

Do Everything In LOVE' - 1 Corinthians 16 v14



St. Andrew's VA Primary School

.....where Learners Bubble

School Improvement Action Plan vs. 01 (Sept. 2020)

URN: 865 3362

Ofsted inspection date: March 2019

Headteacher: Karen Walker

Chair of Governors: Mrs P Bassindale



School Priority Targets:

- 1. To challenge all children (esp more able) to achieve above expected ARE in all subjects and to provide highly effective and focused professional development for all staff which can be demonstrated in improvements to teaching, learning and assessment in maths (Ofsted Targets – ongoing)**
 - 2. To ensure a ‘back to basics’ curriculum (including adapting QFT as appropriate) is in place for at least the Autumn term and to identify specific individuals who are in need of any ‘gaps’ to be filled as a result of Lockdown.**
 - 3. To improve outcomes in reading and writing @ both Key satges at expected and Greater Depth to ensure at least in line with national.**
- 1. By July 2020 any identified priorities from TA data as a benchmark for SIAP. By September 2020 All milestones ensure that evaluation & monitoring by L & M (inc. governors) can be used to check progress of SIAP and improvement in pupils achievement. By December 2020 identified actions (including individual children), CPD & supporting targets for Performance management have been put in place to secure focus on challenge in all subjects and monitored by leaders. By March 2021 actions completed can demonstrate impact. By July 2021 evaluation & monitoring by L & M (inc. governors) can demonstrate a positive impact upon pupil outcomes (esp maths).**
 - 2. By end of October 2020 teachers will have identified individual children in each subject where ‘gaps’ have been identified. By December 2020 teaching deployed to work on intervention for these children. Progress to be monitored by teacher and subject leader. By March 2021 assessment demonstrates ‘gaps’ addressed. By May 2021 all children back on track with age appropriate curriculum.**
 - 3. By September 2020 teachers have identified and planned CPD to develop pupils’ writing & reading skills across the whole curriculum with particular the focus on reading comprehension. By January 2021 monitoring demonstrates that teachers are routinely using Reading comprehension strategies and skills agreed. By March 2021 Monitoring of guided reading and comprehension focus is securing improvement. By June 2020 outcomes for attainment and progress in reading and writing demonstrate impact - All children to have made at least expected progress from their starting points and Yr. 2 and 6 outcomes are at least in line with national. By July 2021 whole school data set can demonstrate impact of intended outcomes.**

<p><u>Governor Monitoring</u></p> <p>Who How and When</p>	<p>Subject Governors for Mathematics, Reading and Writing will meet termly with the Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject Governors will monitor the challenge and rigour provided by subject</p>	<p><u>Governor Evaluation</u></p> <p>Who How and When</p>	<p>Subject Governors will report to TALC and Chair will provide summary report to FGB 3 times a year (Terms 2, 4 and 6) on vidence of progress against the success criteria in at the end of term 2,3,4,5 and 6.</p> <p>If necessary, the Vice Chair will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.</p>
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	leaders at pupil progress meeting (Term 2, 4 & 6)				
LA Monitoring / Evaluation visits	LA lead (N Kassal) regular progress visits to the school to include classroom observations, data analysis, improvement 5.10.20	CASPER Review	NA		
Lead Person	HT		Others involved	Subject Leaders, Class Teachers.	
	Action	Start date	End date	Resources / Cost /Notes	Monitoring & Evaluation
1.1a	By July 2020 Any identified priorities from TA data.. <ul style="list-style-type: none"> SLT to analyse data set and incorporate development areas into SIAP Share outcomes from 2020 TA data and updated SIAP with staff & Govs 	July 2020	July 2020	SLT meeting – discussion with staff No cost	FGB - monitor completion
1.1b	By September 2020 All milestones ensure evaluation & monitoring.... <ul style="list-style-type: none"> TALC to review milestones at each meeting Leaders to assess impact on outcomes through set milestones Evaluate progress of SIAP through milestones 	September 2020	September 2020 Termly	HT DH SLT Governors No cost	HT through monitoring timetable secures evidence to feedback to Govs TALC – monitor SIAP progress & evaluate for FGB
1.1c	By December 2020 identified actions.... <ul style="list-style-type: none"> CPD identified and planned by subject leaders CPD covering Identified actions re challenge in lessons/Guided Reading completed Perf. Mgt targets link to challenge / GD in specific subjects (reading) 	October 2020	December 2020	HT and SL monitoring through lesson Obs and work scrutiny	SL – reporting to HT Pupil Progress meetings
1.1d	By March 2021 actions completed... <ul style="list-style-type: none"> Aut 1 data demonstrates that GD are on track in maths and reading Term 4 data show positive impact of provision for MA & accelerated progress for children above ARE 	Aut. Term 2	March 2021	Staff meetings	Pupil Progress meetings
1.2a	By end of October 2020 teachers.... <ul style="list-style-type: none"> Teachers identified individuals for specific 'gaps' in all subjects Staff identify most appropriate strategies for individuals / groups HT and SL identify programme of support across Yr. 1-6 Teacher employed through catch up grant – timetable Teachers to monitor progress over 6/8 weeks. 	Term 1	End of Term 1	Staff meetings HT / SL - time	Clear catch up plans for each year group in each subject monitored by SL and shared with Govs to evaluate with staff.
1.2b	By May 2021 all children <ul style="list-style-type: none"> From benchmark data at end of T1 – T3 progress demonstrates impact Monitoring demonstrates all children making progress from starting points in T1 Evaluation of identified interventions demonstrate all catch up achieved End of year data demonstrates expected or better progress achieved 	Term 2	Term 3	Teacher support - £ from grant Hours identified and funded	Class teacher to monitor sessions & feedback SL to monitor LO of sessions Data analysis teachers and SL -
1.3a	By September 2020 reading analysis.... <ul style="list-style-type: none"> Reading analysis completed and discussed with staff – what do we need to differently? 	September 2020	December 2020	LA English Advisor / Teacher £260	HT to monitor – feedback to FGB HT report

	<ul style="list-style-type: none"> • PDM identified and to look at reading comprehension skill development across the school. • Agree expectations re reading & (writing) across the curriculum • Identify clear strategies to improve comprehension – what? • SL to monitor lessons with focus on challenge for MA • Appropriate course attended by SL - reading 			All staff - PDM	
1.3b	<p>By March 2020 monitoring demonstrates that teachers are...</p> <ul style="list-style-type: none"> • L Ob. and Work Scrutinies show impact of writing and reading skills and agreed strategies from CPD • All staff have undertaken CPD to improve teaching & L in R & W • CPD re reading is developing and improving guided reading and comprehension skills – benchmark data for comprehension? • SL's monitor agreed actions over Term 3 & 4 • Complete lesson Obs show use of CPD in reading • Conduct Work scrutiny x 2 – writing across all subjects • Term 4 data demonstrates impact of CPD on progress and ARE 	September 2020	February 2021	HT SL release time £160 x 2	SL to report to HT HT to monitor and report to TALC & Govs via HT Report HT & SL lesson Obs, Learning walks and work scrutinies provide documented evidence – TALC Pupil Progress – ARE sheets identify agreed next steps – SL to monitor and report to HT
1.3d	<p>By March 2020 Term 4 data shows at least expected progress for all....</p> <ul style="list-style-type: none"> • HT to complete and analyse AIR sheet for staff and Govs • Agreed benchmark data demonstrates improve • Teachers to identify actions for individuals at Pupil Progress meetings • SL's to complete ARE sheets • Term 4 data identifies children who need accelerated progress to meet ARE or to ensure at least expected progress • Pupil Progress meeting (T4) to secure specific intervention for individuals for T5 & 6) 	September 2020	March 2021	No cost	HT to evidence outcomes for Govs (AIR sheet) SL to report to HT / TALC HT to share outcomes with TALC
1.3e	<p>By June 2020 outcomes for attainment and progress demonstrate impact...</p> <ul style="list-style-type: none"> • Term 5 & 6 data demonstrate above expected progress in reading and writing and there is evidence of above expected progress for GD ARE. • HT and SL's to analyse outcomes for all year groups to check impact and benchmark against ARE / GD expectations • Share data with TALC 	March 2021	June 2021	All staff HT & SLT No cost	HT monitor & evaluate Govs evaluate impact of actions on pupil outcomes
<p>Evaluation of actions undertaken: <i>September / December 2020</i></p> <p><i>January / April 2021</i> <i>April / July 2021</i></p>		<p>Next steps:</p>			

Area for Improvement 2 - The Quality of Education (Curriculum, Teaching, Learning and Assessment)

School Priority targets:

1. *To ensure pupils, particularly boys, are supported to improve their reading skills and spelling skills across all classes and all subjects and to improve pupils' progress in foundation subjects by planning tasks which build pupils' knowledge, skill and understanding progressively**
2. **To complete a whole school Curriculum that meets the needs of our children and the rigour expected within the new Ofsted Framework 2019.**
3. **To ensure that Quality First teaching is secured across the whole school to ensure that all children meet at least expected progress and identified outcome priorities are achieved in full.**

1. **By end of September 2020** teacher assessments/benchmarks identify the targeted support required for individuals / groups from Term 1. **By December 2020** Term 1 baseline assessments identify % pupils on track for ARE in reading (in particular boys). Agreed spelling scheme in place and benchmark data acquired from T1 demonstrate progress. **By April 2021** term 4 data demonstrates an increase in the % pupils on track for ARE in reading and catch up secured. **By July 2021** term 6 data shows further increase of % of children @ ARE for each year group from 2020 and progress for each cohort is good in reading. (3+AIR).
2. **By September 2020** foundation subject skills and knowledge curriculum map completed and curriculum document has identified progression in knowledge & skills expected across all year groups and knowledge organisers set out explicit S & K and vocab to be learned **By March 2021** agreed opportunities / activities for each Key stage to ensure our curriculum meets childrens' needs, growth and development. **By May 2021** planned activities within foundation subjects demonstrate effective use of their writing/reading/maths skills across the whole curriculum. **By July 2020** Assessment strategies within foundation subjects will identify how we can demonstrate impact of skills and knowledge taught across the year.
3. **By September 2020** teachers are clear about expectations re 'back to basics' curriculum to be delivered over Autumn Term. **By October 2020** Teachers have identified individuals for 'catch up' and strategies agreed are being demonstrated in lessons. **By December 2020** Monitoring of lessons (including 'catch up' sessions) demonstrate that QFT criteria is secure in all classrooms. **By February 2021** all teachers PM targets re QFT demonstrate progress and monitoring of lessons confirms this. **By June 2021** All children are making at least expected progress and all lessons across the school demonstrate a high level of QFT.

<p>Governor Monitoring</p> <p>Who</p>	<p>Governors, along with all Subject Leaders for will meet termly to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject Governors will monitor the challenge and rigor provided by subject</p>	<p>Governor Evaluation</p> <p>Who</p>	<p>Governors will report to TALC and Chair will provide summary report to FGB 3 times a year (Terms 2, 4 and 6) to report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6. If necessary, the Vice Chair will arrange a further meeting with the</p>
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How and When	leaders at pupil progress meeting (Term 2, 4 & 6)	How and When	Subject Leaders/ Lead Person for further information/ data.		
LA Monitoring / Evaluation visits	LA regular progress visits to the school to include classroom observations, data analysis, improvement planning review	CASPER Review	NA		
Lead Person	HT	Others involved	DHT , SLs for Maths, Reading and Writing, SENCO, Class Teachers		
Action		Start date	End date	Resources / Costs / Notes	Monitoring & Evaluation
2.1a	By end of Sept. 20 Term 1 baseline assessments.... <ul style="list-style-type: none"> T1 reading data to identified and specific pupils identified for support/provision. SL to document this support and plan 'catch up' programme Teachers to Complete identified actions for individuals on a provision sheet. Continue to raise expectations with parents re daily reading – SL to update letter to include use of inference and comprehension. CPD to indentify strategies/activities to use in classroom 	September 2020	September 2020	HT & SL CPD – visit to Princecroft - £140	TALC to evaluate HT to report to FGB SL to collate analysis and share with HT and all staff. SL to monitor agreed actions for pupil progress in term 6 SENCO to monitor intervention programmes. SL and SENCO report to TALC
2.1b	By December 2020 Term 1 baseline assessments.. <ul style="list-style-type: none"> Phonic revision / review of all basics from previous year objectives for all year groups (first 6 weeks at least) – what next? Programme of catch up actioned and progress across T2 to be monitored by class teacher and SL SL & Teachers to evaluate the planned 'catch up' programme and feedback to Ht Gov and parents. Reviewed Spelling weaknesses addressed with focus on marking and use of spelling target sheet in front of Literacy books Spelling scheme to be reviewed by all staff, actioned by ALL classes SL to monitor agreed actions from scheme and work scrutiny Raise expectations with parents about spellings 	October 2020	Dec 2020	SL All teachers	SL to monitor action outcomes and report to HT HT to share data with TALC HT report to FGB
2.1c	By April 2021 term 4 data demonstrates an increase in the % <ul style="list-style-type: none"> Teachers to review 'catch up' sessions for individuals and report at PP meetings SL to check progress / actions from T2 pupil progress meetings have been completed SL to monitor agreed actions from PP and ARE sheets in Wk 3 of term 3 Teachers to monitor 'catch up' programmes in order to secure progress Monitor impact of spelling marking from work scrutinies 	March 2021	April 2021	Subject leaders	SL to monitor agreed actions for pupil progress in term 2 HT to evaluate ARE sheets and feedback to TALC and FGB with whole school progress data
2.1d	By July 2021 term 6 data shows further increase of % of children @ ARE	April 2021	July 2021	Subject Leader	SL to monitor agreed actions

	<p>from 2019 and progress for each cohort is good. (3+AIR)</p> <ul style="list-style-type: none"> • SL to check progress / actions from T4 pupil progress meetings have been completed • SL to complete and update ARE sheets • SL to monitor agreed actions in Wk 3 of term 3 				for pupil progress in term 4 and report to HT.
2.2a	<p>By <u>September 2020</u> foundation subject skills...</p> <ul style="list-style-type: none"> • Review curriculum provision – vision drivers & aims • Teachers to develop & reinforce 6 R's • Curriculum map (reviewed) and CPD planned to identify intent and implementation across all year groups • Document produced outlining skills & knowledge across all year groups • Progression is clear across the year groups • Knowledge organisers set out explicitly what is to be learned 	September 2020	Dec 2020	Subject leader SLE's	SL to monitor use of policy and target sheet - work scrutiny and LO
2.2b	<p>By <u>March 2021</u> agreed opportunities / activities</p> <ul style="list-style-type: none"> • Ensure pupils are given opportunities to apply skills across the curriculum • Complete a set of activities/opportunities across the school by all staff • Teachers to plan explicitly for application of skills • SL to monitor planning 	Jan 2021	March 2021	HT & SL	SL + HT to monitor use of policy and target sheet - work scrutiny and LO CPD timetable in HT report
2.2c	<p>By <u>May 2021</u> planned activities</p> <ul style="list-style-type: none"> • SL + HT to monitor planning across Term ¾ for foundation subjects • SL + HT to monitor topic books for application of reading & writing skills 	December 2020	April 2021	SL, SLE's Teachers	SL + HT to monitor use of policy and target sheet - work scrutiny and LO
2.2d	<p>By <u>July 2020</u> Assessment strategies within</p> <ul style="list-style-type: none"> • Teachers can demonstrate (assessment?) impact of knowledge and skills taught • All staff to agree on how to measure impact / assess development of K & S • Teachers to evaluate the impact of KO and review 6R focus 	April 2021	July 2021	TD Day	HT to monitor planning to be a focus for Aut. Term lesson obs. HT to feedback to FGB via HT report
2.3a	<p>By <u>September 2020</u> teachers are clear about expectations...</p> <ul style="list-style-type: none"> • Teachers to plan against the objectives of previous year • All subjects to go 'back to basics' to ensure secure esp. for those year's 3, 4, & 5 	September 2020	October 2020	SL monitoring of targets, books and LO HT	SL to feedback to HT Present skills & Knowledge Doc to Govs.
2.3b	<p>By <u>October 2020</u> Teachers have identified individuals for 'catch up'....</p> <ul style="list-style-type: none"> • Teachers to plan for all needs in order to identify children where lockdown has impacted on their progress • Teachers to identify and record individuals for intervention (fill gaps) • Staff to share individuals and concepts and work towards whole school planning for catch up programmes • 	October 2020	Dec 2020	SL & HT monitor actions	HT & Gov. evaluate progression across the year groups
2.3c	<p>By <u>December 2020</u> Monitoring of lessons...</p> <ul style="list-style-type: none"> • Catch up lessons to be monitored by class teachers & SL 	October 2020	December 2020	SL (H, G S & DT) monitor	SL feedback to HT & Govs.

	<ul style="list-style-type: none"> Identified strategies for QFT clear and demonstrated in lessons 			work and Pupil conferencing	
2.3d	<p>By February 2021 all teachers PM targets re QFT ...</p> <ul style="list-style-type: none"> Set clear criteria for QFT to be observed in LO and agreed by all Deliver CPD to review criteria Teachers to feedback to whole staff about strategies are working well 	April 2021	July 2021	CPD	Impact statement shared with GOvs – monitor 20/21
2.3e	<p>By June 2021 All children are making at least expected</p> <ul style="list-style-type: none"> Evaluation of data demonstrates secured impact from focus of CPD Teachers to review progress and report on individuals identified gaps PP progress meetings to identify next steps for individuals for next teacher 	June 2021	July 2021		
<p><i>Evaluation of actions undertaken:</i> <i>September - December 2020</i></p> <p><i>January - March 2021</i></p> <p><i>July 2021</i></p>		<p><i>Next steps:</i></p>			

Area for Improvement 3 + 4 : Behaviour and Attitudes and Personal Development

School Priority Target:

- 1. To focus on improving wellbeing and emotional development of all children on returning to school from lockdown**
- 2. To continue to secure outstanding attitudes to learning by ensuring consistency in expectations, differentiation and challenge across whole school**
- 3. To continue to improve attendance of PP and SEN pupils**

<u>Governor Monitoring</u>	Subject Governors for Mathematics, Reading and Writing will meet termly with the Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject Governors will monitor the challenge and rig provided by subject leaders at pupil progress meeting (Term 2, 4 & 6)	<u>Governor Evaluation</u>	Subject Governors will report to TALC and Chair will provide summary report to FGB 3 times a year (Terms 2, 4 and 6) on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6. If necessary, the Vice Chair will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.		
Who How and When		Who How and When			
LA M & E visits	LA regular progress visits to the school to include classroom observations, data analysis, improvement planning review 5.10.20	CASPER Review?	NA		
Lead Person	HT CoG		Others involved	SLs, Class Teachers, Governors	
Action		Start date	End date	Resources /Cost/ Notes	Monitoring & Evaluation
3.1a	<ul style="list-style-type: none"> • Teachers to focus heavily on emotional needs of all children on returning to school • PSHE to be delivered consistently across the school for all of Term1 • Teachers to identify individuals for 1:1 ELSA support • Planned and focused support timetabled for individuals • Teachers to plan activities to promote self-esteem and self-worth and enjoyment across Autumn term 	September 2020	December 2020		
3.2a	<ul style="list-style-type: none"> • Ensure staff have clear expectations re behaviour / learning attitudes • Revisit BLP and Bubbling learner characteristics with whole school • Ensure reference in classes and display 	September 2020	December 2020	Staff meeting time No additional costs	HT to monitor
3.2b	<ul style="list-style-type: none"> • Allocation and deployment of TA's to be focused and effective at supporting challenge for pupils • Provide on-going CPD to focus on WWH / differentiation, 	September 2020	July 2021	HT SL's	SLE's

	questioning and challenge <ul style="list-style-type: none"> H/T / Gov to conduct Pupil conferencing to assess attitudes to learning and challenge (BLP) 				
3.3a	<ul style="list-style-type: none"> Monitor termly attendance for all pupils in particular SEN and PP Discuss attendance directly with parents Send attendance letters as appropriate Work with outside agencies to improve individuals attendance 	September 2020 Termly	July 2021	Admin Time	HT to monitor and feedback to staff and TALC Report to FGB via HT report
<i>Evaluation of actions undertaken:</i>		<i>Next steps:</i>			

Area for Improvement 5 : Early Years Provision

School Priority Target:

- 1. To ensure that children are identified and challenged to achieve and exceed in all subjects***
 - 2. To develop the teaching of maths to ensure higher outcomes at end of EYFS**
1. By October 2020 staff have clearly identified pupils in need of accelerated development from baseline in writing and maths. By December 2020 teacher assessments identify the impact (evidence) of targeted support on pupil outcomes and progress for more able, particularly in writing and maths By March 2021 on-going assessments are used to set continuous targets to ensure good progress for all but particularly more able. By June 2021 EYFS progress data demonstrates good progress in writing and maths and % of Exceeding in line with national.
 2. By October 2020 number activities are regularly demonstrated in EYFS and secure evidence of targeted learning. By December 2020 Learning in maths is promoted to ensure parents are more supportive with progress in number. By March 2021 Challenge for more able children is securely and consistently demonstrated in teaching and evidenced in LO and Tapestry. By May 2021 teacher has ensured that children identified for exceeding in maths have appropriate support and challenge to meet predictions. By July 2021 EYFS data for maths at Expected and exceeding is at least in line with national.

Governor Monitoring	Governors will meet termly with the Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject Governors will monitor the challenge and rigor provided by subject leaders at pupil progress meeting (Term 2, 4 & 6)	Governor Evaluation	Subject Governors will report to TALC and Chair will provide summary report to FGB 3 times a year (Terms 2, 4 and 6) on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6. If necessary, the Vice Chair will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.		
Who How and When		Who How and When			
LA Monitoring / Evaluation visits	LA SIA visits to the school to include classroom observations, data analysis, improvement 5.10.20	CASPER Review	N/A		
Lead Person	HT CoG		Others involved	SLs, Class Teachers, Governors	
Action		Start date	End date	Resources /Cost/ Notes	Monitoring & Evaluation
5.1a	By <u>October 2020</u> staff have clearly identified pupils in need of accelerated.... <ul style="list-style-type: none"> Baseline completed and targeted pupils included in Perf. Mgt Predictions demonstrate challenge and activities planned to support development 	Sept. 2020	October 2020	Teacher and TA Parents No additional costs	SL to monitor pupil progress actions

	<ul style="list-style-type: none"> Baseline assessment clearly identifies next steps in writing Plan for one adult led writing focus each week in small groups Plan for more opportunities for writing into phonics teaching daily Start writing book to show progress from end of term 1 				
5.1b	<p>By December 2020 teacher assessments identify the impact...</p> <ul style="list-style-type: none"> Monitor challenge as a focus for observations Evidence supports the targeted provision identified (Tapestry / LJ) 	October 2020	December 2020	Teacher	HT to monitor
5.1c	<p>By March 2021 on-going assessments are used to set continuous...</p> <ul style="list-style-type: none"> Planning and directed support (TA) demonstrate focus for individuals Challenge for more able demonstrated in focus groups for TA/T Plan for one adult led writing/maths focus each week in small groups 	December 2020	March 2021	Teacher	HT to monitor planning LO HT to report to TALC
5.1d	<p>By July 2021 EYFS progress data demonstrates good progress in writing for more able.</p> <ul style="list-style-type: none"> Review data and evaluate - Check progress from starting points Learning journals demonstrate good rate of progress 	March 2021	June 2021	Teacher & HT	HT to report to TALC
5.2a	<p>By October 2020 number activities are regularly demonstrated</p> <ul style="list-style-type: none"> Encourage Maths passports with parents Use new supporting materials from White Rose/NCETM/Number blocks Prioritise counting and subitising opps every day EYFS teacher to attend CPD course re new maths curriculum 	October 2020	October 2020	Teacher & TA	HT to complete LO
5.2b	<p>By December 2020 Learning in maths is promoted to ensure parents</p> <ul style="list-style-type: none"> Parents invited to Maths twilight Tapestry open to parents to contribute to engagement and securing a strong evidence base 	December 2020	December 2020	Teacher	SL to report to HT
5.2c	<p>By March 2021 Challenge for more able children is securely and consistently demonstrated.</p> <ul style="list-style-type: none"> LO completed focus on challenge Parents invited to Maths stay and play session (?) Aspects of maths project evidenced in teaching Complete Work scrutiny (termly) – does this demonstrate sufficient evidence of progress for all children especially HA 	October 2020	March 2021	Teacher TA	SL to monitor
5.2d	<p>By May 2021 teacher has ensured that children identified for exceeding</p> <ul style="list-style-type: none"> Planning indicates targeted provision Pupil conferencing demonstrates HA children can talk about their next steps % GLOD above national and Exceeding in maths above national. Progress from baseline is at least good. 	March 2021	May 2021	SL HT	HT to report to TALC

<i>Evaluation of actions undertaken: September - December 2020</i>	<i>Next steps:</i>
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Post Covid - School response / Return to school :

School objectives:

1. To Identify the barriers schools have faced and are still facing in managing the return to full education for pupils
2. To ensure pupils resume learning the school's extant curriculum, including the blend of classroom teaching and, where necessary, remote education
3. To ensure that pupils are settling back into expected routines and behaviours
4. To identify any specific health and well-being issues for particular pupils are being addressed and what may be needed at local and/or national level to support this

To review all Safeguarding protocols and practices in light of RA for return to school

Action		Impact
1-5	<ul style="list-style-type: none"> • Completion of Return to School Risk Assessment. Shared with Staff, Parents and Governors via Website, Class Dojo messages and Governor meetings • Risk Assessment posted on website and sent to parents • 	Completed Feedback from stakeholders RA completed
1-4	<ul style="list-style-type: none"> • ELSA time to be allocated to those identified by the document • Pupils, and their parents, identified as anxious or ASD invited for chat with PSA • HT to speak to all members of staff individually and collectively re well being to support positivity and aid transition back to school 	All pupils seen by ELSA are to be seen weekly for Term 1 – not all Covid related issues. All staff positive and 100% in attendance at start of academic year
1 2	<ul style="list-style-type: none"> • Use of staggered start, break, lunch and end of day including allocated staff and outdoor areas – see Risk Assessment. • 	Start and end times of day – fairly free flowing Staggered breaks work well dividing playground and field Lunch time is longer now 1 ½ hours – Over time being paid to kitchen staff as a result
3	<ul style="list-style-type: none"> • Set clear expectations of behaviours and learning attitudes with all children • 	All children returned to school with positive attitudes – all behaviours demonstrated were good
2 3 4	<ul style="list-style-type: none"> • Online learning platform established in September 2020. This will be used to share positive work, update parents on activities happening in school, message parents inc PPG, vulnerable and SEN, • Online learning for any pupils not in school (e.g. partial or full closure) will be on Google classroom • Continue use of Spelling Shed and Maths Shed to improve teaching standards and ensure children working using the online learning platform are able to access high quality resources that aid progress and attainment • 	Google classroom installed and CPD held for staff Trial over term 1 and 2 children self isolating and platform working well. Will ask parents of these 2 children on their return for their opinion

1	<ul style="list-style-type: none"> • New reception – staggered entry . First week schedule individual parents meetings with their children in the classroom • Part time timetable for first week – full time by 14.9.20 • 	Meetings with parents very successful nearly 100% turned out Baseline completed at end of Term 1 – an above average cohort predicted
1 4	<ul style="list-style-type: none"> • New class teachers introduction zoom calls with all year groups prior to September 2020, meet the teacher information leaflet created and shared with all pupils, • 	Zoom meetings held for CW with varying degrees of success! Zoom meetings held for Governors and for parents. Will assess parent view of this in Term 2
3	<ul style="list-style-type: none"> • Use of recovery curriculum – White Rose Maths, liaison with Alex Parry INSET representative of the Mastery Readiness program, LA webinars • 	Term 1 focus was back to basics for all year groups. Teachers identified when / what / how long for and to resume when appropriate and 'catch up' from maths topics in Sum term were completed
1 3 4 5	<ul style="list-style-type: none"> • Breakfast club to start - beginning of October socially distanced year groups • No after school activities for term 1 - review start of term 2 • Up date safeguarding policy 	Breakfast club started at start of Term 2 – all successful. Children from different bubbles on different tables No after school activities until Term 3
4	<ul style="list-style-type: none"> • Check all PP and FSM children re food parcels and support for food boxes from the TT 	PSA – 13 TT food boxes organized and staff contributing to Xmas hampers for them. Free school meal allowance over Xmas holidays?
2	<ul style="list-style-type: none"> • Organise, timetable and action all catch up interventions identified by teachers during Term 1 • Term 2 to start all programmes across both year groups • Impact sheets to be completed at the end of 5 weeks • Analysis of impact to be completed and identified individuals / groups to be prioritized for Term 3 	Intervention started in Term 2 KS1 = 9 1/3 hours KS2 = 9 hours Review of impact at end of 5 weeks (end of Term 2)

Glossary :

HT – Headteacher
DHT – Deputy Headteacher
SL – Subject Leader
SENCO- Special Educational Needs Co-ordinator
GB – Governing Body
FGB – Full Governing Body
CoG – Chair of Governors
LA WIA – Local Authority Wiltshire Improvement Adviser
PPM – Pupil Progress Meeting
PDM – Professional Development Meeting
SLT – Senior / School Leadership Team
AfL – Assessment for Learning
APP – Assessing Pupil Progress
AF – Assessment Focus
SI – School Improvement
M&E – Monitoring & Evaluation
G&T – Gifted & Talented
CPD – Continuing Professional Development
L&M – Leadership & Management
TD – Teacher Development
LA – Local Authority (Wiltshire)
EYFS – Early Years Foundation Stage
NLE- National Leader in Education
NSS – National Support School
ARE- Age Related Expectations
FFT- Fischer Family Trust
WISP – Wiltshire Improving Schools Programme: LA led CPD for SLT and Governors
SIAP – School Improvement Action Plan
HTPM – Headteacher Performance management
MSL – Mathematics subject leader
LSL – Literacy subject leader
CTs – Class teachers