

Green Park Community Primary School



School Improvement Plan

2023-2024

Introduction

This plan has been created by the staff and governors of Green Park Community School. It reflects the school's current evaluation of its strengths and areas for development. The strengths and areas for development are supported by the Ofsted Inspection which took place in May 2023 and reports received following visits from the Local Authority School Improvement Partner.

The school values reflection and feedback from all stakeholders and outside agencies. Only by evaluating such feedback, can we aim to become the best school possible. The plan takes account of local and national priorities, particularly those identified following the Covid pandemic.

The plan should be read and implemented alongside the school's 'Ofsted Action Plan' and the action plans created by the Thematic Learning Teams: Creativity, Discovery, Diversity, Energy and Invention, and the Year Team Plans: Year R & 1, Year 2 & 3, Year 4 & 5, and Year 6.

Quality of Education

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed:
 - in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Outstanding (1)

- The school meets all the criteria for a good quality of education securely and consistently.
- The quality of education provided is exceptional.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

What	Why	How	When	Who	How will we know	CPD
Ensure all children are phonically competent as quickly as possible, if they have not achieved this by the end of year 1.	Children who are not able to read well will struggle to access the curriculum. This will become increasingly difficult as they move through the school and will result in poor attitudes to learning and	Complete phonics gap analysis on all children who have not yet passed the PSC in Year 3, 4 and 5. Plan and implement phonics sessions for these children to move them to PSC+ as	Term 6 2023 From Term 1	Teachers Teachers and Discovery Team	All children will have completed the phonics scheme and be phonically competent, or will be provided with bespoke teaching to enable them to access the curriculum.	Phonics refresher training Little Wandle SEN scheme

	subsequent behaviour issues.	soon as possible.			Reduced incidents of poor behaviour related to being unable to access the work set in class	
Improve progress from KS1 to KS2 in Reading, Writing and Maths	Quickly identifying children who are falling behind will enable us to provide additional support to help them catch up. Attainment at the end of KS2 is broadly in line with that at the end of KS1 and this doesn't always reflect the enormous	Implement B1 Pixl interventions for children who are falling behind in all year groups. Implement 'same-day' interventions for maths in all year groups. Small group teaching for B1 pupils from	From Term 1	Leaders of learning Leaders of learning	Progress measures will be +ve Progress measures will be in line with or above those nationally Pupils from all groups will make positive progress	Pixl intervention training

	work put in to helping the children.	Leaders of Learning				
Improve accessibility and engagement in maths lessons by developing the use of manipulatives in KS2	Some children are immediately turned off from maths, as the find the abstract concepts difficult to comprehend as they move further through the school. The use of manipulatives is sometimes seen as a lesser form of maths, whereas, in reality, it is essential to allow even the best	WRM indicates which manipulatives should be used. Carry out an audit of manipulatives in each class Have manipulatives in accessible containers in classes. Plan the use of manipulatives in maths lessons. Create examples of how the use of manipulatives can be	From Term 1 Term 6 2023 From Term 1	Leaders of learning Teachers Invention team Teachers Invention team Teachers	Progress in maths will improve so that all pupils make expected progress each year Pupil behaviour in Maths lessons will improve so that all pupils are attentive and take an active part in the sessions Lesson observations will note the positive effect	Using manipulatives in Maths- CPD through staff meeting sessions Use of the texts: Making Numbers: Using Manipulatives to teach arithmetic And Making Fractions: Practical approaches to

	mathematicians to deliberate and explore complex concepts.	extended to pictures in books			of the use of manipulatives	fractions and decimals
Improve White Rose Maths plans to make them better suit the needs of the children	WRM provides extensive PP presentations for every topic. Teachers may feel that they have to religiously follow these. It is clear that teachers know what their children need and should use their professional judgements to move away from the PPs to cover areas where the	Teachers to adapt WRM PPs to allow for effective teaching, prioritising gaps and allowing for further extension if needed. Teachers to work with leaders to adjust the sequence of lessons if it is felt this would be beneficial	By end of T6 2023 for T1 and 2 And on-going By the end of T6 2023 for T1 and 2 and on-going	Teachers with Leaders of Learning and Invention team Teachers and Leaders of Learning	Teachers will demonstrate greater ownership of their maths planning and this will be evident through lesson observations and the outcomes in books.	Planning sessions in Year teams

	children may be stuck in more detail.					
Develop 'writing for pleasure' as a means to engage reluctant writers across the school	Some children can be turned off writing at a young age. Allowing children to explore writing in a variety of contexts, with no marking or expectations, will allow them to gain a confidence in their own abilities and to enjoy writing, even if it's just a small amount.	Every class to plan a 'writing for pleasure' session 3 times each term. Teachers to create 'writing for pleasure' boxes, which will contain stimuli for writing and a variety of writing materials and pens.	From T1 From T1	Discovery Team Teachers Leaders of Learning Teachers	Every class will have a planned 'writing for pleasure' session and it will be resourced. Pupil voice will be positive about writing Writing outcomes will improve for all groups	Writing for pleasure as a staff meeting CPD session
Further develop 'Reading for pleasure' as a means to	Some children find reading really hard and will be turned	Every class to have a class reader, a book read to them	From T1	Teachers Leaders of Learning	Every class will have a planned 'reading for pleasure'	Reading for pleasure as a staff meeting CPD session

	the time or confidence to apply their new skills. A new lesson structure will enable them to do this.	research, planning, making and evaluation in all projects, which will be taken from Cornerstones Create a whole-school art book to showcase the best work Hold art and DT gallery events with parents invited			Art books will show the process children have followed Monitoring will show the progress being made	
Improve the implementation of Music	Teachers may not be fully confident in the teaching of this area. Further CPD and a new lesson structure will enable	Plan Music CPD sessions Leaders to work with teachers to make best use of the	From T1 On-going (termly)	Creativity Team Leaders of learning Teachers	Teachers will be using Charanga to deliver high quality music lessons	Staff meeting CPD session on Charanga

	them to approach this with greater knowledge.	Charanga scheme and to follow the teaching cycle for music.		Creativity Team		
Train staff in the end points for Art, DT and Music	The End points for these subjects are established and in place, but staff have not yet had the opportunities to use them. The new lesson structures and assessment system will enable this to happen.	Leaders to hold CPD in staff meetings Teachers to use Cornerstones assessment system to track pupil attainment of key skills.	From T1 From T1 on-going	Creativity Team Teachers	All staff will have a good understanding of the end points for these subjects Planning will work towards these end points, using the progression maps	End point training in staff meeting CPD session
Re-introduce block teaching for foundation subjects	Teachers have found that teaching subjects like Science, DT and Art weekly,	Teachers and leaders to timetable accordingly	By end of T6 2023 for T1 and 2 and on-going	Teachers and Leaders of Learning	Pupils will retain knowledge better	Planning sessions in year groups

	means that the flow of learning is stifled and children struggle to retain knowledge.				This will be reflected in their work books	
Select History topics, in new year groups, to ensure coverage is complete	There are a few gaps in coverage, which have been identified. By making a couple of changes, these will be removed.	Leaders to work with teachers when selecting topics	By end of T6 2023 for T1 and 2 and on-going	Teachers Leaders of Learning Discovery Team	History coverage will be complete	Planning sessions in Year teams
Improve outcomes and progress in speaking and listening across the school	Oracy skills are very low in EYFS intakes. The language gap makes access to the curriculum challenging for some children	Implement Early Talk Boost in EYFS and Talk Boost in Y1 Use the school's radio station to	From Term 1 Termly blog sessions to be	EYFS/Y1 team Discovery team RH	Outcomes for Speaking and listening will improve in EYFS and KS1 Blogs will be broadcast via	Early Talk Boost and Talk Boost training

	and this becomes a limiting factor on their ability to make good progress and achieve age-appropriate standards in reading, writing and maths	encourage oracy development in all year groups through the creation and recording of blogs Continue to use Pixl vocabulary development resources	facilitated by RH On-going	Teachers Leaders of Learning Discovery Team	the school's website	Train staff in the use of the radio equipment
Ensure a consistent approach to the teaching of reading across the school	Reading is taught well in the school, but there needs to be a consistent approach in all classes so that outcomes for all groups reflect the	Full implement the Classroom Secrets teaching plans, which have been trialled in the previous year. Monitor the use of the	Plan by end of Term 6 2023 for T1 and 2 and ongoing Termly	Teachers Leaders of Learning Discovery Team	There will be consistent teaching of reading using the Classroom Secrets resources and this will lead to improved outcomes across the	CPD session in staff meeting on Classroom secrets

	effort being put in	resources, their impact and the pupil and teacher voice			school for all groups in Reading	
Improve outcomes in spelling across the school	Spelling continues to be an area where our children perform badly compared to national data. Phonic knowledge is attained for most children at the end of KS1, but this doesn't always then progress to confident spelling	Implement fully the 'Spelling Book' resources and related sessions which have been trialled in the previous academic year. Monitor the use of resources, teaching, their impact on standards in children's workbooks and pupil and teacher voice	Plan by end of Term 6 2023 for T1 and 2 and ongoing Termly	Teachers Leaders of Learning Discovery Team	There will be consistent teaching of reading using the Spelling Book resources and this will lead to improved outcomes across the school for all groups in spelling and writing	CPD session in staff meeting on The Spelling Book

Behaviour and attitudes

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

What	Why	How	When	Who	How will we know	CPD
Further reduce the number of fixed term exclusions	Fixed term exclusions (suspensions) are sometimes the only action left for the school, but we actively believe that these erode the relationship between staff and pupils and serve little value in changing outcomes for these pupils.	Create 'bespoke curriculum' groups in all year groups to cater for children who are not yet able to access the curriculum for their age-groups. Create alternative actions to replace suspensions, in line with the schools restorative approach.	From T1	Leaders of Learning SENDCO Diversity Team	Number of fixed term exclusions will be lower than 2022-2023	Behaviour training through Team Teach
			From T1	SLT Diversity Team		

Develop programs to replace the use of part-time timetables	The small but significant number of children with complex behaviours have a huge impact on their classes and staff. DfE guidance now says that PT timetables must not be used for these pupils.	Pupils who are currently on PT timetables will have a bespoke approach that meets their needs. This will slowly blend into full-time class attendance when appropriate. TAs may have to be allocated from existing staffing at times.	From T1	SEND SLT Diversity Team Pastoral Team	PT timetables will not be used for children who are exhibiting behavioural challenges	Support from Specialist Teachers
Monitor behaviour incidents, reported on MyConcerns, using categories to analyse the standard of behaviour	More detailed monitoring of reported incidents will allow leaders to direct support more effectively.	Purchase the behaviour add-on from My Concerns. Create analyses for reporting to FGB meetings and discussion at SLT meetings.	T6 2023 Termly	SLT SLT SEND	The number of behavioural incidents will be lower than 2022-2023 SLT will have a clear understanding of any issues	Completing behavioural reports on MY Concerns- CPD input in staff meeting

across the school						
Meet termly with the pupil council to discuss behaviour from their point of view	Leaders need to hear what the pupils' experience of school is.	Hold a termly meeting with discussion around the pupil experience. Monitor how the responses change over the year.	Termly Termly	Energy Team Energy Team	SLT will have a clear understanding of pupil experience Actions will be tailored to the findings	Use of appropriate questioning for pupil voice
Establish an education programme on Vaping	Vaping is becoming a greater issue across all schools. Although there have been no incidents of vaping in our school, vapes have been found in children's possession.	Seek advice from KCSB and NSPCC. Plan the sessions as part of PHSE sessions in Years 5 and 6.	Term 1 Term 1	Energy Team Energy Team Teachers	The school will have a clear strategy to deal with any issues that may arise	Vaping input from KCSB

Reduce incidents of disruptive behaviour in lessons	Although these are rare, they do still happen. Leaders need to know when they happen in order to develop strategies to reduce them.	Create a reporting form for analysis of any incidents where a child has to be removed from class. Work with pastoral team and teachers to find approaches to reduce the incidents when they occur.	Term 1 Term 1 and on-going	Diversity Team Diversity Team	The number of behavioural incidents will be lower than 2022-2023 SLT will have a clear understanding of any issues	Completing behavioural reports on MY Concerns- CPD input in staff meeting
Reduce incidents involving the use of swearing	Children have reported that swear words are occasionally used by other pupils at break times.	Hold a whole school assembly about the use of appropriate language. Leaders to remind children regularly of expectations.	Term 1 and when needed Weekly	Leaders of Learning SLT Leaders of learning SLT	The number of incidents will be lower than 2022-2023 SLT will have a clear understanding of any issues	Completing behavioural reports on MY Concerns- CPD input in staff meeting

		Speak to parents of any offenders.	When needed	Leaders of learning SLT		
Train staff in managing refusal and difficult behaviours at playtimes	The end of play and lunchtime can be difficult for some children to manage. Staff need to have strategies to use when these incidents occur.	<p>Hold CPD sessions for all staff on Team Teach approaches.</p> <p>Plan staff led activity stations on the playgrounds/field</p> <p>Use play leaders from Year 6 with younger children</p> <p>Leaders to plan transition arrangements to reduce conflict at points of change.</p>	<p>Term 1</p> <p>Term 1</p>	<p>SLT</p> <p>Leaders of Learning</p>	<p>The number of incidents will be lower than 2022-2023</p> <p>Staff will be equipped to deal with these incidents</p>	Team Teach training

Improve attendance of all groups across the school	Attendance is directly linked with improved outcomes for all.	<p>Hold attendance meetings each term with parents of children at risk of falling below 90% Implement strategies to address poor attendance early, such as the 15 day plan, daily calls, house visits, attendance meetings with the Local Authority Attendance Officer.</p> <p>At parent events, remind parents about the importance of attendance and</p>	Termly	SLT Attendance Team	<p>Attendance will improve from 2022-2023 for all groups</p> <p>% persistent absentees will be less than 2022-2023</p>	<p>Support from Local Authority Attendance Officer</p> <p>DfE guidance on improving attendance: School attendance Guidance for maintained schools, academies, independent schools and local authorities May 2022</p>
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		the impact on their children				
Reduce the % of pupils who are persistently absent from school to a level below the national average of 19%	Currently the % of persistently absent pupils is at 23%.	<p>Hold attendance meetings each term with parents of children at risk of falling below 90% Implement strategies to address poor attendance, such as the 15 day plan, daily calls, house visits, attendance meetings with the Attendance Officer.</p> <p>Request 1:1 support from EWBT</p> <p>Refer families to Early Help</p>	Termly	SLT Attendance Team	<p>Attendance will improve from 2022-2023 for all groups</p> <p>% persistent absentees will be less than 2022-2023</p>	<p>Support from Local Authority Attendance Officer</p> <p>DfE guidance on improving attendance: School attendance Guidance for maintained schools, academies, independent schools and local authorities May 2022</p>

	By using the values in our class-rewards, children will be further invested in these key attributes.	Values certificates each term Award a values badge when a child reaches a set amount of dojo points for a value	Termly			
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Personal Development

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

What	Why	How	When	Who	How will we know	CPD
Provide termly opportunities for children to experience the cultural	The school is not greatly diverse, and we need to ensure our	Hold an assembly each term linked with a culture from the UK	Termly	Diversity Team	Cultural diversity events will be in place and diversity will be	

		they want to take part Use PP funding to pay for clubs put on by Dynamic Sports				
Ensure that the diversity of the UK and the wider world are threaded through the curriculum	When making our curriculum topic choices, we need to ensure we're enabling our children to experience the wider world and all it has to offer.	Choose topics that allow cultural diversity to be represented in the curriculum Create a Diversity Map that outlines opportunities taken throughout the school's curriculum	Termly (during planning time) Term 1	Thematic Teams Teachers Leaders of Learning SLT	Cultural diversity events will be in place and diversity will be evident in the curriculum and library	
Ensure that a range of culturally diverse books are available in both the main	Books can be a gateway to the wider world. We need to provide children with a	Purchase a range of culturally diverse reading books	Term 4	Discovery Team	Cultural diversity events will be in place and diversity will be evident in the	

library and the reading for pleasure library	great range of reading books that allow them to see themselves and others in the texts.	Teachers to showcase the books, possibly as class readers.	Term 4 onwards		curriculum and library	
Ensure children are aware of their place in the world	Children need to understand that the world is vast and varied. Many of our children have never travelled to another country.	Create a world map in the school hall. Create a display that highlights Dover as a place, its place in Kent, the UK and the World	Term 4 Term 1	SLT Discovery Team	Displays will be in place and used	
Provide opportunities for the school to contribute positively to our local community	The school values our community and such opportunities will enable children to develop a	Year teams to plan something days that contribute to our community School council to plan	On-going Termly	Energy Team Teachers	Community events will take place	

	sense of pride and civic responsibility	activities around community help, such as litter picking, visiting the old- folks homes etc.				
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Leadership and management

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.

- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

What	Why	How	When	Who	How will we know	CPD
Ensure that Leaders of Learning work across their year teams to improve the quality of teaching	Leaders of learning have lots of experience and are very skilled teachers. Their role is to enable every teacher and TA to be the very best they can be.	Leaders of learning to have time each day to spend time in classes, working alongside colleagues and developing pedagogy	On-going	SLT Leaders of Learning	Leaders of learning will be supporting teachers in their classes and the quality of education will be at least good in all classes	CPD sessions from outcomes of LoL time in classes Instructive coaching for LoLs
Ensure that appraisal projects are achievable, realistic and relate directly to the needs identified in the SIP	Appraisal projects add value to the provision already in place and enable the school to take on new approaches through	Appraisal projects to be negotiated in year teams, with each member contributing to a team project	Term 1	SLT	Appraisal projects will be in place and will feed directly from the SIP	Related to projects

	research based projects.					
Ensure monitoring by leaders is recorded and directly leads to identification of areas for improvement	By recording their monitoring, leaders will be able to share their findings and quickly identify common areas for improvement, which they can then share with their teams.	Leaders to use monitoring report formats provided to record and then act on monitoring outcomes	Termly	SLT Leaders of Learning TLT leaders	Monitoring reports will be discussed at SLT meetings CPD will follow from the reports	CPD will follow from the reports
Ensure that monitoring outcomes are communicated to the wider staff	By communicating the findings to the wider teams, improvements will be more rapid.	Monitoring reports to be shared with all staff via staff meetings, briefings and e-mails.	When reports come in	Leaders	All staff will have access to findings and a clear understanding of the next steps	CPD will follow from the reports

Ensure that the recent CPD for the Arts is used in the implementation of the Arts curriculum	Extensive CPD has taken place, but teachers have not always had the time or confidence to apply their new skills. A new lesson structure will enable them to do this.	Put into place the teaching sequence for Art and DT, which includes research, planning, making and evaluation in all projects.	Term 6 2023	Creativity Team	Art and DT lessons will follow the prescribed pattern Art books will show the process children have followed	Refreshers on Art CPD
Ensure all staff are equipped to deliver high-quality lessons in Art, DT and Music	Extensive CPD has taken place, but teachers have not always had the time or confidence to apply their new skills. A new lesson structure will enable them to do this.	Put into place the teaching sequence for Art and DT, which includes research, planning, making and evaluation in all projects.	Term 6 2023	Creativity Team	Art and DT lessons will follow the prescribed pattern Art books will show the process children have followed	Refreshers on Art CPD

Ensure Governors have a good understanding of the strengths and areas for improvement across the school	The Governing body is a relatively new in its membership. Having a good understanding of the school will enable governors to support the school in its development.	Establish a governor monitoring program, linked with TLTs with set dates. TLT leaders to be invited to deliver a short input at Governor meetings	Term 1 Termly FGB meetings	Governing Body SLT	Governors will have a good understanding of the school's strengths and areas for improvement and this will be reflected in questions asked to the leaders	Monitoring CPD for Governors
Ensure Governor monitoring outcomes are communicated to the wider staff	By sharing these findings, teams can work closely with the GB to implement the necessary changes.	Governor monitoring reports to be shared with all staff via staff meetings, briefings and e-mails	Termly	Governing Body	All staff will have access to findings and a clear understanding of the next steps	CPD will follow from the reports
Ensure the Governing Body has a full quota of governors	There are 3 vacancies on the FGB	Run a recruitment cycle in September	Term 1	Governing Body	The FGB will be full	

Ensure all governors receive training in order to carry out their duties	New governors have not yet completed CPD for Governors in some areas	Carry out a skills audit Identify training gaps Use on-line training or bespoke CPD to address needs	Term 1 Term 1 Following the audit	Governing Body	Skills audit will identify CPD areas, which will be addressed	CPD from the audit
Provide CPD opportunities to develop future leaders and improve the provision across the school	The school has had great success by 'growing our own' leaders. Recruitment can be challenging in this area	Through appraisal, identify CPD opportunities for staff Plan CPD sessions and use the NPQ system when appropriate	Term 6 2023 and on-going	SLT	All staff will have a clear CPD plan, linked to the SIP and their own appraisals	CPD from outcomes
Support staff well-being	Although the school has extensive systems for supporting	Use a staff questionnaire to identify any issues	Term 1 Term 1	Pastoral team SLT	All staff will be able to raise concerns and ask for support	Supervision training

	staff, we can always do more	Place a 'concerns or questions' box in the staff room, which will be emptied by the Diversity team to feed back to the SLT Offer supervision to any staff that wish to have it	Term 1			
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Early Years

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.
- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.

- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years securely and consistently.
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

What	Why	How	When	Who	How will we know	CPD
Ensure new members of the EYFS team are well-trained to deliver high-quality provision	There is a new teacher in the EYFS class.	EYFS CPD through CPD on-line	Term 6 2023 and Term 1	Leader of Learning for EYFS	New members of the team will receive the CPD they need	From audit of skills
Ensure that the EYFS areas are SEND friendly and accessible to all	Some areas have become cluttered and may cause sensory overload for some children.	Clear paths through the classes. Remove overhead decorations Reduce the number of displays	Term 6 2023	EYFS team	The classrooms will be clearer and there will be a calmer feel SEND audit	Creating a SEND friendly classroom-research blog: SEND-friendly classrooms (eteach.com)
Improve outcomes for all EYFS pupils so that they are able to achieve their full potential as	We know that a great start in EYFS is key to success across the rest of their time in school. With	Identify key areas of need Small group teaching	Term 1 Term 1 and on-going	EYFS team	Positive progress for all children from their starting points.	

they move through the school	very low starting points, many children need extra support right through to Year 6.	B1 group led by Leader of Learning B2 bespoke curriculum for those not yet school ready			% GLD will be in-line with national average	
Ensure consistency in the teaching of maths across the EYFS	A mixture of approaches have been used previously and it was agreed that using WRM will mean a more unified approach with the rest of the school.	Adopt White Rose Maths across EYFS	Term 6 2023	EYFS team	WRM will be adopted across the EYFS classrooms	WRM CPD
Ensure that all pupils receive supported learning across	The EYFS team agreed that a significant number of children	Implement carousel system with adult input for	Term 1	EYFS team	Supported learning in daily carousel as part of	CP training for new members of the EYFS team

the week in EYFS	struggle to access learning in Continuous Provision without an adult to interact with.	every child every day.			Continuous Provision	
Improve arrangements for dismissal of the children in EYFS at the end of the school day	The area can become overcrowded if all classes are dismissed at the same time, meaning that safety is an issue.	Stagger dismissal of Y1 and EYFS children.	Term 1	EYFS team	Dismissals will be safe	
Improve the décor and space in the EYFS classrooms and outside areas	The room has been well used and it has been a long time since it was decorated or had a good clear out.	Clear décor and repaint where necessary	Term 6 2023	EYFS team	The classrooms will be clearer and there will be a calmer feel SEND audit	Creating a SEND friendly classroom-research blog: SEND-friendly classrooms (eteach.com)
Ensure provision is in	The school has a significant	Create a B2 bespoke	Term 1	EYFS team SENDCO	EYFS pupils who are not	Intimate care training

place for children entering EYFS who are not 'school ready'	number of children who are not yet toilet trained or speaking.	curriculum for those not ready for school yet.		Diversity team	school ready will receive additional support	
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Buildings and ground projects to be completed this year:

- Replace/refurbish fire doors that are broken
- Complete the pond creation
- Remove the hall mural and replace with a world map and history timeline
- Install electronic blinds in the hall to replace the curtains
- Replace flooring in the staff room corridor
- Refurbish the reception office area (if funds are available)
- Replace PCs with donation PCs from SAGA