



West Boldon SDP

2020-21

Our focus for school development is ensuring the continuity of the good provision across the school as well as building on our success to develop provision further. We have new teachers, leaders and support staff and our aim is that they become established quickly and are able to innovate and help continue to move the school forward. Therefore, empowering staff, children and parents remains a key priority. Developing effective professional development is again at the heart of the plan to ensure that everyone achieves their very best.

Working with children and families in making healthy choices is an important part of our work to strengthen wellbeing and promote good mental health. This links with our focus on developing resilience in children as learners. We want children to know that getting something wrong is all part of succeeding and encourage independent thinkers and learners. The monitoring and assessment cycle with clarify the purpose of all that we do in teaching and learning; making sure that what we do is right for every child and that they continue to make good or better progress.

Ensuring the outcomes in Literacy improve this year is a priority. We must ensure that every child achieves the very best they can whilst continuing to provide a broad and balanced curriculum to inspire and engage.

SCHOOL CONTEXT



Pupils on roll Girls 49% (133) Boys 51% (137)	270	Pupils eligible for pupil premium	FSM 46% (133) Ever 6 49% (133)	Pupils with an education, health and care (EHC) plan Pupils SEN support	2% (6) 28% (76)
Pupils with English as an additional language (EAL)	3% (8)	Percentage of LAC children	7% (19)	Overall attendance Persistent absence	
Key Ofsted actions from last report	Full inspection 2009: Action point: Ensure ICT is used to enhance all curriculum areas Subject inspection 2010 (MFL). Action points <ul style="list-style-type: none"> • Improve planning for MFL to make more rapid progress through scheme of work in each year group • Raising the expectations of what pupils should achieve in each of the 4 skills • Develop a more consistent approach to teaching by sharing expertise across the staff who teach the subject 				
Key areas to improve (from the school's current context)	Developing the skills of senior and middle leaders (several new to role) Ensuring consistency in the quality of teaching and learning across the school and across subjects Accelerating pupil progress in English (focus on Reading and application of phonics into writing)				
Key staffing areas of issue	Appointment of 2 NQT's to cover maternity leave of DHT/ Year 1 teacher who is also Safeguarding lead New Literacy/ RWI lead Movement of EY lead to Year 1/2 class 1 member of SLT shielding as she is CEV until 2 nd December				
Budget information	Budget is healthy with a current surplus of £45K. We also have an allocation of 22k in catch up funding				
Key performance indicators for the next 3 years	Maintaining KS2 outcomes at the expected standard. Improving outcomes at the higher standard (combined indicator) Upskilling senior middle leaders Developing teachers to enable more good and better than good teaching Improving literacy skills across the school through the continued application of phonics with the RWI program.				

Objectives overview: Breakdown of school main priorities taken from data.

Objective 1:

Improve outcomes and accelerate pupil progress in reading at KS1 and KS2 from baseline data

A: Improve outcomes in Reading at EY/KS1

B: Improve outcomes in reading at KS2

C: Develop a love of reading across school

Objective 2:

Improve outcome in EY GLD to above national (72%) and increase the percentage of children exceeding ELG

Objective 3:

Increase outcomes at expected and greater depth in writing in KS1 and 2

Objective 4:

Reduce the level of Persistent Absenteeism



SDP

Action Plan

QUALITY OF EDUCATION: Attainment of all groups is in line or exceeds that of the same groups nationally.

Linked to school objectives

Objective 1: Improve outcomes and accelerate pupil progress in Reading in KS1 and KS2 from baseline data.

A. Improve outcomes in reading at EY/KS1

ACTIONS	DESIRED OUTCOME	PERSON RESPONSIBLE	WHEN IT IS TO BE ACHIVED BY	COST	PROGRESS/COMMENTS/MONITORING Impact and Evaluation (autumn, spring, summer)
<p>Embed high quality practice of RWI teaching across EY/KS1 All staff equipped to teach RWI to a high standard through training and partnership with St Michael's English Hub and in school RWI lead</p>	<p>Observation of teaching shows high quality delivery of RWI that follows the RWI process and is in line with school policy and expectations.</p>	<p>Head Teacher /RWI lead</p>	<p>July</p>	<p>Training for new staff when available. £270 per staff member</p>	<p>Monitoring outcomes analysed by SLT and RWI lead Targeted support / training arranged- impact reviewed termly. 5 support days offered by hub along with training and continued support throughout the year Support from the hub has continued.</p>
<p>Home reading system in line with RWI strategy and homework is focused on spelling and reading</p>	<p>Book scrutiny will show an improvement in children's spelling and vocabulary. Spelling in KS2 will show improvement through the use of phonic strategies. Increase in engagement with homework Improvement in reading skills, fluency and comprehension and vocabulary.</p>	<p>Literacy lead</p>	<p>Implemented by end of autumn term/ monitored half termly by EF</p>	<p>homework diaries - £300 RWI home readers/ restock of RWI books £400</p>	<p>Spelling homework is in place – this has been standardized and is now consistent across school and spellings are differentiated according to children's needs and phonic level Remote learning of phonics has been targeted to every child's level and reading books support RWI program. Phonics assessment will take place in the first week back and from this appropriate grouping will be resumed with daily phonics provision and targeted catch up program. Looking at implementing RWI spelling provision from year to 2-6 to compliment the program in EY/KS1</p>
<p>Introduction of breakfast readers in year 2 – targeted support</p>	<p>Evidenced improvement in the reading skills of targeted children.</p>	<p>KS1 lead to oversee / TA's responsible for</p>	<p>Ongoing after half term</p>	<p>Cost of breakfast club daily (£1.50per day)</p>	<p>To begin WB March 16thth once school fully reopened</p>

Introduction of KS1 phonics and reading after school clubs	Improvement in children's phonic and reading ability and literacy skills through the attendance of after school clubs. Increased confidence in class reading, writing and phonic sessions which is evidenced through work in class.	reading with children KS1 lead to oversee Teachers and HLTA to run clubs weekly	reviewed every term	No cost as clubs are in directed hours.	These clubs can begin WB16th March
Daily Phonic intervention Training provided through continued support from Literacy Hub	Daily phonic intervention supports targeted children and increases phonic ability which is evidenced through work in class and regular assessment.	RWI lead to oversee and interventions carried out by trained TA's	Daily from week 3 as part of RWI program Reviewed every 6 weeks	No cost	1 st Hub visit took place 3 rd November. Action plan in place. Teacher observations and intervention training support. Ongoing support from hub available to RWI lead.

B. Improve outcomes in reading at KS2

Introduction of assembly readers in year 6 – targeted support	Evidenced improvement in the reading skills of targeted children.	KS2 lead to oversee. TA's responsible for reading with children	Daily after half term	No cost	Not currently happening due to year group bubbles and no whole school assemblies but will commence once able.
Reading plus (daily reading intervention) Year 5 children and year 4 GD	Rapid improvement in reading and comprehension skills for those targeted children the impact will be evidenced in reading and comprehension skills in class	KS2 lead to oversee – class teachers to facilitate	Daily from week 3	£5000 per year for 60 licenses Costing is split across 2 academic budget years	Currently children accessed 26wpm and gained Av 1.3 level gain and read on Av 30 lessons Reports are available at any point on the Reading plus site.

<p>KS2 phonic intervention - Y3/4 bottom 20%</p>	<p>Evidence of improvement through reading plus progress charts and reports</p> <p>Daily phonic intervention supports targeted children and increases phonic ability which is evidenced through work in class and regular assessment. Narrow/close phonic knowledge gaps</p>	<p>RWI lead to facilitate and liaise with KS2 lead Trained TA's to carry out interventions</p>	<p>Daily from week 3 as part of RWI program Reviewed every 6 weeks</p>	<p>No cost</p>	<p>This is continuing EA/JS first hour of every day.</p>
<p>Review of guided reading in KS2 to be intro in Spring 1</p>	<p>A new and consistent Guided reading approach will be in place. Children in KS2 will benefit from this with improved reading and comprehension skills</p>	<p>Literacy lead</p>	<p>Weekly guided reading sessions delivered by class teacher</p>	<p>?</p>	<p>This will be reviewed to begin in September 2021. Half termly assessments show very good progress DATA</p>
<p>Spelling shed purchased across school to support remote learning but also to improve spelling in KS2</p>	<p>KS2 children access spelling shed to support spelling homework and improve literacy skills.</p>	<p>Literacy lead</p>	<p>Weekly homework and school based tasks</p>	<p>£300</p>	<p>This has been in place and supported children through lockdown. EF literacy lead is looking into rolling out RWI spelling for Y2-Y6 to provide a more consistent approach to our phonics, spelling and literacy offer. We are hoping this will be rolled out in Summer term but requires all children to be assessed. Therefore it may be we assess children ready for a September start.</p>

C. Reading: Develop a love of reading throughout whole school

Every class to create / develop exciting and vibrant reading area and incorporate a reading display	Promote a love of reading. Ensure all children have access to books to read for pleasure.	Class teachers (Literacy lead to coordinate)	Evidence of bespoke reading area in place by October half term	£1950= £150 per class (school resources) 2020/21 budget	Impact measured through pupil questionnaires / dialogue.- attitudes to reading before starting initiative and at end of year
New system to encourage home reading in every class. Children will receive Reading and incentives. 100 literacy challenge	Encourage children to read at home but also for pleasure.	Class teachers	System introduced September 2019	£145	This has not taken place during covid. The impact of this will be reviewed by Literacy lead through the summer term
Introduce Reading buddies / paired reading	Increased pupil confidence / motivation to read	Whole school	Introduced September 2019	No cost	Unable to take place due to covid restrictions. Will resume when possible
Purchase of Book vending machine for school hall this is to be used as a reward for children (exact details to be discussed by SLT)	Children will be motivated to read for pleasure and will help to promote a love of reading in school	SLT /Literacy lead	4 weeks for delivery	£1000 funding raised from successful Asda grant application	Vending machine in place. Will be continually stock with books and used as a weekly head teachers reward.
Every term whole school book event which the whole school will take part in for last week of each term The school will engage in events such as world book day, Shakespeare week,	Celebrate a love of reading across school.	Literacy lead to coordinate	Timetable of events planned	Cost is dependent on activity set	World book day celebrated with sponsored read and reading day
Introduction of new reading spine across school	New reading spine supports the 5 reading plagues and ensures that children have access to a diverse, balanced and challenging set of texts relevant to year group	Literacy lead	September start	? new books	Books are in place for all year groups and reading spine is in place

Objective 2: Improve outcomes in Early Years GLD to above national. (Currently 68% 2018 to at least 72%) and increase the % of children exceeding in Early Learning Goals

<p>Monitor Quality first teaching – to check that there are high expectations for all and secure subject knowledge. All staff and especially those new to EY will be supported with planning and delivery of the curriculum including timetables and new schemes in place.</p>	<p>Consistently good or better teaching observed through the monitoring process Learning in EY will be focused, engaging and challenging and offer a balance of teacher directed learning, structured activities alongside well prepared child initiated learning.</p>	<p>EY lead / HT to carry out joint observations</p>	<p>Teaching observations / scrutiny of learning evidence checked half termly</p>	<p>Leadership time</p>	<p>Practitioners given feedback on what works well (to support learning) / what could be further developed Actions monitored Lit/Maths observations have taken place and RWI (hub visit) Literacy/maths books scrutiny SH from literacy hub has continued to support RWI lead remotely and support provision and Reception staff have undertaken training on offer.</p>
<p>Early adopters of the new EY curriculum – Staff to access any training / information regarding the new curriculum</p>	<p>Staff in EY will have this year to become familiar with the new curriculum and incorporate elements in to planning and assessment in preparation for it becoming compulsory in 2021</p>	<p>EY lead</p>	<p>Reviewed half termly</p>	<p>No cost</p>	<p>All staff have access to the new curriculum document There is no reporting of data this year but staff are still using the document to for teacher assessment.</p>
<p>Continuous and accurate assessment to ensure children make good and better progress. This includes access to the new early adopter baseline assessment system. Use assessment to identify gaps in learning and provide appropriate interventions and learning opportunities to address these gaps</p>	<p>Children will be assessed through teacher baseline activities but also using the new early adopter baseline testing (delivered October). Staff will have a detailed knowledge of where children and how to support all children in everyday learning but also provide children with appropriate interventions to narrow/close gaps and children will make good or better progress and any gaps will close quickly due to well delivered and timely interventions</p>	<p>EY lead / EY staff/HT /RWI lead</p>	<p>Baseline analysis end of September New early adopter baseline to be delivered WB 2.11.20 Assessment ongoing through year</p>	<p>R Mills £60 per day funded through catch up funding)</p>	<p>RWI tracker and use of Otrack for data analysis Teacher baseline done R.Mills has assessed all children for WellComm S&L intervention and will begin delivery of the intervention program with identified children. R Mills has been replaced with H Young and L Kirby who are delivering a range of tutoring sessions including phonics and Wellcomm HT signed EY to NELI program to support children with communication and vocabulary training for this will begin in Nov –January and delivery of the program after training is in place. Training has been completed by EF, HB, SG</p>

<p>External support and EY lead / HT to work with the EY teachers to develop indoor and outdoor environments to increase challenge Provide training on what GD looks like in the environment and EY curriculum</p>	<p>Children will have daily access to a challenging enabling environment that supports rapid progress.</p>	<p>EY lead / HT / External support</p>	<p>Level of challenge in environment evaluated through regular learning walks / monitoring of T & L through planning and book looks</p>	<p>Supply costs</p>	<p>Visit from C.Smith. External advisor. (1/2 day supply cost) report and feedback given to EY staff in phase meeting and actions in place as a result. Monitoring plan in pace for spring term will allow for teaching observations and learning walks and planned book looks</p>
<p>Develop parent partnerships with parent projects.</p>	<p>Parents will engage in parent projects on offer such as rhyme challenge and REAL. Staff to develop projects and ideas that can be done remotely in line with Covid restrictions</p>	<p>EY lead – EY teachers to facilitate</p>	<p>To begin spring term</p>		<p>No action due to covid</p>
<p>Introduction of Power maths linked to WRM to support the rapid progress of maths skills for EY children (narrow Covid gap)</p>	<p>Power maths scheme taught daily following the sequence alongside the use of concrete resources to aide children to build the necessary maths skills rapidly and close any gaps due to Covid and children's lack of nursery provision</p>	<p>Maths lead / EY lead</p>	<p>Begin week 3 of autumn 1</p>	<p>£135</p>	<p>Power Maths books being used in class. Staff have had support from Maths lead and feedback from book look. Support given by maths lead JL on sequencing to ensure consistency of approach across both classes. Power maths will continue to be used in YR.and progress measured for spring and summer term.</p>
<p>Develop outdoor area to provide forest school opportunities and offer enhanced provision and encompass all areas of the EY curriculum. Partnership with Willoughby rocks to aide development of area.</p>	<p>EY children will have access to forest school provision using the developed outdoor area (working towards whole school access) Parent partnerships developed through use of parent volunteers</p>	<p>LD (forest school leader) EY lead to monitor</p>	<p>In place by end of school year</p>	<p>Awaiting costing from Willoughby rocks</p>	<p>Visit from Willoughby Rocks to plan and cost development of forest school area. No further action due to covid</p>

Objective 3: Increase outcomes at expected and greater depth in writing at KS1 increase from and

<p>Challenge will be easily identified within lessons. Challenge will be monitored through the cycle of data, planning, work in books and teaching observations.</p>	<p>Progress will be rapid due to challenge being embedded through careful differentiation and specific learning objectives matched to next steps. Challenge will be inherent and not an 'add on'</p>	<p>Teaching staff–monitored by SLT and or subject leads</p>	<p>Ongoing</p>	<p>No cost</p>	<p>Literacy, Science and Maths book scrutiny will have taken place by end of Autumn term as per the monitoring cycle Whole school book scrutiny carried out by middle leaders and feedback to staff given. There will be opportunity in the summer term 1 for another scrutiny</p>
<p>Effective use of data analysis will inform planning and intervention</p>	<p>Staff will use data successfully to analyse class/year/school performance and monitor the progress of greater depth groups</p>	<p>Teaching staff Led by phase lead and reported to HT</p>	<p>Termly (any interventions will be reviewed on a half termly basis)</p>	<p>Otrack £1200</p>	<p>Otrack was purchased last year however staff only got one opportunity to use it before school closed due to Covid. All teaching Staff, along with staff new to the school, need support in using the system effectively training to take place Staff are continuing to use the new system supported by SLT when needed. Staff are utilizing reports to analyse class data to support pupil progress meetings</p>
<p>Increase level of outstanding teaching</p>	<p>Teaching will improve through a rigorous monitoring system that will identify training needs and focus offer support through a strong coaching model.</p>	<p>SLT</p>	<p>Termly observation cycle</p>	<p>SLT release time (£180 per day supply cover from staffing budget)</p>	<p>Peer observations have taken place in year group bubbles NQT observations have taken place. Book looks will be done in all subjects by end of Autumn 1 New monitoring cycle in place for spring with opportunities for peer observations in year groups bubbles and learning walks.</p>
<p>Marking policy adopts a 'live marking' approach The effectiveness of marking will be a continued focus in book looks and observations.</p>	<p>The marking policy emphasises a 'live marking' approach this will allow staff to make immediate corrections that are specific to the child and moving the learning forward and ensuring the learning moves forward at pace</p>	<p>SLT whole school overview and subject leads to monitor individual subjects All staff to facilitate the marking policy in class</p>	<p>September and reviewed through year.</p>	<p>No cost</p>	<p>Phase meeting book look focused on marking policy Staff given feedback on marking in Maths book look Whole school book scrutiny has been completed and all staff given feedback. Effectiveness of the marking policy will be monitored by Literacy lead and SLT</p>

<p>In house moderation of writing. (cross school moderation where Covid restrictions allow) to ensure writing is in line with NC expectations and that children are on track to meet end of year outcomes. This includes creating exemplification file of expected and greater depth standard writing examples.</p>	<p>Class teachers to engage in the moderation process to ensure exemplification of writing/ teachers will attend LA moderation events (remotely) in house moderation will take place as part of the monitoring cycle to ensure children are on track to meet expectations. Staff will understand what greater depth writing looks like for their year group.</p>	<p>SLT/Lit lead</p>	<p>Ongoing</p>	<p>release time (£180 per day supply cover from staffing budget)</p>	<p>DHT is a KS2 moderator. (currently shielding and on maternity leave in December) is available to advise lit lead and take part in remote book scrutiny 3 Staff training sessions by LA advisor A. Hawkins took place regarding what expected and greater depth writing looks like (EY/KS1, Lower KS2 and Upper KS2)</p>
<p>Raise the profile of Vocabulary teaching across the whole school. Vocabulary will be directly taught through short whole class sessions as well as being high profile in class and drip fed to children daily</p>	<p>Use of challenging and high level vocabulary will be evidenced in books and children's writing. Children will have the knowledge and confidence to use exciting vocabulary and understand its contextual meaning.</p>	<p>SLT/Lit lead</p>	<p>To begin Autumn 2</p>	<p>£150 Mrs Wordsmith books (learning resources budget)</p>	<p>Mrs Wordsmith books ordered. Training on vocabulary with LA advisor A.Hawkins is in monitoring diary for Autumn 2 Staff attended the vocabulary training provided through zoom by Anna Hawkins Mrs Wordsmith books are in place in all classrooms and activity done daily. This was provided remotely during lockdown. Staff will continue to do this and create a Mrs Wordsmith display in each classroom</p>

Objective 4: reduce level of persistent absenteeism

Research effective strategies to support individual families (case studies)	Use of Cpoms / attendance data to continue to identify families who are persistently absent /late and use researched strategies to try and help get children into school	HT	Ongoing	no initial cost until strategies identified	This has not been done due to lockdown. Attendance has been monitored through LA registers for those attending school and the remote learning engagement registered have ensured we keep close contact with any families not engaging.
Attendance / family liaison lead developed within school to promote attendance and develop links with parents Build this support for parents into EA role as Pastoral and wellbeing mentor	Create a role for the purpose of engaging with families that need support. Develop close links with parents and offer family training and advice.	HT	October	Look into this further after 6 month budget monitoring	JB to become admin and attendance officer to support with promoting good attendance and reducing school's level of persistent absenteeism. JB will liaise with wellbeing lead to support attendance initiatives and will produce case studies and regular reports for SLT and governors.
SLT visit to houses if no response from parents.	Direct contact with parents who don't engage to encourage children to attend/ offer support to families/ provide parents with information re: the importance of attendance	SLT	November	No cost Saves £40 per EWO visit	This proved very effective in reducing persistent absenteeism before lockdown This responsibility will be passed to attendance officer and wellbeing lead with the support of the SLT if required.

PERSONAL DEVELOPMENT Children, families and staff understand how to have good mental health and make healthy choices for their physical and mental wellbeing

ACTIONS	DESIRED OUTCOME	PERSON RESPONSIBLE	WHEN IT IS TO BE ACHIVED BY	COST	PROGRESS/COMMENTS/MONITORING Impact and Evaluation (autumn, spring, summer)
<p>Provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Develop further opportunities for pupil voice and peer leadership responsibilities</p>	<p>Pupils fully understand the impact they have on the school, local and national environment and have a deepened sense of responsibility for themselves and to each other through carefully planned activities in assembly, PSHE sessions, wellbeing and mental health session, including being safe online Pupil's have access to a wider range of responsibilities to broaden their experiences for example debate team, eco warriors and subject ambassadors etc</p>	<p>PSHCE lead School council lead</p>	<p>School council set up Autumn 2</p>	<p>Costs involved in events (Learning resources budget) Smart School council £200 per annum</p>	<p>New School council lead in place. Smart School Council purchased. This allows the whole school to have a voice in school decisions, community and world issues. PSHCE lead has created link with local church – to begin online assemblies in Autumn 2) Weekly Eco club - led by MW (Reading buddies, Playground buddies, Lunchtime helpers on hold due to Covid restrictions. P. Cairns looking into bubble buddies)</p>
<p>Promote good mental health and wellbeing across school through continued Development of our graduated response for children within school led by our pastoral and wellbeing mentor and support staff wellbeing and wellbeing in school through our mental health staff team</p>	<p>School mental Health team to meet once every half term to timetable events and assemblies and offer support and information to pupils, parents and staff. Staff feel valued and wellbeing in school continues to be good. Staff engage in wellbeing activities. Our graduated response for children successfully supports needs at all levels through check ins, worry monster, gratitude diaries, Lego therapy, sunshine circles, Draw and talk, ELSA Displays around school and dedicated assemblies, website etc ensure children, staff and parents know who the mental health team are and what school can offer.</p>	<p>SMHT – led by EA report to Sendco and HT</p>	<p>Ongoing throughout year</p>	<p>Pastoral and wellbeing mentor training as required</p>	<p>School took part in mental health week Mental health governor appointed Displays in hall underway Website displays school offer Dedicated email for Pastoral lead. Staff wellbeing display in staffroom Pastoral lead undertaking level 5 counselling training Good mental health promoted during lockdown with timetabled meditation sessions and yoga activities. Mental health will be a priority and our graduated response will be in place for identified children on return. This will be more flexible in the interim to ensure the wellbeing lead is able to support any mental health or behavior needs on return. Displays will be updated summer term 1</p>

BEHAVIOUR AND ATTITUDES Our pupil behavior in lessons and around school including their attitudes to each other are positive.

ACTIONS	DESIRED OUTCOME	PERSON RESPONSIBLE	WHEN IT IS TO BE ACHIVED BY	COST	PROGRESS/COMMENTS Impact and Evaluation (autumn, spring, summer)
<p>Readiness to learn – Children to come to school with the correct uniform and equipment, i.e. PE kit, water bottle etc equipment. Homework should be completed and children should arrive at school on time. Behaviour policy to be followed in any instance of poor behavior.</p>	<p>Pupils are seen to be taking their learning seriously, showing pride in their work, motivated and able to show resilience in their learning. They attend school in correct uniform and behave well within lesson</p>	<p>HT/SLT – facilitate whole school approach</p>	<p>Ongoing – reminders to be provided to parent every term Teacher monitor daily and SLT monitor uniform, behavior and attitude to learning during learning walks 2 per half term min</p>	<p>No cost</p>	<p>All new staff have had a copy of the Behaviour policy Uniform slips are being handed out/messages to parents through DoJo – to be followed up by phase leaders then HT Spare PE kits used for children who have no PE kit - Phase leads to follow this up (school to purchase kits for children with Low income?) The approach to uniform to be more flexible in the interim to give parents some leeway on return after lockdown. After Easter the children will be expected to be in uniform and adhering to the policy. Support to parents will be given as needed.</p>
<p>Improvement of pupils' work and books</p>	<p>Evidence of consistently good presentation, pride in work and feedback from staff supports continuous improvement.</p>	<p>HT/SLT/Teachers</p>		<p>No cost</p>	<p>See monitoring plan evidence of subject lead feedback and pupil voice activities. Monitoring activities will continue in the Spring term to allow leaders and SLT to look at progress/regression from the impact of lockdown</p>
<p>Develop positive interactions at lunch and break times</p>	<p>Lunchtime supervisors to use play training to engage children during break times Yard marking and play resources to be purchased to stop 'boredom' and promote positive behavior</p>	<p>HT / Christine Bingham / P Cairns</p>	<p>Ongoing /half termly monitoring</p>	<p>Yard markings to be costed</p>	<p>Staff have accessed play training..CB is supporting MDSL's with engaging children in play activities Equipment has been purchased and is used when weather is suitable Children no longer bringing footballs in from home and use school ones to minimize arguments and safety as balls are limited</p>

LEADERSHIP AND MANAGEMENT Leadership ensures that all aspects of teaching and learning and the curriculum are highly effective

ACTION	DESIRED OUTCOME	PERSON RESPONSIBLE	WHEN IT IS TO BE ACHIVED BY	COST	PROGRESS/COMMENTS Impact and Evaluation (autumn, spring, summer)
Further develop in house Assessment to ensure clarity for all staff, governors and stakeholders.	All staff will have a clear understanding of the assessment systems used in school and will be able to use this to effectively analyse class and school performance. They will take part in regular pupil progress meetings to inform target setting, planning and intervention.	HT	Ongoing throughout year /termly data trawl and pupil progress meetings	Otrack has been purchased £1200	<p>Pupil Progress meetings have taken place.</p> <p>Support for new staff has been accessed. Free Online training has been undertaken by some staff. LG accessed target setting training. Staff are more confident in using reports to analyse their own class data and using this to inform pupil progress meetings. Support will continue into summer term and beyond to ensure staff are confident with whole school data</p>
School offers a broad and balanced curriculum through excellent middle leadership	All Middle leaders are experts in their subject areas. Leader files are continuously updated and action plans regularly reviewed. Subject leaders have secure knowledge of their curriculum and can monitor teaching and progression and assessment across the school and offer relevant support to staff to ensure teaching of their subject is of a good or better standard Staff to report back to SLT	DHT – to be taken over by HT once DHT is on maternity in December	Ongoing	Costs will be within individual subject lead action plans – curriculum areas will be given specific budget to enable close monitoring of subject funding Dimensions Curriculum one off payment of £6000 this includes all resources, training and ongoing support	<p>Large variety of CPD has taken place remotely. This has supported subject leads and SLT.</p> <p>Purchase of new Dimensions 'Learning means the world curriculum' training will take place on May 6th so staff are well prepared to roll this out in September.</p>
Development of the monitoring program. The monitoring program reflects the needs of the school, SLT, Middle leaders and individual teachers and offers a cycle of support and constructive feedback, through book looks, peer and formal observation's and targeted CPD	Staff will have access to up to date and relevant training for new staff, NQT's subject/phase leads, SLT as identified. The rigorous but supportive nature of the monitoring program has been successful in providing staff with the knowledge and expertise needed to fulfill their roles to a	HT/SLT	Ongoing	Many are part of SLA agreement / other to come from CPD budget	<p>Termly monitoring /CPD is specific to school needs. INSET day also focused on Literacy/ Middle leaders / SEND and wellbeing</p> <p>Some monitoring was achieved before lockdown. The same process will continue in the spring and summer term All middle leaders have been allocated a staff meeting and</p>

<p>Ensure Governing Body including newly appointed members have a clear understanding of their roles and how to support staff and the school</p>	<p>high standard and that observations of teaching show that training, research and CPD have had a positive effect on teaching and learning in classrooms.</p> <p>Governing body will have a working knowledge of the school and have a deepened understanding of the curriculum offer and the school as a whole and take an active part in school life</p>	<p>HT/SLT</p>	<p>Ongoing</p>	<p>£300 per year</p>	<p>pupil voice, learning walks, book looks have been planned in.</p> <p>Governors have access to the NGA website. This provides information and training opportunities.</p>
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