</p> <p>Termly</p>	<p>Monitor improvements to curriculum documents (component/ small step planning)</p> <p>Monitor teaching and learning, ensuring that small step planning is supporting children</p>	<p>SLT</p> <p>SLT/ LH</p>	<p>Termly</p> <p>Termly</p>	<p>Curriculum planning contains small steps (components) rather than broad statements. Progression is enabled as a result of small step teaching. Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they need to deliver it. Learning is broken down into small steps for pupils (composites).</p> <p>Pupils' gaps in learning over lockdown are narrowed</p>

		encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated.		to know and remember more. Monitor improvements to curriculum documents (concept focused planning) Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more	SLT SLT/ LH	Termly Termly	because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.
2. To further tighten the assessment of ART	L Hales V Allbut	<ul style="list-style-type: none"> Devise a clear manageable assessment in Art for teachers to use throughout the year to assess progress of pupils in each media See DEP Priority 2 	Termly	Monitor a sample of assessments to ensure new approach is consistent and progress has been made.	SLT/ LH	Termly	Assessment of ART is improved – see Priority 2 milestones. Teachers feel confident in assessing ART
3. Provide CPD in sculpture and printing to enable staff to deliver Art with increased confidence and teach for the best possible outcomes.		<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. Subject leader/external provider delivers high quality CPD. 	Termly	Monitor teaching and learning in Art Staff questionnaire revisited.	SLT/LH	Termly	Pupils receive high quality teaching of sculpture and printing in Art and processes and outcomes for all groups reflect this.
4. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become artists		<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. Provide the following resources to enhance the teaching of sculpture and printing so that children have the best possible chance of becoming artists 	September +	Monitor teaching and learning Pupil questionnaires	SLT/ LH	Termly	Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in art Pupils reflect positively upon lessons and how the resources

								and models have supported progress.
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		<ul style="list-style-type: none"> Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated. 		<p>step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents (concept focused planning)</p> <p>Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more</p>	<p>Leader</p> <p>SLT</p> <p>SLT/ Subject Leader</p>	<p>Termly</p> <p>Termly</p>	<p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>
2.To further tighten the assessment of MUSIC – see DEP PRIORITY 2	ED	<ul style="list-style-type: none"> 3 or 4 objectives per year group (taken from Charanga) highlighted on knowledge organisers. All children are expected to achieve each objective by the end of the year. Send out a Music Audit (created by A.A) to build understanding on how confident teachers and members of staff are when delivering a music lesson Continue to take pictures and videos to use as evidence and to assess the children's knowledge. Pupil interviews with KS1/2 	<p>Termly</p> <p>Termly</p> <p>Throughout the yr</p>	<p>Monitor how children increase their music vocabulary</p> <p>Monitor how children use their music vocabulary throughout the lessons</p> <p>Have Subject Lead with relevant SLT's to visit each year group at least three times a year to monitor progress</p>	<p>SLT</p> <p>SLT</p> <p>SLT and Subject Lead</p>	<p>Children build a deeper knowledge and understanding on music and can define different key terms that are used.</p> <p>Teachers become more confident at delivering music lessons.</p> <p>Subject Lead has more of an understanding on the progress of each year group.</p> <p>Develop knowledge on the children's opinions of music and how to build engagement.</p> <p>Subject Lead- Increase</p>	

							knowledge on children's subject knowledge and identify gaps in learning.
3. Provide CPD in musical notation, to enable staff to deliver the expectations of the music curriculum with increased confidence and teach for the best possible outcomes.	ED	<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. Such as, a Music knowledge audit. Subject leader/external provider delivers high quality CPD. Provide in-house training for staff. Show a lesson from Charanga to support teaching of the scheme. – Book AA in for notation training 	Termly	<p>Monitor teaching and learning in music</p> <p>Conduct a music Audit to identify teachers' strengths and areas for development</p> <p>Staff questionnaire revisited.</p>	SLT/Subject Lead Subject Lead and SLT SLT	Termly	Pupils receive high quality teaching of/in music and processes and outcomes for all groups reflect this.
4. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become musicians.	ED	<ul style="list-style-type: none"> Audit resources/subject delivery requirements are carried out by the subject leader to identify any gaps or enhancements – including musical texts/clips Continue with the Monthly artist/genre to develop knowledge and exposure to different musicians. World Music Day celebrations. Young Voices - enrolment Music assemblies throughout the year – show-casing musical talent and class performance. Develop additional musical groups. Use expertise of academy musical specialists. 	September +	<p>Monitor teaching and learning</p> <p>Pupil questionnaires</p> <p>Purchase of additional musical instruments.</p>	SLT/subject Leader	Termly	<p>Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in music</p> <p>Pupils reflect positively upon lessons and how the resources and models have supported progress.</p>

		<ul style="list-style-type: none"> Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated. <p>*Adopt the NCCE DFE approved scheme of work.</p>		<p>step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents (concept focused planning)</p> <p>Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more</p>	<p>SLT</p> <p>SLT/ KC</p>	<p>Termly</p> <p>Termly</p>	<p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>
2. To further tighten the assessment of COMPUTING	K.C	<ul style="list-style-type: none"> Provide a clear manageable assessment tool in Computing for teachers to use throughout the year to assess progress of pupils in each area. See DEP Priority 2 	Termly	Monitor a sample of assessments to ensure new approach is consistent and progress has been made.	SLT/ KC	Termly	Assessment of COMPUTING is improved – see Priority 2 milestones. Teachers feel confident in using the new resources to assess Computing.
			Termly				
3. Provide CPD in (using the software) and (delivering lessons) to enable staff to deliver (Computing) with increased confidence and teach for the best possible outcomes.		<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. Subject leader/external provider delivers high quality CPD. 	Termly	<p>Monitor teaching and learning in Computing</p> <p>Staff questionnaire revisited.</p>	SLT/ KC	Termly	Pupils receive high quality teaching of/in Computing and processes and outcomes for all groups reflect this.
4. Continue to provide quality resources and models so that pupils		<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. 	September +	Monitor teaching and learning	SLT/ KC	Termly	Quality resources and models improve pupil understanding and ability to develop

<p>continue to secure key substantive facts and secure disciplinary knowledge - enabling them to develop expertise in computing</p>		<ul style="list-style-type: none"> • Provide the following resources to enhance the teaching of Computing across the curriculum so that children have the best possible chance of becoming Computer Scientists: <i>*Investment in NCCE scheme of work.</i> 		<p>Pupil questionnaires</p>			<p>disciplinary knowledge in Computing</p> <p>Pupils reflect positively upon lessons and how the resources and models have supported progress.</p>

PSHE ACTION PLAN 2022/23

Strengths	Areas for Development	Evidence	Additional priorities for Development
<p>New scheme Jigsaw raised profile and quality of teaching and learning.</p> <p>Engaging learning to ask more questions</p> <p>Great linked resources</p> <p>A focus, especially post-lockdown for well-being.</p> <p>Good coverage across each aspect</p> <p>Quality resources</p> <p>Good responses from staff and pupils relating to new scheme.</p>	<p>Further embed British Values and new school core values in the new year.</p> <p>Ensure pupils are consistently recognised for their work towards PSHE goals.</p> <p>Improve assessment of PSHE</p> <p>Continue to regularly gather pupil views to ensure the curriculum meets the needs of all learners.</p>	<p>Staff questionnaire</p> <p>Pupil voice</p> <p>Work folders</p>	

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/success criteria
<p>5. Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.</p>	NC/KS	<p>Further improve curriculum documentation in PSHE so that:</p> <ul style="list-style-type: none"> Components (small steps and building blocks) are broken down even further. Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and articulate with more detail end points. Ensure learning is sequenced in a logical way and broken down so that progression across school is improved. 	<p>Termly</p> <p>Termly</p>	<p>Monitor improvements to curriculum documents (component/ small step planning)</p> <p>Monitor teaching and learning, ensuring that small</p>	<p>SLT</p> <p>SLT/ Subject</p>	<p>Termly</p> <p>Termly</p>	<p>Curriculum planning contains small steps (components) rather than broad statements. Progression is enabled as a result of small step teaching. Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they need to deliver it. Learning is broken down into small steps for pupils (composites).</p>

		<ul style="list-style-type: none"> Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by consistent and high quality PSHE teaching using the Jigsaw scheme of work and additional, supportive materials and experiences e.g. Crucial Crew (Y6) Build in time for leaders of PSHE, R.E, Computing and P.E to discuss common aspects of the curriculum and ensure there is no unnecessary duplication of content. Work with partners (RUSCT) to to enhance the curriculum. 		<p>step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents (concept focused planning)</p> <p>Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more</p>	<p>Leader</p> <p>SLT</p> <p>SLT/ Subject Leader</p>	<p>Termly</p> <p>Termly</p>	<p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>
2. To further tighten the assessment of PSHE	NC/KS	<ul style="list-style-type: none"> Provide a clear manageable assessment tool for teachers to use throughout the year to assess progress of pupils in each 6 week block of study. <p>See DEP Priority 2</p>	Termly	Monitor a sample of assessments to ensure new approach is consistent and progress has been made.	SLT/ NC/KS	Termly	Assessment of PSHE is improved – see Priority 2 milestones. Teachers feel confident in using the new resources to assess Computing.
3. Provide CPD for the delivery of Puberty/sex education, to enable staff to deliver PSHE with increased confidence and teach for the best possible outcomes.	NC/KS	<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. (Including CPD for the Changing Me element of the curriculum) Subject leader/external provider delivers high quality CPD. 	Termly	<p>Monitor teaching and learning of PSHE and RSE</p> <p>Staff questionnaire revisited.</p>	SLT/Su bject Leader	Termly	Pupils receive high quality teaching in PSHE and processes and outcomes for all groups reflect this. Staff feel more confident in delivering more sensitive elements of the curriculum.
4. Continue to provide quality resources and	NC/KS	<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the 	September +	Monitor teaching and learning	SLT/su bject Leader	Termly	Quality resources and models improve pupil understanding

<p>models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become confident in PSHE.</p>		<p>subject leader to identify any gaps or enhancements.</p> <ul style="list-style-type: none"> • Staff to let NC know of any resources needed in advance throughout the year to teach aspects of PSHE. • NC to research experiential opportunities to enhance and support pupil understanding of the curriculum. 		<p>Pupil questionnaires</p> <p>Research of visits/talks/clips to enhance and support units of work.</p>			<p>and ability to develop disciplinary knowledge in PSHE</p> <p>Pupils reflect positively upon lessons and how the resources and models have supported progress.</p>
<p>5. Raise the profile of new school values and British Values and how these contribute to wellbeing.</p> <p>Ensure pupil voice forms an integral part of all lessons and learners feel confident and comfortable in being able to share their views.</p>	<p>NC/KS</p>	<ul style="list-style-type: none"> • Children to be reminded of British Values and core school values at the beginning of the year. These are displayed around school and in classrooms and form an integral part of everyday expectations – positive affirmations are frequent. • Jigsaw celebration wall – raise profile of new acknowledgement boards, during assemblies. • Pupil voice forms to continue to be form an integral part of all lessons and informs change. • New School Leadership Team to be established early in the Autumn Term. • Termly focus on each value set in place. 	<p>Dec 22</p>	<p>Ensure that displays around school promote the importance of positive PSHE and include pupil voice from all groups of learners. Children experience plenty of opportunities to share their experiences with others – including in class, assemblies and other gatherings. There is evidence of pupil voice leading to change.</p> <p>More formalised opportunities for gathering pupil voice are planned termly.</p>	<p>NC</p>	<p>Aut term</p>	<p>Children across school are keenly aware of British values and school core values and understand how they contribute to wellbeing. Staff share successes with pupils and pupils confidently share their opinions and ideas in the presence of others. Values are well modelled and consistently promoted.</p> <p>Children are increasingly confident in sharing their views and opinions and the classroom is a 'safe' space for all learners.</p>

		<ul style="list-style-type: none"> Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated. 		<p>step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents (concept focused planning)</p> <p>Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more</p>	<p>Leader</p> <p>SLT</p> <p>SLT/ Subject Leader</p>	<p>Termly</p> <p>Termly</p>	<p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>
2. To further tighten the assessment of FRENCH	CC	<ul style="list-style-type: none"> Provide a clear manageable assessment tool for FRENCH for teachers to use throughout the year to assess progress of pupils in each area. <p>See DEP Priority 2</p>	Termly	Monitor a sample of assessments to ensure new approach is consistent and progress has been made.	SLT/ CC	Termly	<p>Assessment of FRENCH is improved – see Priority 2 milestones. Teachers feel confident in using the new resources to assess French</p>
	CC	<p>Assessments to be completed at the end of each unit – <i>these can be found on Language Angels</i></p> <p><i>Carry out pupil interviews across KS2</i></p>	Termly	<p>Monitor how children increase their French vocabulary and fluency when speaking.</p> <p>Monitor how children use their French vocabulary during lessons.</p>	SLT/ CC	Termly	<p>Children build a deeper knowledge and understanding in French and can define different key terms that are used.</p> <p>Teachers become more confident at delivering French lessons.</p> <p>Subject Lead has more of an understanding of the progress of each year group.</p>

				Have Subject Lead with relevant SLT's to visit each year group to monitor progress.			Subject Lead- Increased knowledge of children's subject knowledge and identify gaps in learning.
3. Provide CPD in the Language Angels curriculum to enable both support staff and teachers to deliver French with increased confidence and teach for the best possible outcomes.	CC	<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. <p><i>Send out a staff questionnaire to gain an understanding on how confident teachers and members of staff are when delivering a French lesson</i></p> <ul style="list-style-type: none"> Subject leader/external provider delivers high quality CPD. 	Termly	<p>Monitor teaching and learning in French.</p> <p>Staff questionnaire revisited.</p>	SLT/Subject Leader	Termly	Pupils receive high quality teaching of/in French and processes and outcomes for all groups reflect this.
4. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become multilingual.	CC	<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. Provide the following resources to enhance the teaching of French so that children have the best possible chance of becoming multilingual. <p><i>Ensure all staff have access to Language Angels and that French is present in classrooms in order to prompt the children in their learning journey.</i></p>	September +	<p>Monitor teaching and learning</p> <p>Pupil questionnaires</p>	SLT/Subject Leader	Termly	<p>Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in French.</p> <p>Pupils reflect positively upon lessons and how the resources and models have supported progress.</p>

DT ACTION PLAN 2022/2023

Strengths	Areas for Development	Evidence	Additional priorities for Development
<ul style="list-style-type: none"> • Strong curriculum, subject clearly laid out and the process of DT is precisely detailed. • Where teaching was strong, there is a clear intended user and purpose. • Strong vocabulary focus – clear explanations and definitions. • Classrooms are daring, children feel safe to share and learn from their mistakes. • Children enjoy DT and lessons exploit opportunities for children to work cooperatively and problem solve, they are adventurous and curious • DT plans have small steps/components. The curriculum is intentional. • Good balance between teacher instruction and children ‘doing’. • Children interviewed enjoyed DT and could talk about their learning. (Ref Deep Dive 2.12.21) 	<ul style="list-style-type: none"> • Further CPD on the design process, ensuring that projects are DT at essence and have an intended user and purpose. • Explore the progression for ‘evaluation’ in key stage 2, ensuring all staff have clarity of the national curriculum expectations. • Develop subject knowledge for food and nutrition. Establishing, good practice for sensory analysis, evaluation and market research. • Assessment in DT 	<p>Deep Dive Feedback</p>	<p>CPD for staff on design process, food and nutrition.</p>

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation				
				What	By whom	When	Outcome/ success criteria	
1. Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.	T.Otter, L.Dilley/ L.Gardner	<ul style="list-style-type: none"> Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and articulate with more detail end points. Ensure food and nutrition is sequenced in a logical way and broken down so that progression across school is improved. Ensure the evaluation process is sequenced and broken down into logical steps throughout KS2, to ensure progression and 	Termly	Monitor T&L ensuring that small step planning is supporting children to know and remember more.	SLT TO/LD LG	Termly	Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they need to deliver it. Learning is broken down into small steps for pupils (composites).	
			Termly	Monitor improvements to curriculum documents		SLT	Termly	Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience.
				Monitor improvements to curriculum documents (concept focused planning)		SLT TO/LD LG		Children know and remember more because connections are made (schema) through a concept focused curriculum.

		meeting of the National Curriculum expectations for each stage					
2. ASSESSMENT FOCUS	TO/LD/LG VA	<ul style="list-style-type: none"> Devise a clear manageable assessment in DT for teachers to use throughout the year to assess progress of pupils across school 	Termly	Monitor the assessment within the progress of skills made by pupils	SLT/TO/LD/LG	Termly	Teachers feel confident when assessing in DT
3. Provide CPD in Food and Nutrition and the Evaluation Process, to enable staff to deliver DT with increased confidence and teach for the best possible outcomes.		<ul style="list-style-type: none"> Address training needs identified in Deep Dive . Subject leaders to deliver high quality CPD. 	Termly	Monitor teaching and learning in DT Staff questionnaire to revisit	SLT/TO/LD/LG	Termly	Pupils receive high quality teaching of Food/Nutrition and Evaluate well, in line with the expectations of the National Curriculum and processes and outcomes for all groups reflect this.
4. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become technological designers		<ul style="list-style-type: none"> Audit of resources linked to subject delivery carried out by the subject leaders to identify any gaps or enhancements. Provide resources to enhance the teaching of Design Technology 	September	Monitor teaching and learning	SLT/TO/LD/LG	Termly	Quality resources and modelling improve pupil understanding and ability to develop disciplinary knowledge in DT Pupils reflect positively upon lessons and how the resources and modelling have supported progress.

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P.E ACTION PLAN 2022/23

PE ACTION PLAN 2022/2023

Strengths	Areas for Development	Evidence	Additional priorities for Development
<ul style="list-style-type: none"> Partnership with RUCST - children engaged and enthusiastic in sessions. IMoves – clear scheme and progression now shown, new ideas/activities, simple to use, detailed planning. Swimming and water safety opportunity for Y5 pupils. Team skills improved. Range of equipment. Celebrating sporting achievements both in and out of school. 	<ul style="list-style-type: none"> To ensure assessment is carried out for all children at the end of each unit. Additional CPD opportunities for staff if and when needed. To ensure the PE curriculum is well resourced and allows for secure knowledge, skill and vocabulary development in each year group. 	<ul style="list-style-type: none"> Pupil interviews Staff questionnaires Assessment Deep dive/ lesson observation 	<ul style="list-style-type: none"> To continue evidencing the PE curriculum across KS2, in standards folders. Quantity of equipment (now class sizes are larger). Space to conduct lessons successfully. Organisation of equipment – ensure staff are putting equipment back in the correct place so the next teacher can find what they need.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/ success criteria
6. Continue to refine curriculum documentation, in order to ensure that children know and remember more over time.	CC/JT	Further improve curriculum documentation in **** so that: <ul style="list-style-type: none"> Components (small steps and building blocks) are broken down even further. Ensure curriculum documentation (substantive facts, disciplinary knowledge and vocabulary documentation) breaks learning down into even smaller small steps, enabling all staff to use the planning well and 	Termly	Monitor improvements to curriculum documents (component/ small step planning)	SLT	Termly	Curriculum planning contains small steps (components) rather than broad statements. Progression is enabled as a result of small step teaching. Staff have confidence to deliver the planning because the additional detail provided equips them with the knowledge they

		<p>articulate with more detail end points. Ensure learning is sequenced in a logical way and broken down so that progression across school is improved.</p> <ul style="list-style-type: none"> Build schemata through repeated encounters with meaningful examples/ concepts over time. Do this by improving curriculum documentation so that concepts are identified and finely articulated. 	Termly	<p>Monitor teaching and learning, ensuring that small step planning is supporting children to know and remember more.</p> <p>Monitor improvements to curriculum documents (concept focused planning)</p> <p>Monitor teaching and learning, ensuring the focus on teaching concepts enables children to know and remember more</p>	<p>SLT/ Subject Leader</p> <p>SLT</p> <p>SLT/ Subject Leader</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>need to deliver it. Learning is broken down into small steps for pupils (composites).</p> <p>Pupils' gaps in learning over lockdown are narrowed because they revisit key concepts over their primary school experience. Children know and remember more because connections are made (schema) through a concept focused curriculum.</p>
7. Further tighten the assessment of P.E	CC/JT	<p>Assessments to be completed at the end of each half term – <i>observations/photographs to use as evidence.</i></p> <p><i>Quizzes or assessment questions to be devised.</i></p> <p><i>Carry out pupil interviews across both Key Stages.</i></p>	Termly	<p>Monitor how children increase their PE vocabulary when speaking and participating in PE.</p> <p>Monitor how children use their PE vocabulary throughout the lessons.</p> <p>Have Subject Lead with</p>	<p>SLT/ Subject Leader</p>	<p>Termly</p>	<p>Children build a deeper knowledge and understanding in PE and can define different key terms that are used.</p> <p>Teachers become more confident at delivering PE lessons.</p> <p>Subject Lead has more of an understanding on the progress of each year group.</p> <p>Subject Lead- Increase knowledge on children's subject</p>

				relevant SLT's to visit each year group to monitor progress.			knowledge and identify gaps in learning.
8. Provide CPD in weaker areas of the curriculum to enable staff to deliver PE with increased confidence and teach for the best possible outcomes.	CC/JT	<ul style="list-style-type: none"> Identify training needs through a staff questionnaire and set a programme of support for the new academic year. <p><i>Send out a staff questionnaire to gain an understanding on how confident teachers and members of staff are when delivering a PE lesson</i></p> <p><i>Use RUSCT to deliver CPD to staff on weaker subject areas.</i></p> <p><i>Leaders to attend additional CPD/networking events in order to broaden knowledge and understanding.</i></p> <ul style="list-style-type: none"> Subject leader/external provider delivers high quality CPD. 	Termly	Monitor teaching and learning in PE. Staff questionnaire revisited.	SLT/Subject Leader	Termly	Pupils receive high quality teaching of/in PE and processes and outcomes for all groups reflect this.
9. Continue to provide quality resources and models so that pupils continue to secure key substantive facts and secure disciplinary knowledge - enabling them to become a sportsperson.	CC/JT	<ul style="list-style-type: none"> Audit resources/subject delivery requirements is carried out by the subject leader to identify any gaps or enhancements. Provide the following resources to enhance the teaching of PE so that children have the best possible chance of becoming a sportsperson. <p><i>PE equipment to be organised and clearly labelled to enable staff to easily locate equipment needed for each session.</i></p> <p><i>Staff to return equipment to the designated space once used.</i></p>	September +	Monitor teaching and learning Pupil questionnaires	SLT/subject Leader	Termly	Quality resources and models improve pupil understanding and ability to develop disciplinary knowledge in PE. Pupils reflect positively upon lessons and how the resources and models have supported progress.

EARLY YEARS ACTION PLAN 2022/23

Strengths	Areas for Development	Evidence	Additional priorities for Development
<ul style="list-style-type: none"> • New EYFS 2021 Curriculum framework embedded well across current Foundation Stage classes • Reception baseline assessment completed and used to inform starting points – additional baseline also compiled & completed, to gain a deeper insight into each child’s starting points -this worked well and will be built upon this year • GLD remains above last collated national data (71.8%-2019) 76.2%, despite transition to the more robust 2021 EYFS Curriculum • RWInc phonics has really impacted strongly across FS2 – learners have made good progress and outcomes are good, this will impact positively on starting points for learners in KS1/Yr1. • Support staff have accessed CPD throughout the year, and are skilled in the delivery of phonics, SPLT and communication grps, and Autism Awareness. 	<ul style="list-style-type: none"> • Continue to plan for Teach simply, practice thoroughly, especially to embed new schemes of work in EYFS...Pathways to Writing and White Rose Maths/ Master the Curriculum • Support staff new to FS in all areas. • Retrain, upskill current staff– to deliver high quality phonics • Language acquisition and development remains a high priority – children were not referred prior to FS1 by Health Visitors, re COVID, and the length of SPLT waiting lists for assessment and Therapy/ Communication Groups is still impacting negatively upon SPL development • Continue to develop the outside FS areas, to mirror indoor provision and to provide purposeful social, fine and gross motor development opportunities • Development of maths planned learning opportunities outdoors re T&L review Summer 22 	<p>Deep Dive Feedback</p>	<p>Ongoing RWInc Phonics CPD for all FS staff .</p> <p>Upskilling staff through attendance at SPLC Enhanced Language courses (ROSIIS)</p> <p>Linked to above... assign staff member (LB) as Key Language Practitioner</p> <p>Continue to develop EYFS Subject / Knowledge Organisers, to show progression across school. Linked to FS Portfolios of Evidence.</p>

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome/ success criteria
10. Continue to embed the EYFS 2021 Curriculum framework and Reception baseline assessment (RBA), linked to providing starting points for all learners (evidenced on Emagz)	TO	<ul style="list-style-type: none"> Support staff new to Foundation Stage, and new to school Retrain, upskill current staff to continue to deliver high quality phonics Ensure new schemes of work for maths (Master the Curriculum/White Rose) and writing (Pathways to Writing) evidence that the FS curriculum requirements are being met fully. Ensure assessment practices continue to fully support the ELG expectations Engage in CPD provided to support delivery of new schemes and RWInc, Continue to engage in moderation events (ROSIS and DSAT) to support judgements based on the EYFSP 2021 	From Autumn Term 1 – ongoing throughout the school year.	<p>Monitor planning to ensure EYFS framework is evidenced</p> <p>Ensure all FS staff are familiar with new schemes and assessment</p> <p>Check all staff can access appropriate training and moderation events</p>	TO/HW TO/JA	Half Termly Termly	<p>Planning, assessments and lesson observations will clearly show evidence of the EYFS statutory framework embedded in practice.</p> <p>Lesson observations, pupil progress meetings, evaluation of planning, and conversations with staff will show that all staff. New to school, new to FS and current, are increasingly familiar with the teaching outcomes and assessment requirements of the curriculum</p>
11. Ensure GLD remains well above national data (2019) through transition to the new schemes of work for math (Master the Curriculum/White Rose) and writing (Pathways to Writing)	TO HW/VA/NB	<ul style="list-style-type: none"> Use FS1 2022 data, transition notes, alongside EYFS Baseline and teacher assessments to inform good practice and to quickly identify gaps in learning, especially in areas of language, SEMH and fine motor skills (re impact of lockdowns on FS1 cohort from last yr]. Early identification visible at pupil progress meetings, with teachers aware of presenting needs and ways forward/ next steps for all learners – staff new to FS supported fully with this SEN presenting needs identified, discussed with staff and parents; speech difficulties that may impact on blending for reading and segmenting for writing, dyslexic tendencies supported with visual and physical 	June 2023	Ongoing assessments, tracking and analysis of termly data, pupil progress meetings and actions, linked to outstanding teaching of all learners including wave one good classroom practices, and interventions where appropriate	TO/JA/S LT	Termly	Statutory EYFSP assessment will show a Good Level of Development for 80%+ of all learners.

		<p>prompts. Physical needs supported appropriately e.g. planned indoor/outdoor gross/fine motor play opportunities, Pencil grips, handwriting exercises, brain gym, dough disco to impact positively upon writing</p> <ul style="list-style-type: none"> • Engage parents early, to support making appropriate timely referrals to CDC, SPLT, HI, VI etc. • Plan well and teach simply, with high expectations from the start (linked to strong subject knowledge of EYFS curriculum framework) • Ongoing, informative and summative assessment, tracking of children and tightly planned / evaluated interventions to address specific gaps – specific language acquisition and communication groups (linked to new Key Language Practitioner)/ interventions targeted at individuals following baseline assessments, observations and multi-agency involvement/ SPLT programmers. 		<p>Strong evidence of Review/ revisit, Teach, Practice, Apply, Assess observed in classrooms.</p>			
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12. Language acquisition and development	TO/LB	<ul style="list-style-type: none"> To plan for enhanced language acquisition opportunities – higher level story reading daily, with rich vocabulary focus. Early identification of need ... To use transition notes, baseline assessments to identify learners who would benefit from joining Communication and Word Aware groups, and Neli for EAL (refugees x 2), from Autumn 2 in FS1 and 2. To develop strong foundations for early reading, carefully planned opportunities to practice speech and develop good language acquisition. Early Years practitioners to plan for both the specific vocabulary/ language identified in subject knowledge organisers and for practice, consolidation and extension - teach simply/ practice thoroughly - to develop weekly foci in vehicles for learning and plan for all pupils to practice thoroughly, supported by adults. Assign staff member (LB) as Key Language practitioner – re Enhanced SPL training Time to talk intervention in FS1 and in FS2 to encourage fluency and raise self-esteem and confidence. (SEMH) 	Evident by Oct Half-term and then ongoing with identified grps throughout the yr.	Planning to evidence higher level reading/ rich vocabulary Learning walks Lesson observations Foundation Stage Staff meetings to ... * share good practice * model higher level questioning, implicit corrections and extension. *identify communication grps across the cohorts	TO/LB HW	Half-termly	Identified gaps in language acquisition are closed and robust provision and teaching of language and associated vocabulary impacts positively upon early reading Learners are observed to practice thoroughly and confidently the language skills that they have acquired.
13. Plan for Teach simply, practice thoroughly (Link to teach simply action plan and English)	TO/HW/VA	<ul style="list-style-type: none"> All staff to be experts in the teaching of phonics (link to English Action Plan) A well-planned balance of teach simply across all areas – modelling, with classroom settings facilitating independent 	Training Sept 22 Ongoing support/ monitoring throughout the year	All current, New to school and New to FS staff to access RWI phonic training Whole Staff	HW/VA TO/JA/SL T	Monitored termly	Improved outcomes for all learners / identified groups of learners

		<p>and guided practice and consolidation of skills through</p> <ul style="list-style-type: none"> Ongoing, informative and summative assessment, tracking of children and tightly planned/ focused / evaluated teaching sessions - reviewed, revisited, applied and assessed. 		<p>meetings/ DSAT</p> <p>FS staff meetings to share good practice about the way young children learn – kinaesthetic, auditory, visual learning processes.</p>			
14. To continue to develop the outside FS areas	TO	<ul style="list-style-type: none"> To purchase new climbing frame, safe surrounding surfaces re fine and gross motor skills priority To purchase new shed for storage To tidy, restock, replace equipment Provision outdoors to mirror indoor provision Modelled use of equipment and resources, as indoors. Focused development of maths learning opportunities outdoors re T&L review Summer 22 	Autumn 2 and ongoing development throughout the yr.	<p>JA/TO</p> <p>FS staff responsible for restocking of designated areas</p> <p>Observations in outdoor provision</p> <p>lesson plans to incorporate outdoor provision</p>	JA/TO SLT TO/CC/ED/ JT	Half-termly	Guided and independent, purposeful play observed outdoors by SLT, which leads to the acquisition of good fine and gross motor skills and improved outcomes across all areas, for all learners.

Staff tasks towards DEP implementation

Julie Armitage

- Perform responsibilities as Headteacher
- Act as Team Leader (Appraisal) for, TO, HW, NB, VA, KC, CC, JE, LK, LH, LD, LG, KS/RF, KSh., C.R, and C.M
- Organise and lead INSET days and staff training with T.O, H.W and V.A
- Complete Educating for Equality Mark – Allegiance Award – Stage 1.
- Complete Senior Mental Health Practitioner qualification
- Support staff new to school and provide induction
- Act as Deputy Designated Safeguarding Lead
- Perform responsibilities as Inclusion Lead, including monitoring Pupil Premium and SEND pupils alongside TO
- Monitor:
 - Teaching and learning
 - Planning and Assessment
 - Targeted support
- Work alongside Governors to develop roles
- Work alongside Governors to improve the effectiveness of their monitoring of DEP priorities
- Develop leadership of the school.
- Perform duties as L.A.C Lead
- Report to Governors and write termly H.T reports
- Line manage office staff

Tina Otter

- Perform responsibilities as Assistant Headteacher, supporting the Headteacher in school-wide improvement.

- Carry out responsibilities as SENDCo – including monitoring of action plans and delivery of CPD.
- Act as Team Leader (Appraisal) for – ED, C.C, JT, AB, FH, LB, LBr, A.W, F.W, D.R, J.M
- Support staff new to school – J.T/C.H/R.F – and deliver elements of induction with J.A.
- Mentor E.C.T – C.C _ Year 2
- Carry out responsibilities as EYFS lead – including the monitoring of action plans and supporting staff with the implementation of the EYFS framework and Baseline.
- Carry out duties as staff governor
- Undertake additional training and development relative to responsibility.
- Monitor teaching and learning with JA, V.A and H.W
- Perform Inclusion responsibilities - including monitoring of SEND and Pupil Premium pupils
- Support L.Br in carrying out new role as Language Practitioner
- Liaise with parents – review meetings; parent workshops; EYFS welcome meetings
- CPD – attend DSAT and external CPD sessions during the academic year.

Laura Kendrick

- Teach effectively in Y1
- Work alongside HW to ensure best outcomes for pupils in phonics
- Lead parent workshop/ talk for own class in Autumn Term – face to face
- Carry out responsibilities as History lead – including refining the curriculum, researching and implementing assessment opportunities and providing CPD for staff. Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils
- Liaise with educational establishments to manage student placements.

Kim Catto

- Teach effectively in Y6
- Work alongside V.A to ensure best outcomes for pupils at the end of KS2
- Lead parent workshop/ talk for own class in Autumn Term – face to face and Y6 SAT meetings for parents.
- Carry out responsibilities as R.E and Computing Lead – refining the curriculum and researching and implementing assessment opportunities; providing CPD for staff (for new schemes).
- Engage in CPD and coaching programmes in order to further develop outstanding T+L – including attending Statutory Assessment sessions delivered by the L.A.
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils.

Natalie Coleman

- Teach effectively in Y1
- Work alongside HW to: ensure best outcomes for pupils in phonics.
- Lead parent workshop/ talk for own class in Autumn Term – face to face
- Carry out responsibilities as RSE and PSHE Lead – including refining the curriculum, researching and implementing assessment opportunities and providing CPD for staff. Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Holly Wain

- Perform duties as Assistant Headteacher
- Teach effectively in Y2
- Act as Team Leader (Appraisal) for –H.B, L.V, L.C, C.H, J.C, AA, RB,
- Support staff new to school in KS2 – R.F – and deliver elements of induction
- Work in collaboration with N.B to ensure outcomes at the end of the Key Stage are strong.
- Carry out responsibilities as English Lead – including implementation of and monitoring of action plans and leading the teaching and learning of phonics across school.
- Deliver coaching programmes in own school at point of need.
- Review curriculum policies as necessary
- Monitor planning and standards in own subject area and broader T+L with JA, TO and VA
- Lead parent workshop/talk for own class in Autumn Term via – face to face
- Engage in CPD in order to further develop outstanding T+L.
- Further develop leadership skills by completing NPQSL qualification.
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Perform academy duties as a L.P.D (Lead Practitioner of DSAT) and Year 2 Hub Leader
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Jade Towers

- Teach effectively in FS1
- Lead parent workshop/ talk for own class in Autumn Term – face to face
- Carry out responsibilities as FS and KS1 P.E Lead - including refining the curriculum, researching and implementing assessment opportunities and providing CPD for staff.
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative

- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Val Albutt

- Perform duties as Assistant Headteacher
- Teach effectively in Y6
- Work with KC to ensure outcomes at the end of Y6 remain high in all areas – especially in writing.
- Lead parent workshop/talk for own class in Autumn Term – face to face
- Engage in CPD in order to further develop outstanding T+L – including attending Statutory Assessment sessions delivered by the L.A. and DSAT-wide training for LPDs.
- Further develop leadership skills by completing NPQSL qualification.
- Carry out responsibilities as Maths and KS2 English Lead – including monitoring of action plans and supporting staff with the implementation of new maths and Writing programmes,
- Attend Maths Hub sessions to further develop the maths mastery across KS2.
- Carry out responsibilities as Assessment Lead – including further development of wider-curriculum assessment
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Monitor planning and standards in own subject area and broader T+L with JA, TO and HW
- Act as team leader (appraisal) for identified support staff –LW, AS, S.H, KH, C.L C. S, J.R K.R,
- Support staff new to school in KS2 – R.F – and deliver elements of induction
- Perform academy duties as a L.P.D (Lead Practitioner of DSAT)
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Karen Slater (First half term)

- Support Teaching and Learning in Y6 – providing tutoring to identified pupils.
- Teach Y2 one day per week to enable leadership non-contact time.
- Carry out responsibilities as PSHE leader, with N.C for the first half term – including pupil voice
- Work with KSh and NC to ensure high quality provision of RSE.
- Engage in CPD and coaching programmes in order to further develop own skills and outstanding T+L
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Robert Fuller

- Teach effectively in Y4
- Lead parent workshop/ talk for own class in Autumn Term – face to face
- Carry out responsibilities as supporting Geography Lead – including refining the curriculum, researching and implementing assessment opportunities and providing CPD for staff.

- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Jenna Elliott

- Teach effectively in Y5
- Lead parent workshop/ talk for own class in Autumn Term – face to face
- Carry out responsibilities as Geography Lead – including refining the curriculum, researching and implementing assessment opportunities and providing CPD for staff.
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Christina Cartledge

- Teach effectively in Y5
- Lead parent workshop/ talk for own class in Autumn Term – face to face
 - Carry out responsibilities as Curriculum Lead- including monitoring planning and standards in own subject area and broader curriculum with JA, TO, HW and V.A
- Carry out responsibilities as KS2 P.E and MFL Leader – including refining the curriculum, researching and implementing assessment opportunities and providing CPD for staff.
- Liaise with RUSCT to ensure effective partnership working.
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Nicola Brock

- Teach effectively in Y2
- Work collaboratively with H.W to ensure outcomes at the end of the Key Stage are strong.
- Perform duties as Key Stage 1 leader - including supporting staff new to year group
- Carry out responsibilities as KS1 Maths Lead alongside VH – including the monitoring of action plans and the implementation of a new maths scheme.

- Lead parent workshops/ talk for own class in Autumn term – face to face.
- Lead KS1 SATs meeting for parents
- Engage in CPD in order to further develop own skills and outstanding T&L – including attending Maths Hub sessions to further develop maths mastery across KS1.
- Deliver Maths CPD for staff – in accordance with action plans.
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils.

Laura Hales:

- Teach effectively in Y3
- Perform duties as KS2 leader – including support for new staff and staff new to year group – R.F, J.Mc, K.R.
- Carry out responsibilities as subject leader for Science and Art – including monitoring of action plans and delivering CPD.
- Work collaboratively with E.D and L.G to ensure the best outcomes for the Y3 cohort
- Lead parent workshops/ talk for own class in Autumn term – face to face
- Engage in CPD in order to further develop own skills and outstanding T&L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Deliver CPD for staff as identified by HT and in support of whole school action plans.
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Liz Dilley:

- Teach effectively in Y3
- Carry out responsibilities as joint subject leader for D.T. – including monitoring of action plans and delivering CPD.
- Work collaboratively with L.G. to create a highly effective teaching partnership which enables the best possible outcomes for the class
- Lead parent workshops/ talk for own class in Autumn term – face to face
- Engage in CPD in order to further develop own skills and outstanding T&L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Deliver CPD for staff as identified by HT and in support of whole school action plans.
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Lucy Gardner:

- Teach effectively in Y3
- Carry out responsibilities as joint subject leader for Art – including monitoring of action plans and delivering CPD.
- Work collaboratively with L.D to create a highly effective teaching partnership which enables the best possible outcomes for the class
- Lead parent workshops/ talk for own class in Autumn term – face to face
- Engage in CPD in order to further develop own skills and outstanding T&L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Deliver CPD for staff as identified by HT and in support of whole school action plans.
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

Emily Downes

- Teach effectively in FS2
- Work with C.C and T.O to ensure best possible provision for pupils in FS2 – as new to year group.
- Lead parent workshops/ talk for own class in Autumn term – face to face
- Engage in CPD and coaching programmes, including RWInc phonics, in order to further develop own skills and outstanding T&L
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils
- Research and develop own knowledge and understanding of the new EYFS framework.
- Carry out responsibilities as subject leader of music – with support from K.S in first term.

Charlie Coker

- Teach effectively in FS2
- Lead parent workshops/ talk for own class in Autumn term – face to face
- Engage in CPD and coaching programmes in order to further develop own skills – including attendance of additional DSAT/External provider sessions (as part of E.C.T programme)
- Update class and curriculum pages on the website, regularly, ensuring all content is current, relevant and informative
- Engage with parents effectively and regularly to ensure the best outcomes for pupils

DSAT

Diocese Sheffield Academy Trust

Flanderwell Primary School

“Educating for life in all its fullness”.

School Self-Evaluation Summary Report 2022/23

School:	Flanderwell Primary School
Headteacher:	Julie Armitage
Ofsted grade at last inspection:	Outstanding
Date of inspection:	January 2018

Self-evaluation judgements 2022:

Quality of Education	Inadequate/ Requires Improvement/ Good/ Outstanding
Behaviour and Attitudes	Inadequate/ Requires Improvement/ Good/ Outstanding
Personal Development	Inadequate/ Requires Improvement/ Good/ Outstanding
Leadership and Management	Inadequate/ Requires Improvement/ Good/ Outstanding

The context of our school

Flanderwell Primary School is a larger than average sized primary school and became an academy within the Diocese Sheffield Academy Trust, in 2015. The school was last inspected in January 2018, when it was judged to be an outstanding school. Since inspection, the school has continued to achieve outcomes (2018/2019) which are above/well above the national average for all key stages. Teacher assessment in 2020 and 2021 based on in-house formal tests continued this trend and 2021/2022 outcomes, on return to formalised testing, remain strong, with attainment broadly in line or well above the national average.

The proportion of pupils known to be eligible for free school meals is below the national average at 18%. The proportion of pupils who are from minority ethnic backgrounds is below average at 15%, with the majority of all pupils speaking English as their first language. The percentage of pupils with disabilities and/or special educational needs (SEND) is 32.31%, - well above the national average. The school PAN has increased in recent years and the school has experienced larger than average inward mobility, with 27 new pupils excluding usual EYFS intake, over the academic year.

Flanderwell Primary School works in close collaboration with other schools in DSAT.

Quality of Education

The quality of education is outstanding because:

Outcomes/ Impact:

Headline Data Summary (2021/2022):

Standards remain high at the end of KS2. Pupil outcomes at Expected Standard were broadly in line for Reading and above National Standard for Mathematics, Writing and R,W and M combined. Outcomes for pupils working at Greater Depth were in line with national for Reading and above national for writing and R,W,M combined.

End of KS2:

<u>Key Stage 2</u>	<u>Working at the Expected Standard</u>		<u>Working at Greater Depth within the Expected Standard</u>		<u>Average Scaled Score</u>	
	<u>School</u>	<u>Emerging National</u>	<u>School</u>	<u>Emerging National</u>	<u>School</u>	<u>Emerging National</u>
<u>Reading</u>	72%	74%	27%	27.7%	106.1	104.8
<u>Writing</u>	80%	69%	17%	12.8%		
<u>Mathematics</u>	75%	71%	12%	22.4%	100.95	103.8
<u>GPS</u>	67%	72%	25%	28.2%	102.13	105
<u>R,W,and M</u>	62%	59%	8.3%	7.2%		

Curriculum Intent:

Our ambition at Flanderwell Primary School is to provide opportunities for children to develop as independent, confident, successful and life-long learners, with high aspirations and the learning agility to make positive contributions to their community and the wider society now, and in the future. In our school, we place high emphasis on developing children's moral, spiritual, social, cultural and relational understanding. Our curriculum ensures that children are well equipped with the knowledge, skills and language to prepare them for life in modern Britain, overcoming the barriers to social mobility. Their sense of responsibility as current and future citizens is at the heart of our teaching and learning. Children are taught to be respectful of others, courageous in their learning and to keep themselves and others safe.

Flanderwell Primary School provides a highly inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. All pupils regardless of their starting points are encouraged to expand their skills and knowledge through rich, broad curriculum opportunities.

Flanderwell Primary School's focus on curriculum development is carefully sequenced to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. We are a reflective school and continually strive to improve our teaching and learning in the light of current research, including research into the science of memory. Our teachers focus on teaching simply, practising thoroughly, feeding back constructively and embodying excellence. High quality, tiered questioning threads through our whole curriculum. Reading and vocabulary development are the key drivers in our curriculum, as we believe these are both vital tools which enable all children to access a broad curriculum and develop the cultural capital needed to thrive and be successful.

In English, we seek to inspire children to become fluent, confident readers whose love for literature will thread through into their adult lives. We strive through our language rich curriculum to empower children to interact with peers and adults in a confident, articulate way in order to prepare them for the next stage in their educational journey. By developing children's rich vocabulary, we aim to support our learners to flourish, create, innovate and achieve in a variety of ways, including the written form.

Our high-quality maths curriculum intends to engage all learners to enable them to develop the knowledge and skills required to succeed in life. Flanderwell endeavours to encourage a mastery approach to support learners to become ambitious, resilient and fluent mathematicians.

All aspects of maths: fluency; reasoning and problem solving will be covered in a spiral curriculum which is designed to embed long-term understanding, through regular revisiting of prior learning.

Curriculum Implementation:

Maths Curriculum Implementation

To ensure effective delivery of Flanderwell curriculum intent, the following approaches have been adopted:

- The use of a mastery approach which we hope will allow all children to develop a deep and long-lasting understanding of maths and allow our children to be flexible within their approaches to learning. Within this approach, we ensure that the three aims of the National Curriculum are addressed weekly: Fluency, Reasoning and Problem Solving.
- Our long-term plan is based upon the recommended National Curriculum to ensure that children are exposed to a challenging curriculum. We use White Rose to ensure that learning is sequential and uses small steps to support children to master each mathematical concept. The progression of skills is clear across school so that children are able to build upon solid foundations and create links to their new learning. Spaced retrieval is used to ensure that children have the opportunity to revisit concepts regularly. Children will also have the chance to practise various elements of the curriculum so that they can achieve automaticity. Combining all of these elements will ensure that nothing is left to chance.
- To provide a curriculum which meets the needs of all pupils, learning is scaffolded through a concrete, pictorial and abstract process to enable pupils to be active participants in lessons. Resources and manipulatives are used within all year groups and children are moved between concrete, abstract and pictorial representations as they progress through their learning. The use of resources within independent tasks will help to support children to access challenging learning and to deepen their understanding of different concepts.
- We also scaffold, and support children to be able to confidently discuss maths through our use of stem sentences and modelling of correct vocabulary.
- As fluency is the foundation of mathematical understanding, learning is revisited regularly through the use of spaced retrieval (flashback 4). Fluency is taught regularly across school and forms an integral part of Maths lessons. Children also have additional opportunities to develop their fluency outside of Maths lessons. In EYFS and KS1, Mastering Number is used to help children to develop a thorough understanding of number and the relationships between them. In KS2, children will develop their arithmetic skills during regular focused sessions in which they will develop their ability to calculate effectively with whole numbers, decimals and fractions, and use their knowledge of place value.
- We use TT Rockstars and Reflex Maths to supplement discrete maths lessons and to encourage a desire in pupils to learn eagerly and take ownership of their individual fluency targets. Both these systems can be accessed at home and we encourage parents to engage in this aspect of their child's learning.
- Each half term, all year groups have key Maths facts, which will ensure that they have the required knowledge for the next stage of their learning and will help them to develop their automaticity. These are shared with parents through our website and in homework books. They are also displayed in classrooms.
- Flanderwell has a calculation policy which embeds a consistent whole-school approach to teaching mental and written calculation methods for all four operations.
- Reasoning is a core aspect of the majority of maths lessons. Flanderwell operates a safe, shame-free classroom culture that encourages all children to test theories, have a go and evaluate answers. As such, teacher focus is on process and effort rather than answers.
- To enhance problem solving capabilities, children will have frequent opportunities to use their skills. Tasks are built within lessons and children complete regular sessions where the main focus is on problem solving skills and approaches. Through the use of a combination of White Rose, I See Reasoning and Nrich, we provide a varied diet of different problem - solving opportunities for children to access; thereby creating inquisitive, resilient learners with a strong mathematical mindset.

English Curriculum Implementation:

To ensure effective delivery of Flanderwell's English curriculum intent, the following approaches have been adopted:

- Every teacher is an advocate for reading. We strive to motivate children by planning inspiring and vocabulary rich lessons based on good quality texts. We believe it is essential to broaden children's vocabulary to ensure they develop into confident and able writers.
- Reading and books are at the centre of our whole curriculum. Using the Pathways to Write scheme, books are the stimulus in which our lessons are planned from. Reading into writing strategies are used in every year group and there is carefully sequenced progression across the objectives and curriculum. Teachers also plan opportunities for children to develop their confidence when talking, including planning rich opportunities for vocabulary development, drama and debate.
- We are passionate about reading and we believe in the importance of developing children's phonics skills as early readers, moving onto comprehension skills when children are ready.
- We understand that communication and language provide the foundations for learning, thinking and wellbeing. A child's core language acquisition occurs between one and four years old. A language rich environment, beginning in FS1, is crucial. We know that it is important that these language rich environments are intentionally planned for.
- All staff across school are highly trained in the Read, Write, Inc Phonics programme, which is delivered to children from Foundation to Year 4. (Fresh Start for Years 5 and 6). Read, Write, Inc is a fast-paced, rigorous and structured phonics programme developed by Ruth Miskin. It helps to get every child reading fast and gives teachers the confidence and skills to deliver high-quality teaching, every day. It also provides children with the opportunity to catch up and close gaps quickly if they are falling behind.
- When children are confident readers, they move into comprehension groups. We combine discreet teaching of reading, including teaching specific comprehension skills, with opportunities for children to regularly practise reading and develop reading fluency and stamina.
- The love of reading is promoted widely across school. All staff are enthusiastic about reading, which inspires children. Core texts are read daily to children by the teacher. This gives the teacher chance to emphasise their story voice and illustrate their excitement at new stories. The teacher chooses their books using CLPE for guidance- Centre for Literacy in Primary Education- to ensure that the texts are of high quality and age appropriate.
- Reading corners have been developed to promote a love of reading. All areas have been updated with a selection of diverse and inclusive books. These feature characters that are traditionally under-represented in children's books and also represent the protected characteristics. Each year group have a set list of 10 texts on a library card that they want children to read by the end of the year. This encourages children to take the books home, therefore improving their vocabulary, fluency and excitement around reading. In addition to this, teachers display recommended books in their book area, to encourage children to want to read them.
- We have a reading race track, which encourages children to read more at home. Certificates are awarded when children have read 50, 100, 200 and 250+ times at home. In our bespoke reading diaries, parents are given ideas on how to support children at home with reading.
- We follow the Read, Write, Inc. Spelling programme from Years 2-6. This is a progressive programme, which teaches children spelling rules, as well as common exception words, for each year group. Fifteen-minute lessons are taught daily across school. In addition to this, Grammar and Punctuation is taught discretely through 'Skill Builders' from Year 1 upwards.

The full and balanced curriculum:

To ensure all pupils access consistency, progression and coverage of the National Curriculum, we deliver a curriculum which is inspiring and progressive and builds on pupils' skills and knowledge. We use a knowledge-led curriculum which promotes a mastery of skills. Learners develop detailed knowledge and skills across the curriculum and, as a result, learn and remember more. We are keen to ensure pupils are equipped with the life-skills they need to prepare them for work in the future. Our full and broad curriculum offer equips our children with the knowledge and cultural capital they need to succeed in life.

Assessment and feedback:

Assessment at our school helps pupils to embed knowledge and use it fluently. To ensure pupils achieve well, the school feeds back regularly both orally and when marking. Verbal feed-back is given priority and ensures pupils understand learning expectations, enabling them to maximise on progress and embed learning.

At Flanderwell, we use a variety of formative and summative assessments across the curriculum to ensure that teachers are building upon prior knowledge, using small steps to ensure that children know and remember more. We regularly use low-stakes quizzes and generative learning strategies to support our understanding of what our pupils have learned. At least once a term, we use a snap-shot in time judgement to decide if our pupils are working below/at/above age-related expectation in reading, maths, writing and GPS. Within these subjects (excluding English), we use NTS tests to help to ensure consistency across school by validating teacher assessments using the standardised scores. A detailed analysis of test papers is carried out on MARK and this helps us identify whether pupils are on track for that point of the year and if any additional support is required - such as additional intervention. Identifying pupils in this way, who are falling behind, ensures that they can catch up quickly. Children who are new to school are assessed as soon as they enter.

Behaviour and Attitudes

The quality of education is outstanding because:

Behaviour is outstanding because:

- Pupils display a thirst for knowledge and love of learning with attitudes of learning at a high standard.
- Pupil's behaviour is exemplary and they are highly committed to learning.
- Pupils know how to study effectively, understand what good learning behaviours look like and are developing strong evaluative skills.
- A positive climate for learning is maintained through the skilled and consistent behaviour management of staff.
- The school has a robust anti-bullying and behaviour policies and children have a good understanding of what bullying is and how to recognise this. Pupils' exemplary conduct and behaviour reflect the school's efforts to promote high standards.

- Pupils learn to be respectful and courageous at all times. They trust adults in school and as a result safety and safeguarding is excellent.
- Pupils respect each other and learn to value uniqueness and difference.

- All pupils are well cared for and treated with dignity and respect, access first quality teaching and continue to achieve success.

Personal Development

The quality of personal development is outstanding because:

- The school caters very well for all pupils' personal development and mental health, providing wellbeing support at a very high standard for those pupils who most need it.
- All staff focus on developing children's character, including promoting resilience, confidence, courage and independence.
- Children are encouraged to participate in active lifestyles and to keep themselves healthy. Sport's funding is used well to encourage participation in sport throughout the school day and after school.
- The school promotes British Values and Protected Characteristics throughout the curriculum. We know that children grasp complex concepts when they are taught something by showing what it isn't. Therefore, we explicitly teach about Protected Characteristics through the lens of our curriculum
- Both our Core School Values of **Aspiration, Respect, Inclusion, Kindness and Compassion** and **British Values** thread throughout our provision and our approach.

Democracy:

Each year the children decide upon their class rules and the rights and responsibilities associated with these. Each class creates their own 'class charter', which they then all sign and agree to.

Pupil voice is high on our agenda as a school and children have many opportunities for their voices to be heard. We have a Pupil Leadership Team and the pupils are able to feedback regularly to their class representatives. In addition, all children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views. Democracy is explained in class and during assemblies and the children are given regular opportunities to debate news items and vote.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind law enforcement, that laws govern and protect us, and the responsibilities that these involve. They learn of the consequences that can occur when laws are broken. Visits from authorities such as the Police; Fire

Service; Ambulance staff etc. help to reinforce this message. In Y6, pupils visit the police education programme (Crucial Crew), where such values are reinforced and explained.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our extra-curricular clubs and opportunities.

Mutual Respect:

Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Our core value of Respect is displayed in classrooms and around the school and is included in our behaviour policy. We promote respect for others and this is reiterated in the classrooms and shared spaces. Children's achievements are celebrated in weekly assemblies and families are invited to attend. Our school ethos revolves around a set of core values including Respect. Pupils have been involved discussions related to what this means and how it is shown. Additional support is given to individual children to help develop self-esteem and the concept of respect. Our PSHE and RSE curriculums provide many opportunities for children to learn the value of developing respectful relationships.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We value first-hand experiences, including those of our families and the wider community. As a result, we seek to build tolerance and respect of different cultures, faiths and beliefs. We use a high-quality R.E scheme to explore and deepen understanding of different religions and staff have a shared understanding of the need for improving equality for children's education.

Leadership and Management

Leadership and management is outstanding because:

- Leadership and management are strong and there is an ambitious and inclusive vision for the school.

- Leaders ensure that the curriculum is progressive throughout school and that all pupils have access to a broad, full curriculum. They check curriculum content and coverage regularly to ensure knowledge and skills are built upon as each child journeys through school.
- Leaders have due concern for teachers' workloads and ensure that appropriate, high quality teaching resources are available to enable teachers to work efficiently and smartly. This includes using high quality assessment tools which use technology to undertake question level analysis and accurately ascertain individual pupil's learning needs.
- There is a strong focus on developing teachers rather than on simply engaging in performance management: leaders recruit according to learning agility and work alongside staff to develop teaching. In its drive for excellence, leadership promotes the school's pedagogy at all times: teach simply, practice thoroughly, feedback constructively and embody excellence.
- There is a refusal to accept that children should receive anything less than very good provision. Rigorous self-evaluation at all levels ensures that any weaknesses are rapidly identified and proactive systems and procedures are put in place to ensure that achievement is accelerated.
- Subject leaders are empowered and have opportunities to develop their own skills and expertise. They are knowledgeable of standards in their subject areas and are increasingly confident in delivering high-quality cpd.
- Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision.
- Leadership is ambitious, tightly focused and resilient: it does not allow complacency to set in.
- The Academy Trust and the Local Governing Body are well informed and are proactive in ensuring standards are raised. They directly contribute to the improving provision.