

Strapline:

At Snape Wood Primary and Nursery School, our main vision and aims to ensure; 'To provide excellence for all within a happy, safe, and stimulating learning environment'

Intent

At Snape Wood Primary, our educational intention are simple and centres on achieving the best possible outcomes for all children so that:

- Learners are safe, happy, confident, secure and able to engage with the wider community. They develop strong characteristics for learning; Resilience, Responsibility, Resourcefulness, Reflectiveness, Readiness and are well prepared to live life in Modern Britain.
- That all pupils are extremely well prepared to become life- long learners and are able to achieve the highest possible social, emotional, physical and academic standards
- Learning is enjoyable, integrated and stimulating; education is delivered in a way that develops and challenges children and excites their imagination. In this way children enjoy not just learning different things, but learning in many ways; out of doors, through play, in small groups, through art, music and sport, from each other and from adults other than teachers.

We strive:

- To achieve the best outcomes for each child regardless of individual starting points and ensure that children feel a sense of achievement in all that they do.
- To deliver an interesting, broad, creative and challenging curriculum.
- To empower children to become independent, resilient life long learners and thinkers.
- To develop enquiring minds, enterprising skills and embrace lifelong learning, inspiring all to hold a natural curiosity and love of learning.
- To encourage pupils to develop self-discipline and high standards of work and behaviour. This includes encouraging pupils to act responsibly, display initiative, be considerate and respect themselves and others.
- To celebrate social and cultural diversity so that everyone feels valued and respected.
- To help children to develop a knowledge and understanding of issues affecting their health and well-being so that they can make informed choices for their future.
- To enable pupils to become responsible and environmentally aware global citizens, and value and celebrate their contributions to society.
- To harness and encourage the safe use of new technologies to enhance and extend learning.

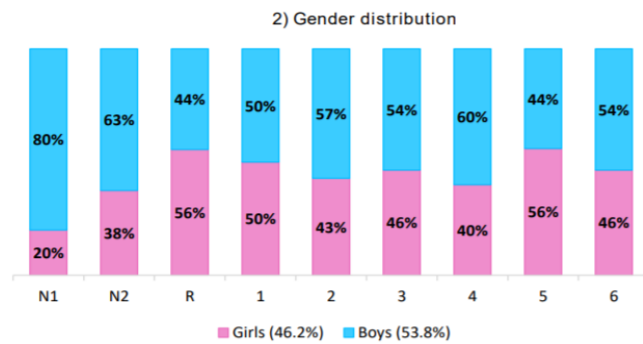
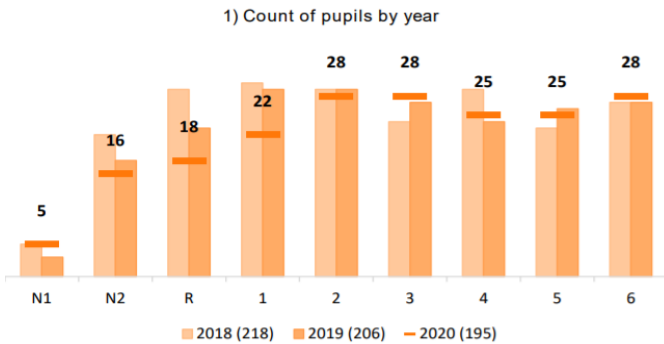
Implementation: In order to achieve our intentions, we provide:

- A happy nurturing environment where all children can fulfil their potential and make a valuable contribution to society.
- High quality and exciting teaching which is a strength of this school, and we pride ourselves on this.
- A wide range of enrichment activities to enhance our creative curriculum and enable us to teach and children to practice all their required skills.
- Effective pastoral support to promote pupils spiritual, cultural, social and moral development.
- Positive and effective partnership between pupils, staff, parents, governors, other agencies and the wider community.
- Committed, forward looking and energetic staff who work relentlessly to ensure ours is an effective school where all children receive the best education possible.
- Involvement in local, aspirations for national and international networks, enabling us to learn from best practice and use all resources to develop and further strengthen our offer.

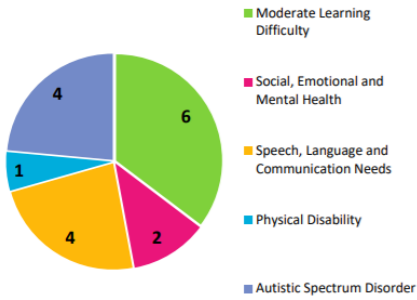
School Context:

- Snape Wood Primary School is a slightly smaller than average primary school with 210 pupils on roll including 39 Nursery aged pupils. Currently on roll – 159 with 26 children in Nursery. This includes 4 children who are full time under the 30 - hour provision. There is a shortfall of 52 Nursery places and 53 in main school. This has a profound impact on the school budget. As a result – school is in a deficit budget and is writing a 3 - year recovery budget plan. LA are supporting school with the deficit.
- The school has a 39-place nursery and admits pupils on a part-time basis, the day after their third or fourth birthday.
- Snape Wood Primary and Nursery School is located within the City of Nottingham. Nottingham ranks 6th out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score). Pupils attending Snape Wood have an average IDACI deprivation score of 0.419 (based on residence). This means that 40.9% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% nationally.
- SEND 22% above national (35/159) 2% EHCP (3 children)
- The number of pupils eligible for FSM6 (R-Y6) (58% (93/159) FSM 55% (88/159) is higher than the national average (17.3%). The percentage of EAL children is 18% (29/159) for 2021 autumn - school is seeking advice from the LA to address the needs of these children in order to meet their needs. School is using the Twinkl intervention for EAL to support as well as Google translate. The school has low pupil and staff stability. In the past 2 years – 2019 – 2021, there has been significant staff mobility – total of 8 members of staff. 2 have left the teaching profession, DHT –promotion to Head of school, and the rest have relocated or moved schools.
- Autumn 2021- school has 4 ECT's (Early Career Teachers) 1 – permanent and 3 temporary contracts. This is due to the deficit budget and low pupil numbers. 1 L3 TA for maths catch-up. 2 temporary level 3 TA's to support pupil progress. School has one member of substantive staff on the previous NQT programme – He has one term left. School still does not have an EYFS Lead and is working with LA and NST EYFS specialists and consultants. KS1 lead and HT are facilitating this role. School will be advertising in the Spring term or earlier for a substantive EYFS lead.

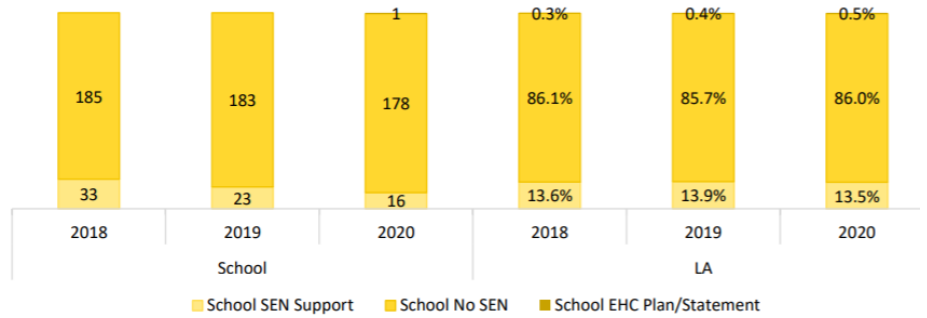
- The leadership team comprises of an DHT and AHT who took up post in September 2021. The senior leadership team comprises of HT, DHT, AHT, SBM. School did not have a substantive SEND lead and this, together with the appointment of a substantive DHT will be crucial in improving outcomes for all and SEND children. The focus this year will be to build leadership capacity at all levels including governance, to maximise pupil outcomes.
- The post of Teaching and Learning has been delegated to the DHT in order to raise standards and to ensure that all teaching is at least good or better, in order for good outcomes across all subjects.
- AHT will lead on the curriculum and ensure that there is a planned and thought out curriculum to meet the needs of the children in Bulwell.



6) SEN Primary Needs



7) SEN



Attendance:

ABSENCE - AUTUMN | OVERALL ABSENCE

From a cohort of 157 enrolments in your school, you had an Overall Absence of 4.4%. This is based on 879 sessions being missed out of a possible 19,966.

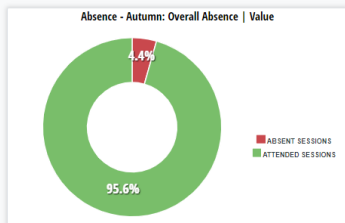
Your Overall Absence rate equates to an average of 5.6 sessions missed by each pupil.

0.0% of your cohort have no Overall Absence sessions, a total of 0 pupils.

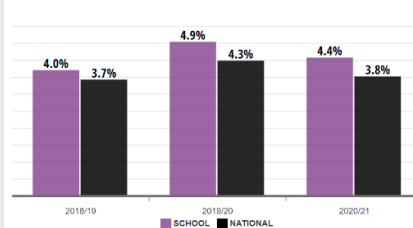
Covid Related Absence (X)

The proportion of enrolments in your school that missed at least one session due to a covid related absence (code X) is 15.9% (25 pupils). This is 35.5% lower than the National value of 51.4%.

In total your school lost 256 sessions to covid related absences, equating to 1.6 session(s) lost per enrolment.



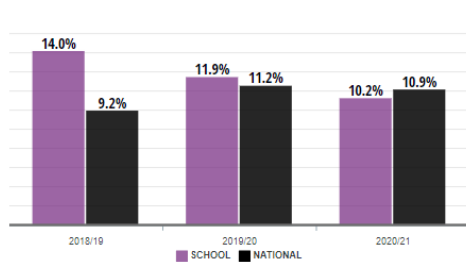
Absence - Autumn: Overall Absence | Trend



Your school's Overall Absence has decreased by 0.5% from 4.9% in 2019/20 to 4.4% in 2020/21.

Your school's average for the last 3 academic year(s) is 4.4%.

Absence - Autumn: Persistent Absence | Trend



Your school's persistent absence has decreased by 1.7% from 11.9% in 2019/20 to 10.2% in 2020/21.

This is equivalent to 3 fewer pupils being persistent absentees in 2020/21 compared to 2019/20.

Your school's average for the last 3 academic year(s) is 12.1%.

The OFSTED Inspection of February 2018 indicated the following areas for improvement:

Next steps for the school



Leaders and those responsible for governance should ensure that:

- they extend the recent work to improve teaching and learning in mathematics throughout the school, particularly to ensure that the less able pupils and pupils in Year 1 make faster progress and sustain higher attainment
- the governing body successfully completes its programme of improvement so that it is increasingly effective in holding leaders to account and in making key decisions efficiently, and more successful in communicating with parents and other stakeholders.

School Development Plan Overview 2021-22		Objectives
Area 1	Improve quality of education (detail to be refined post ASP IDSR 2019)	<ul style="list-style-type: none"> Continue to improve the teaching of Synthetic Phonics through Letters and Sounds: English Hub
		<ul style="list-style-type: none"> Continue to embed approaches to reading to become a reading school where reading is taught well so pupil's fluency, confidence and love of reading continues to improve.
		<ul style="list-style-type: none"> Continue to improve the standards of attainment and progress in Maths at SWPS
		<ul style="list-style-type: none"> Develop the teaching of Writing at SWPS in order to improve attainment and progress.
		<ul style="list-style-type: none"> To raise the attainment and progress of vulnerable learners: <ul style="list-style-type: none"> Ensure that teachers are skilled in supporting SEND pupils through quality first teaching approaches Ensure that teachers are skilled in supporting disadvantaged pupils and their progress is tracked so that it is at least as good as their peers.
		<ul style="list-style-type: none"> Ensure teachers are skilled in the use of assessment so that they provide accurate and clear feedback and adapt teaching as necessary – including Catch-Up provision.
		<ul style="list-style-type: none"> Develop a curriculum that is planned and sequenced so that children gain knowledge and skills for future learning
Area 2	Improve pupils' behaviour and attitudes	<ul style="list-style-type: none"> Pupil's attendance improves to be at least in line with national average Pupils persistent absence, particularly for boys and pupils who are PP and SEN, improves to be at least in line with National Any instances of bullying/racism/homophobia (or other prejudices) are dealt with swiftly and effectively Adapt the positive behaviour policy so that it is clear and precise and defines the SWPS way and supports children's emotional health Embed the Snape Wood PRIDE values in all aspects of school life so that they are commonly understood, taught and promoted by all stakeholders. Introduce Zones of Regulation in school to enable children to develop the language of feelings
Area 3	Improve pupils' Personal Development	<ul style="list-style-type: none"> To establish a clear structure for PSHE policy and practice Well-being intervention support for children identified with mental health challenges Develop pupil leadership across the school by promoting this in a range of areas and ensuring high profile visibility of these roles across school – so that pupils play an active role in school improvement. To establish a wider range of after school clubs – considering strategies to maximise involvement of vulnerable groups (PP, SEND)
Area 4	Improve the effectiveness of the early years provision	<ul style="list-style-type: none"> To support the EYFS lead practitioner to develop an EYFS curriculum with a securely embedded intent and implementation that is coherently planned and sequenced against the new EYFS Framework. Ensure appropriate CPD & coaching opportunities in order to develop consistency in teaching and learning which meets the needs of the cohort. Develop consistent long -term plan, medium term and short-term (weekly) planning to ensure sequencing and progression is clear and that opportunities are utilised to explore pupil's interests and bespoke to the cohort needs. Increase the % of children at expected for Maths, Writing and Reading To develop the quality of outdoor provision by considering the continuous provision (Free Flow) between the Nursery (F1) and Reception (F2) outdoor spaces and carefully planning the use of these within the curriculum – ensuring there is a noticeable golden thread across the unit. To develop practitioner knowledge in assessment processes and procedures; Developing assessment processes and procedures: Gathering evidence; Making accurate judgements; Quality assuring evidence; Data analysis and response To further develop parental engagement in order to improve on knowledge regarding SWPS curriculum offer against the new EYFS framework
Area 5	Improve leadership and management	<ul style="list-style-type: none"> Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school considering GDS, SEND and PP. Develop the roles of all leaders so that they understand their roles and understand the impact of their roles on pupil outcomes Senior leaders and subject leaders use information from their monitoring of teaching and learning effectively to secure continued and swift improvements in teaching and learning Introduce the Early Career Teacher (ECT) framework and consider implications of induction as part of a wider professional development program/plan To raise the visibility of school governing body and their ability to challenge and support senior leaders Leaders use successful strategies to engage parents and carers, including those from different groups- particularly those of SEND pupils, in their children's learning in school and at home. Leaders ensure that there is a strong safeguarding culture in the school and the school is pro-active in fulfilling its statutory duties to ensure that everyone at SWPS is safe


Key Current and Target Performance Indicators:								
Overarching Milestones for Teaching and Achievement:								
Targets for teaching based on the triangulation of quality of teaching, learning and assessment with books and data milestones (% Good+)	Actual July 2019		Actual July 2021		Targets July 2022			
Overarching Milestones for attainment and progress - % of pupils on track	EXP +	EXC	EXP +	EXC	EXP +	EXC		
F1								
Reading								
Writing								
Maths Numbers								
Maths Shape Space and Measures								
F2 EYFS GLD	47.6% (10)	4.8% (1child)	33.3% (7)	0				
Literacy Reading exp+/exc	38		48%					
Literacy Writing exp+/exc	37		39%					
Maths Numbers exp+/exc	50		55%					
Maths Shape, Space and measures exp+/exc			55%					
Year 1 Phonics						FFT 50-5%		FFT 50-5%
Reading	54%	14%			56% (EYFS 48%)		8%	
Reading Progress	-	-						
Writing	50%	11%			52%(EYFS 39%)		8%	
Writing Progress	7%	-						
GPS								
Maths	54%	11%			52%(EYFS 55%)		8%	
Maths Progress	11%	-						
Year 2 Phonics						FFT 50-5%		FFT 50-5%
Reading	59%	7%	8%	4%	63% (EYFS 38%)		10%	
Reading Progress	63%	-	100%	79%				
Writing	56%	7%	8%	-	58%(EYFS 37%)		5%	
Writing Progress	67%	-	-	-				
GPS								
Maths	67%	7%	25%	4%	53%(EYFS 50%)		10%	
Maths Progress	71%	8%	83%	61%				
Year 3						FFT 50-5%		FFT 50-5%
Reading	54%	17%	32%	-	56%(EYFS 53%)		4% (EYFS 5%)	
Reading Progress	79%	25%	48%	26%				
Writing	46%	13%	21%	-	52%(EYFS 52%)		4%	
Writing Progress	83%	21%	46%	14%				
GPS								
Maths	54%	8%	25%	-	52%(EYFS 52%)		4% (EYFS 5%)	
Maths Progress	75%	4%	57%	25%				
Year 4						FFT 50-5%		FFT 50-5%
Reading	76%	16%	48%	8%	60%(EYFS 55%)	69 - 83	10%	25 - 44
Reading Progress	90%	14%	87%	70%				
Writing	68%	8%	32%	-	54%(EYFS 54%)	73 - 85	7%	19-44
Writing Progress	86%	14%	74%	39%				
GPS	-	-				74-87		34-58
Maths	64%	16%	40%	12%	60%(EYFS 67%)	76 -88	7%	21-49
Maths Progress	95%	11%	91%	78%				
Year 5						FFT 50-5%		FFT 50-5%
Reading	56%	16%	41%	11%	64% (KS1 – 58%)	68 - 81	8% (KS1 – 8%)	22 - 40
Reading progress	70%	17%	72%	32%				
Writing	44%	12%	15%	-	54%(KS1 54%)	73 - 84	8%(KS1 8%)	15 - 37
Writing progress	61%	17%	54%	23%				
GPS	-	-				72 - 85		30 - 54
Maths	64%	4%	35%	15%	64% (KS1 – 66%)	75 - 86	12% (KS1 – 8%)	22 - 36
Maths progress	78%	22%	83%	42%				
Year 6	28 Cohort	RWM 56% GDS 11%	29 cohort	RWM – 15% (4)	27 Cohort	FFT 50-5%		FFT 50-5%
Reading	60% (N 73%)	8% (N 27%)	24% (7)	-	63% (KS1 – 38%)	68 - 83	11% (KS18%)	21% - 39%
Reading VA	-3.7							
Writing	60% (N 78%)	12% (N 20%)	17% (5)	-	53% (KS1 – 40%)	72 - 86	7% (KS1 8%)	15% - 33%
Writing VA	-3.0							
GPS	64% (N 78%)	28% (N 36%)	34% (10)		60%	73 - 89		28% - 53%
Maths	68% (M 79%)	32% (N 27%)	21% (6)	-	67% (KS1 – 60%)	78 - 90	15% (KS18%)	23 – 48%
Maths VA	-0.9							
Attendance	2019 Baseline		2021 Actual		2022 Target			
Absence all	3.8% (lower than N 0.4%)		4.4%		4.0%			
Absence Pupil Premium	2.58%		3.76%		3.0%			
Persistent absence (% of pupils with 10% + absence)	10.4% (above N 2.0%)		10.2%		10.0%			

Priority Action Plans

School Development Plan	Snape Wood Primary and Nursery School	 Snape Wood Primary and Nursery School Excellence for All	 2021-22
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Priority Area 1: Quality of Education:

Objectives:	Impact:
Continue to improve the teaching of Synthetic Phonics through Letters and Sounds: English Hub	<ul style="list-style-type: none"> Increased confidence and consistent teaching of phonics resulting in increased progress and attainment in phonics 2019 – 68% Target 2022 – 75% Consistent approaches to shared reading results in pupils closing the gap to national: 2019: KS1 – 55% 2022 – 63% KS2 2019 – 60% 2022 – 60% (based on their KS1 outcomes) Consistent teaching of Fluency skills and approaches to maths will result in pupils closing the gap to national: 2019 KS1:62% - 2022 - 53% KS2 2019: 68% 2022- 60% (based on KS1 outcomes) Consistent approach to teaching of writing using The Write Stuff approach will result in progress across school on an upward trend. KS1 2019:52% 2022- 38% KS2 2019: 60% 2022: 48% (based on KS1 outcomes) SEND children make at least as much progress as their peers from their given starting points Staff feel confident in supporting SEND children and ensure that they are included in whole class learning as much as possible for their individual needs Gap between PP and NPP pupils has improved in RWM. A variety of assessment types can be seen during lesson visits and in books including formative and summative assessments By the end of the academic year, staff have a clearer understanding of the different types of assessment and how to best use these in their practise to move the children’s learning on and address any misconceptions quickly. The curriculum will be mapped out for all subject areas ensuring progression of knowledge and skills, in line with the SWPS curriculum intent. The curriculum is carefully designed to enrich pupils’ learning experiences and to help them remember what they have been taught. Teachers’ have improved subject knowledge, awareness of curriculum vision/intent and pedagogical understanding resulting in a consistently effective quality of teaching and learning in all classes across the school.
Continue to embed approaches to reading to become a reading school where reading is taught well so pupil’s fluency, confidence and love of reading continues to improve.	
Continue to improve the standards of attainment and progress in Maths at SWPS	
Develop the teaching of Writing at SWPS in order to improve attainment and progress.	
To raise the attainment and progress of vulnerable learners: <ul style="list-style-type: none"> Ensure that teachers are skilled in supporting SEND pupils through quality first teaching approaches Ensure that teachers are skilled in supporting disadvantaged pupils and their progress is tracked so that it is at least as good as their peers. 	
Ensure teachers are skilled in the use of assessment so that they provide accurate and clear feedback and adapt teaching as necessary – including Catch-Up provision.	
Develop a curriculum that is planned and sequenced so that children gain knowledge and skills for future learning	

Essential Evaluation Questions for Governors/SMT	 QUALITY OF EDUCATION	<ol style="list-style-type: none"> Is the curriculum appropriate and provide breadth of coverage? Do teachers deliver the curriculum as intended? Are knowledge and skills intimately connected? Are targets set for improvement ambitious enough? Are they measurable and realistic? How many pupils currently making progress in attainment across RWM? How many pupils on track to meet ARE and GDS? Are the vulnerable learners making progress from different starting points? Are there any trends emerging between the groups eg: B/G PP/NPP? Is assessment used to inform planning without overburdening teacher’s workload? Do leaders evaluate the knowledge and skills pupils have gained against expectations? Is there a rigorous approach to the teaching of reading? Are children confident readers? Do they enjoy reading? What is the impact of the catch-up provision? Are pupils prepared for the next stage of their schooling?
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Objective	Specific Actions	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What? Impact	Who?	When?

<p>Continue to improve the teaching of Synthetic Phonics through Letters and Sounds: English Hub</p>	<ul style="list-style-type: none"> Phonics lead to review current provision for early reading development and quality of provision – write Phonics and Early reading policy continue to engage with the Flying Hub – English Hub for phonics – letters and Sounds consultant support for phonics – Carl Patterson Phonics leader support from Janet Thompson – LA Phonics consultant Catch up letters and Sounds training for new staff to R/Y1/2 – English Hub and Janet Thompson weekly coaching sessions for EYFS and KS1 staff to support CPD, subject knowledge and consistency of approach Phonics lead to support staff with planning, lesson study and team teaching in order to ensure the quality of phonics teaching is at least good or better. Develop the classroom environment so that it reflects the Phonics Phase taught (Policy) Phonics progress of pupils is regularly monitored and reported for those children in Y2/3 who did not pass the re-check Interventions for children identified from GAP analysis spreadsheet is monitored and reported by Phonics lead. Identify the bottom 20% of readers in readiness for supporting with identified intervention Purchase additional decodable books to ensure it matches their phonics stage. Reading lead to support teaching with phonetically decodable books. Parent engagement through workshops- phonics booklets and decodable book introduction 	<p>Autumn 21</p> <p>October 21 Spring 22 and Summer 22</p> <p>Autumn 2021 - Termly</p> <p>Weekly 3:00 – 3:30pm</p> <p>Autumn 2021 – ongoing</p> <p>Termly assessments autumn 21, spring 22, and summer 22</p> <p>Autumn 2021 – ongoing</p> <p>January 22</p>	<p>Mags Williams</p> <p>J. Clarke J.Johal M.Williams</p>	<p>3x110 = £330 (TA supply cover)</p> <p>Release cover 3xCT- £30 per hour – 2HRS - £180 3xTA's £10 PH 2HR = £60 (39 weeks)</p> <p>£1500 – Phase Friezes</p> <p>£3500 – decodable Books</p>	<ul style="list-style-type: none"> Phonics and early reading policy in place – Website, FGB minutes Coaching records and CPD records to validate effectiveness staff CPD Consistency of high-quality teaching of phonics delivered through school Termly data drops show accelerated progress in phonics GAP analysis identifies children for intervention and data shows that there is accelerated progress for all groups. Learning walks and drop ins show increased confidence in the teaching of phonics – areas of improvement are identified swiftly for impact. (lesson observation – DOT' 	<p>Dan Wright</p> <p>Mags Williams</p> <p>Shewley Choudhury</p>	<p>Sept 21</p> <p>Weekly</p> <p>Termly data points – Oct 21 Feb 22 June 22</p> <p>Ongoing - termly</p>
<p>Continue to embed approaches to reading to become a reading school where reading is taught well so pupil's fluency, confidence and love of reading continues to improve.</p>	<ul style="list-style-type: none"> New reading lead to write reading policy and continue to update the Reading Spine Reading lead to work with NST English Consultant – Jess Steele to ensure the structure for shared reading is being implemented successfully by ECT's Develop a reading curriculum overview so that it is clear which books are being read whole class and reading aloud – including high quality texts within the curriculum. Reading lead to monitor the frequency of children reading at home and school – early intervention by targeting those children that do not read regularly - weekly proforma Reading lead to introduce benchmarking so that all staff are confident in assigning reading books to pupils at correct level 	<p>Sept 2021</p> <p>Autumn 2021 – Spring 2022</p> <p>Sept 21, January 22, April 22</p> <p>Weekly</p> <p>November 21</p>	<p>Daniel Wright-DHT</p> <p>Mags Williams</p>	<p>Leading Lead release: £200 per day x3 - £600</p> <p>Phonics lead release half day £130</p>	<ul style="list-style-type: none"> Consistent approach to reading and increased staff confidence (ECT's) with rich texts and reading spine Consistent approach to shared reading resulting in increased progress in comprehension and vocabulary skills. Overviews show clear rich texts, progression and links to the wider curriculum Reading diaries and records indicate increased in children reading at home – through weekly monitoring 	<p>Dan W</p>	<p>Review termly – learning walks. Lesson study</p> <p>Monitoring of planning</p> <p>Weekly</p>

	<ul style="list-style-type: none"> Phonics lead to support all staff with decodable book assessment for those children who did not pass their KS1 phonics Whole school subscription to E-book – Collins online decodable book subscription Nessy intervention for those children that are below ARE in reading. All staff develop an engaging, inspiring reading environment to promote reading within school – book areas are clearly valued and used by all – all classes to display 'What the grown-ups are reading currently - Mr Wright is reading... All staff to complete a Reading for life journey to promote love of reading – displayed in classrooms and on doors ELS topic books ordered termly to give children opportunities to read more widely throughout the curriculum Termly NTS assessments for reading Y1-6 used to track progress, identify gaps and inform teacher assessments. (Rising Stars – Shine) (Y2&6 Past SAT's Papers will be on-going) Implement Reading Ambassadors – reading Allowed to support reluctant readers and close the gap PP and NPP and the bottom 20% Introduce reading assemblies led by adults/children focusing on pupil's favourite books to read – school to have 3 copies so that children can borrow them after the session. Introduce 'Reading Bug' club to encourage parents to read with their children – specifically target reluctant readers – boys as a focus. Whole school library visit – half termly (Riverside Library) – to develop reading for pleasure Introduce incentives to promote Reading for Pleasure: Story boxes, EYFS stay and play, Book vending machine, Book Week, Take One Book. Launch the Reading Bus to engage the community and raise the love of reading on a wider context. Raise parental engagement in reading: <ul style="list-style-type: none"> Relaunch reading diaries across school and share expectations with staff, pupils and parents Parent reading workshop to support home reading Parent survey to determine current trends and areas of support required Parent drop-in sessions for 1:1 reading/Reading for pleasure 3:00pm – 3:15 	<p>November 21</p> <p>October 21</p> <p>Sept 21</p> <p>Sept 21 – termly Spring, Summer</p> <p>Sept 21 – termly</p> <p>Half termly ELS delivery</p> <p>Termly Aut 21, Spr 22. Sum 22</p> <p>Autumn 2 2021</p> <p>Sept 21 – ongoing throughout the year</p> <p>Autumn 21</p> <p>Spring – Jan 22</p> <p>Autumn 2021 - Spring 2022</p>		<p>Phonics lead release half day £130</p> <p>Subscription £900</p> <p>Subscription £400</p> <p>Class Budget £100 x 6 = £600</p> <p>Rising Stars Shine Subscription £3500</p> <p>Reading Bus funding £1500</p> <p>Vending Machine £1500</p> <p>Reading diaries £1000</p>	<ul style="list-style-type: none"> Benchmarking scheme shows tangible evidence of practitioner knowledge of reading age and stage – resulting in increased attainment in reading Staff confidence in assessing children's reading level. Increased interest in reading by all children due to availability of decodable books – increased parental engagement. Practitioners role model reading for pleasure – increase in reading data Pupil voice indicates increase in children's love for reading due to the reading areas and topic books. Clear formative and summative assessments show positive impact on pupil progress = GAP analysis informs early intervention Increase in children's confidence to read aloud and for pleasure – increase in fluency and intonation Reading Bug Club register shows good attendance by parents and carers. % reluctant readers (boys) reduced and increase in progress and attainment. Displays around school indicate the love for reading through all KS. Reading Bus is well attended and shows the increase for reading for pleasure in families – stay and read café used to coach parents/carers in modelling 'how to listen/read to and with your child/children' Reading diaries to be maintained and purposefully used 	<p>Mags Williams</p>	<p>Termly – Data analysis</p> <p>Monitor – termly</p> <p>Termly – pupil voice, Learning walks</p> <p>Data analysis show increase in reading progress</p> <p>Monitoring shows increased in children reading at home</p> <p>Termly – parent and pupil voice</p> <p>Termly – pupil voice</p> <p>Parent voice</p>
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<p>Continue to improve the standards of attainment and progress in Maths at SWPS (Maths Action Plan)</p>	<ul style="list-style-type: none"> Maths lead to share the Maths Policy with all staff to raise the quality of teaching Maths through planned Inset days and staff meetings To continue to develop Maths planning across the school To continue to develop the use of manipulatives to support embedding mathematical concepts Develop the maths working wall to support the learning journey of the unit taught – including misconceptions and key vocab Maths lead to ensure that teachers new to school are support with subject knowledge from LA Maths consultant Jane Gil (including ECT's) Continue to use Big Maths to increase fluency and basic skills not fully embedded in all classes Continue to implement Times Table Rock Stars to embed multiplication and division skills (whole school display in dining room; TTRS assemblies and certificates; TTRS leader board) Use standardised tests (NTS Shine) to support accurate teacher assessment Hold parent workshops for maths strategies to develop parent carer subject knowledge and toolkit session To hold maths 'open classrooms' to raise parental engagement and confidence – 'learn maths with the children' 	<p>Sept Inset 1.9.21 Staff Meeting Sept 21</p> <p>Sept 21 – ongoing</p> <p>November 21 – ongoing</p> <p>Sept 2021 - ongoing</p> <p>October 21</p> <p>Spring 22</p> <p>Spring 22</p>	<p>Mags Williams</p> <p>Shewley Choudhury</p> <p>Dan Wright</p>	<p>£900 – Whole Day Inset</p> <p>£2500 – to buy Tens Frames, Base Ten, Numicon</p> <p>Half day cover £130</p> <p>£2000 – subscription</p> <p>TTRS subscription £200</p> <p>Maths Shine Subscription £2500 Ready Check Go - £450</p>	<ul style="list-style-type: none"> Consistent approach to teaching reasoning. Staff confidence in teaching Reasoning. Paperless planning reduces workload. Chd able to use stem sentences to articulate reasoning and star challenge for pushing the GDS Staff confidence in planning to meet the needs of the children and there is visible consistent approach across school. Children are able to access the manipulatives in order to support their learning of basic skills – all classrooms have a manipulative station. Staff have confidence in using manipulatives Children are able to use the maths working wall as a point of reference to support their thinking Children have increased fluency skills and able to apply in their arithmetic and mental maths. Pupils knowledge of tables increased – children apply table skills to problem solving and reasoning Ready Check Go and Shine GAP analysis identifies individual children or groups to target – CT and TA's confident in delivering bespoke interventions – data increase shows impact of the interventions. 	<p>Mags SLT</p>	<p>book looks Learning walks Lesson study and monitoring planning</p> <p>Data</p> <p>Y4 multiplication check</p> <p>TTRS assemblies Pupil voice</p> <p>Shine Data analysis Pupil Progress meeting</p>
<p>Develop the teaching of Writing at SWPS in order to improve attainment and progress. (English Action Plan)</p>	<ul style="list-style-type: none"> Develop TWS (Jane Considine – The Write Stuff) to raise the quality of teaching in writing through planned Inset days and Staff meetings Senior leader and phase lead to attend Jane Considine TWS training Writing lead to support staff in delivering and planning TWS teaching – non-negotiables: Displays with icons, Book layout – thinking and writing side, sentence stacking, grammar and vocabulary – experience days to promote engagement and vocab stimuli. Writing lead to coach and mentor staff with subject knowledge in implementing TWS – including ECT's. 	<p>Sept Inset 2.9.21 Staff Meeting Sept 21</p> <p>Spring 22</p> <p>Sept 21 – ongoing coaching and monitoring – half-termly</p>	<p>Chris Johnson</p>	<p>£900 – Whole Day Inset Termly Staff Meetings £400 - £1200</p> <p>£1200</p> <p>Monthly half day release: £130 x 9</p>	<ul style="list-style-type: none"> Clear outline of planning - CT well supported and trained in the delivery of TWS Increased confidence with the structure of TWS resulting in quality writing form the children Senior leaders have first hand knowledge in implementation of TWS and are able to support the writing lead in monitoring the standards of writing at SWPS Staff survey indicates support and confidence in implementing and embedding TWS – consistency of approach CT confident in teaching TWS - writing data shows increase in standards for writing 	<p>Chris Johnson</p> <p>Dan Wright</p>	<p>Termly moderation Learning walks Lesson observation</p> <p>Pupil voice Learning walks Children's writing</p>


	<ul style="list-style-type: none"> Writing lead to attend NST and LA writing moderations and network in order to gain subject knowledge and accuracy in assessing writing outcomes – Cantrell and Rufford - Bulwell schools Monitor the progress in writing of Boys including WB. Identify and implement high quality texts to support curriculum topics and aspirational texts to be used as class novels 	<p>Termly CPD</p> <p>½ termly</p> <p>Sept 21 – ongoing per unit</p>		<p>£250 x 3 sessions £130 release cover x 3 £390</p>	<ul style="list-style-type: none"> Writing lead leads moderation in school to upskill CT in assessing writing Underachieving writers will be given specific targets to encourage rapid progress, closing the gap with peers The quality of writing will reflect the chosen model text used to support learning Different text types will be explicitly taught and remembered by the children, covering fiction and non-fiction text types 		<p>Pupil progress CPD form Writing outcomes</p>
<p>To raise the attainment and progress of vulnerable learners:</p> <ul style="list-style-type: none"> Ensure that teachers are skilled in supporting SEND pupils through quality first teaching approaches 	<ul style="list-style-type: none"> Senco to deliver staff meeting on QFT and EEF document – and introduce a classroom checklist for inclusion Improve the quality of SEND interventions and support from TA's in class SEND CPD is provided for all staff – Whole School SEND Videos - https://www.youtube.com/c/WholeSchoolSEND/videos Senco to support class teachers with Provision maps so that all effective and purposeful provision is in place Senco to support staff with the use of SEN assessment tools: AET Framework, Boxhall Profile and Bsquared. SEN children to be identified using yellow on seating plan There is evidence of differentiation and support, for all children in planning and slides and evidenced in children's books Implement 'The Hive' – alternative provision for bespoke SEND teaching and learning 	<p>Staff meeting Sept 21</p> <p>On-going provision Termly data point checks</p>	<p>Dan Wright Shewley Choudhury PP</p>	<p>Staff meeting £400</p> <p>Coaching session SEND</p> <p>B Squared £3000</p> <p>Level 2 TA £20,000</p>	<ul style="list-style-type: none"> SEND children make at least as much progress as their peers from their given starting points Staff feel confident in supporting SEND children and ensure that they are included in whole class learning as much as possible for their individual needs Staff running 'The Hive' feel confident in delivering the curriculum bespoke to the children accessing the sessions PP children show tangible evidence of progress from their starting points and catching up with their peers. 	<p>Dan Wright</p>	<p>Data</p> <p>B Squared data</p> <p>Children's Books</p> <p>Lesson Observations</p> <p>HT report</p> <p>Monitoring Planning</p> <p>Provision Map</p> <p>Pupil progress meeting notes and monitoring</p>
<ul style="list-style-type: none"> Ensure that teachers are skilled in supporting disadvantaged pupils and their progress is tracked so that it is at least as good as their peers. 	<ul style="list-style-type: none"> Data analysis and class on a page to identify PP children falling behind their NPP peers – Shine Gap, Class On a Page Class teachers to prioritise PP children during the day: question PP children first, mark PP children's books first, Listen to PP read first All pupil premium children to have a red dot on their books and seating plan Pupil premium lead to monitor and track provision for impact Timetable the intervention support and monitor the effectiveness of the support 						

<p>Ensure teachers are skilled in the use of assessment so that they provide accurate and clear feedback and adapt teaching as necessary – including Catch-Up provision.</p>	<ul style="list-style-type: none"> Implement same day intervention strategy to ensure children are targeted to make progress (Teaching and Learning Policy) Baseline data on re-entry to school for F1/F2 – Y2/6 and KS1 Phonics use past papers. Y3,4,5- use Summer Data. CPD for all staff on accurate use of SIMS for data management and use of Tracking Grids Support for phase leaders in own data analysis – enabling a closer insight into pupil progress and attainment whilst identifying gaps in provision Class teachers to maintain an awareness of prior attainment (middle) bands to identify vulnerable groups including bottom 20% – class on a page Teacher assessment and feedback on personal, social and emotional needs of children – impact on pupil outcomes Use SHINE for R,M,GPS coverage gap analysis and identified interventions Monitor vulnerable pupil outcomes and progress in regular pupil progress meetings Moderation: subject leaders and Senior leaders to attend assessment networks for their subjects, engage in whole school and LA moderations and work with consultants from LA and NST to gain experience in accurate judgements 	<p>Sept 21 – staff meeting</p> <p>Staff meeting SIMS Training x 2</p> <p>Staff meeting – Class on a Page data</p> <p>Staff meeting – Shine Interventions – Termly</p> <p>Subject leader networks termly</p>	<p>Dan Wright</p> <p>Shewley Choudhury</p> <p>Shewley, Dan, Mags, Chris – work with Jess Steele, Mary Prest Jane Gil</p>	<p>Staff meeting £400</p> <p>Staff meeting £400 x2 £800</p> <p>Staff meeting £400 x 2 = £800</p> <p>Mary Prest consultancy: £400 day/£200 ½ day</p> <p>MST funded sessions (£5000 – part of the subscription)</p>	<ul style="list-style-type: none"> AFL is used instantly by class teachers – chd receive high quality targeted support to make progress Correct children are identified, holistically, as vulnerable – same day and targeted interventions for impact Funding is tracked and monitored for impact and value for money – funding may be applied across multiple interventions – 1:1 – groups. Phase leads are well equipped to identify strengths and gaps in their phase or subjects and act upon it swiftly Staff confidence in the use of SIMS accurately. They are able to adapt planning and interventions to meet the emerging needs of the children. Their judgements, pitch and expectations are secure Teachers have a clear understanding of the context of their class – including end of year targets and outcomes. Leaders have knowledge of ARE in their subjects and are confident in moderating CT teacher judgements resulting in accuracy of data 	<p>Dan Wright</p> <p>SLT</p>	<p>AFL Scoop and Boost sheet Book looks</p> <p>Pupil progress meeting notes and monitoring</p> <p>Progress data</p> <p>Shine data and GAP analysis</p> <p>Intervention report HT reports Class on a Page</p>
<p>Develop a curriculum that is planned and sequenced so that children gain knowledge and skills for future learning</p>	<ul style="list-style-type: none"> Curriculum lead to share Intent and Implementation Plan – Inset and staff meeting – Curriculum Policy Curriculum Lead to share book -based curriculum overview for Y1-6 for History, geography, Science, Art and R.E (Autumn 21) Develop well sequenced curriculum overviews for Music, Computing, PE, PSHE, Music and DT (Spring 2021) Class teachers to do a Topic Overview and creative homework half termly including reference to SWPS PRIDE Values. All topics to have a 'Hook' or 'Wow!' starter to introduce the topic and fantastic finishers – to celebrate. Curriculum Lead to visit an outstanding 'curriculum' school and share good practice Design an assessment system that can be implemented to asses non-core subjects All subject leaders to write the 3I's – Intent, Implementation and Impact statements 	<p>Inset and staff meeting – Sept 21</p> <p>January 2021 September 2021</p> <p>On-going</p> <p>Spring 2022</p>	<p>Chris Johnson</p> <p>Shewley Choudhury</p> <p>Daniel Wright</p>	<p>Learning Challenge – subscription £1500</p> <p>Staff meetings £400 x 4 £1600</p> <p>Visit to Stanley Road Primary £300</p> <p>Leadership afternoons £130 x 10 £1300</p>	<ul style="list-style-type: none"> The curriculum will be mapped out for all subject areas ensuring progression of knowledge is inline with our curriculum intent Pupils' work across the curriculum is at least good. Teachers have good knowledge of the curriculum they teach ad where there are areas for development, subject leaders action plans identify necessary professional development Teachers and subject leads are aware of the expected end at the end of each topic and ensure that at least 75% of children reach these Subject leaders have the skills and knowledge to lead their subject 	<p>Chris Johnson</p> <p>Shewley Choudhury</p> <p>Daniel Wright</p> <p>Mags Williams</p>	<p>Pupil voice</p> <p>Learning walks</p> <p>Planning and book analysis</p>

	<ul style="list-style-type: none"> • All subject leads to write action plans for their subject including progression of skills and knowledge • Subject curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards clear defined end points: <ul style="list-style-type: none"> • Review content of NC for each subject and identify key knowledge for each topic/area • Map topics across all year groups • Identify key vocab for each topic • Create knowledge organisers for each subject (History and Geography and science to begin with) • Identify texts which can support topic knowledge and acquisition of topic specific vocabulary • All subject leaders to attend NST subject leader networks so that they develop the knowledge and skills in order to lead their subject area effectively • All subject leaders to carry out on-going monitoring and evaluation of curriculum coverage ad challenge to ensure that work provided for the pupils is demanding and matches the aims of the curriculum 	<p>Autumn 2021 – review termly</p> <p>Termly network meetings – Heads Up</p>		<p>NST Membership £5000</p>	<p>effectively – CPD forms and monitoring forms and feedback.</p>		
Review and Next Steps:							
Ongoing evaluation				Next steps			

Area 2: Behaviour and attitudes:



<p>Objectives:</p> <ul style="list-style-type: none"> Pupil's attendance improves to be at least in line with national average Pupils persistent absence, particularly for boys and pupils who are PP and SEN, improves to be at least in line with National Any instances of bullying/racism/homophobia (or other prejudices) are dealt with swiftly and effectively Adapt the positive behaviour policy so that it is clear and precise and defines the SWPS way and supports children's emotional health Embed the Snape Wood PRIDE values in all aspects of school life so that they are commonly understood, taught and promoted by all stakeholders. Introduce Zones of Regulation in school to enable children to develop the language of feelings 	<p>Impact:</p> <ul style="list-style-type: none"> Pupils attendance rises from 95% to 96% Pupil premium boy's attendance improves. SEND pupils attendance improves Persistent absence improves All children aware of different forms of bullying – including cyber bullying – and know who to go for help (Say No – Go Tell) All stakeholders create a positive environment where pupils behave with consistently high levels of respect for others, commonalities are identified and celebrated, difference is valued and nurtured and there is an optimistic perception about the ant-bullying work at the school. Pupil's constantly have positive attitudes and commitment to their education. They are motivated, persistent in the face of difficulties and take pride in their achievements Staff have a better understanding of the impact of anxiety and Trauma on behaviour and learning Children are able to manage and communicate their feelings to impact on mental health and progress. Marked improvement in behaviour resulting in reduction of isolation and exclusions
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<p>Essential Evaluation Questions for Governors/SMT</p>	 Behaviour and Attitudes questions fo	<ol style="list-style-type: none"> 1. Are there high expectations for behaviour and pupil conduct? 2. Are expectations consistent and fair? Are these reflected in pupils' behaviour and conduct? 3. Are there clear routines and expectations of behaviour across all aspects of school life, applied consistently? 4. Is there a positive, respectful culture? Calm, orderly, positive environment? 5. Are pupils' attitudes to education positive? Are they motivated? 6. Are pupils committed to their learning? Resilient to setbacks? Take pride in their achievements? 7. Is attendance high and are pupils punctual? 8. Are behaviour and attendance policies clear and effective? How do you know? 9. Do relationships between children and staff reflect a positive and respectful culture? 10. Do pupils feel safe? Do they experience bullying or discrimination? If so, is this dealt with quickly, consistently and effectively? 11. Are fixed term exclusions used appropriately?
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
Pupil's attendance improves to be at least in line with national average	<ul style="list-style-type: none"> Attendance team to continue to send letters to parents and carers when attendance fall below school threshold levels Attendance support plans in place for children/families causing concerns Referrals made to LA EWO recommending fines for persistent offenders Parent meeting held with attendance team Newsletter and policies shared with parents regarding attendance protocols. DHT to track and monitor PA families – analyse trends and draw up action plans to impact. Introduce PAWS bear for attendance and punctuality – weekly class prizes. 	Sept 21 - ongoing	Dan Wright Alison Howarth Joanne Stafford	Supply cover for DHT £130 per session. Postage and stationary - £200	<ul style="list-style-type: none"> Attendance meeting notes Copies of letters and notes from meetings Record of calls Weekly data of attendance and comparison to previous year. Poor attendance is challenged Parents reminded and aware of their responsibility to ensure their children attend school regularly School attendance improves to at least 96% and reduction in unauthorised absences. 	Dan Wright Alison Howarth Joanne Stafford	Weekly notes Daily monitoring Doorstep and call logs Record of penalty notice HT report


	<ul style="list-style-type: none"> Parents who have taken unauthorised holidays during term time to be issued with penalty notice. 						
Pupils persistent absence, particularly for boys and pupils who are PP and SEN, improves to be at least in line with National	<ul style="list-style-type: none"> First day absence for key children results in home visits by attendance team (calling card left if no response) – always in 2's as per safeguarding protocol Targeted families receive support/intervention to get to school. Introduce Bug Club to encourage PP boys to improve attendance – invite only CT track and monitor absence and report during parent consultation impact attendance has on progress. DHT or attendance team telephone parents of PA children on the first day of absence. 	Sept 21 - ongoing	Dan Wright Alison Howarth Joanne Stafford		<ul style="list-style-type: none"> PP boys and children attend Bug Club and absence improves and impacts on pupil outcomes. Persistent absence improves 	Dan Wright Alison Howarth Joanne Stafford	Visit notes Meeting notes and call records
Any instances of bullying/racism/homophobia (or other prejudices) are dealt with swiftly and effectively	<ul style="list-style-type: none"> Records are kept of all incidents and staff training on how to fill the forms in for accuracy Raise the profile of anti-bullying work at school so that pupils and parents recognise that bullying is rare and have positive views about the work of the school in the community <ul style="list-style-type: none"> Whole school anti-bullying lessons including cyber bullying Anti-bullying ambassador roles created for children – Princess Diana award. Half termly work on anti-bullying and procedures in school to raise awareness after every holiday. 	Half-Termly Assembly Timetable	SLT – Dan Wright Shewley Choudhury Claire Burley		<ul style="list-style-type: none"> All children aware of the school 'Say No! Go Tell!' and know where to go for help. Children aware of different forms of bullying Anti-bullying ambassadors have more prominent role in school supporting the children and leading assemblies. Pupils use the worry monster or the letter box if they have concerns – children are aware of how to seek for help. Staff have full understanding of policy and procedures and know their role in managing issues relating to bullying. 	SLT – Dan Wright Shewley Choudhury Claire Burley	Incident logs HT report Pupil voice Book looks Questionnaire analysis
Adapt the positive behaviour policy so that it is clear and precise and defines the SWPS way and supports children's emotional health	<ul style="list-style-type: none"> Develop the Restorative practice approach and train new teachers so that they are able to use restorative approach effectively Develop behaviour for learning approaches so that all children have the tools to access learning –consistency of approach– setting behaviour expectations: playground, dining room etc. 	Oct 21 and reviewed termly	Shewley Choudhury SLT Chris Johnson	Coaching time for ECT mentors £130 per afternoon	<ul style="list-style-type: none"> Reduction in behaviour incidents and an improvement in pupil outcomes Consistency of approach is implemented by all staff Marked improvement in behaviour at playtimes and lunchtimes Reduction in Red Cards, isolations and fixed term exclusions 	Shewley Choudhury SLT Chris Johnson	Classroom environment - posters visible Behaviour data HT report pupil voice
Embed the Snape Wood PRIDE values in all aspects of school life so that they are commonly understood, taught and promoted by all stakeholders.	<ul style="list-style-type: none"> Raise the profile of the PRIDE values – in curriculum, assemblies and learning behaviours PRIDE certificates to celebrate the children's achievements 	Sept 21 – ongoing and reviewed termly	Shewley Choudhury SLT	£1000 PRIDE Rosettes and PRIDE point prizes	<ul style="list-style-type: none"> Pupils have a positive attitude towards others and this will be reflected in raised aspirations and progress 	Shewley Choudhury SLT	Pride assemblies Pupil voice Behaviour data HT report

					<ul style="list-style-type: none"> • PRIDE values imbedded across the school • Curriculum overviews show the links with PRIDE Values within a Topic. 		
Introduce Zones of Regulation in school to enable children to develop the language of feelings	<ul style="list-style-type: none"> • Zones of regulation Training by BST • Classrooms and school environment to display Zone of Regulation Posters • Calming room to be completed so that children have a 'safe' space to regulate. 	November 2021 January 2022	Shewley Choudhury SLT Dan Wright - Senco	BST support and Training on Zones of Regulation Staff meeting £400	<ul style="list-style-type: none"> • Staff have a better understanding of the impact of anxiety and Trauma on behaviour and learning • Children are able to manage and communicate their feelings to impact on mental health and progress. 	Shewley Choudhury SLT Dan Wright - Senco	Behaviour logs Data Pupil voice HT report
Review and Next Steps:							
Ongoing evaluation		Next steps					

School Development Plan	Snape Wood Primary and Nursery School	 Snape Wood Primary and Nursery School Excellence for All	 2021-22
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Area 3: Personal development

Objectives: <ul style="list-style-type: none"> To establish a clear structure for PSHE policy and practice Well-being intervention support for children identified with mental health challenges Develop pupil leadership across the school by promoting this in a range of areas and ensuring high profile visibility of these roles across school – so that pupils play an active role in school improvement. To establish a wider range of after school clubs – considering strategies to maximise involvement of vulnerable groups (PP, SEND) 	Impact: <ul style="list-style-type: none"> All staff have full understanding of policy and procedures and are confident in teaching PSHE and RSE from SCARF Teachers and TA's have a greater understanding of how to support children with mental health Children have a greater understanding of their own mental health and feel confident to ask for support Pupil leaders and school council members take an active role in school life There is a strong take up of opportunities provided by the school and these consistently benefit those eligible for pupil premium and SEND.
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Essential Evaluation Questions for Governors/SMT	 Personal Development questi	<ol style="list-style-type: none"> Does the curriculum extend beyond the academic and provide for pupils' broader development, enabling them to discover and develop their interests and talents? Does the curriculum help develop the pupils' character through resilience, confidence and independence? Do pupils know how to keep physically and mentally healthy? Does the school prepare for next steps and future success in learning? How does the school prepare pupils for life in modern Britain, being responsible, respectful, active citizens who contribute positively to society? How does school develop the pupils' understanding of fundamental British values? Do pupils understand and appreciate diversity and celebrate their differences? Is respect promoted? Are pupils prepared for their next stage of schooling?
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
To establish a clear structure for PSHE policy and practice	<ul style="list-style-type: none"> PSHE lead to embed policy into practice, ensuring that the many different aspects of PSHE, ie health and wellbeing, relationships, economic wellbeing and being a responsible citizen, are included and reflect changes in the PSHE curriculum PSHE Lead to buy a scheme (SCARF) to ensure that the teaching and learning of PSHE/RSE is of statutory coverage and support staff CPD Catherine Kirk LA consultant to support PSHE lead's CPD Share policy with governing body and all stakeholders PSHE lead embeds RSE policy into practice with RSE day, surveys to parents and staff, including parents' workshops PSHE lead to focus on outdoor learning and Success in Schools and attend training led by NST network for forest schools SLT to ensure that protocols for supporting individual staff members are clearly communicated throughout school (PAM Assist) Introduce staff well-being lead and pupil well-being lead PSHE lead to be the main contact for PSHE curriculum development, and to lead and support the staff wellbeing team Develop practical ways of recording lessons across school Monitor PSHE and especially the use of Circle Time and Tamba Roy's Brilliant Breathing to support pupil's resilience and emotional regulation 	<p>Oct 2021 -</p> <p>Autumn 21 – January 22</p> <p>January 2022</p>	<p>Shewley Choudhury PSHE Lead</p> <p>Catherine Kirk</p>	<p>£400 SCARF subscription</p> <p>Youth mental health training for well-being lead</p> <p>Free NST training</p>	<ul style="list-style-type: none"> PSHE/RSE curriculum to be in place by October 2021 PSHE Lead clear about her role and leads with confidence, ensuring that the many aspects of PSHE are covered in each class, including EYFS PSHE Lead delivers effective outdoor learning Circle time and brilliant breathing is effective in supporting children's emotional health and well-being 	<p>Shewley Choudhury PSHE Lead</p>	<p>Half termly School council minutes</p> <p>Learning walks</p> <p>Floor book scrutiny</p> <p>HT report Pupil voice</p> <p>Staff and pupil feedback</p>

Well-being intervention support for children identified with mental health challenges	<ul style="list-style-type: none"> Continue to monitor and support children who require support with their mental health on return to school post lockdown Referral made to KOOTH for those children in Y5/6 who struggle with mental health Behaviour support team to deliver strategies to support sessions for children requiring additional support Whole class/school sessions focusing on developing a greater understanding of what mental health is and how we can recognise the signs of needing additional support (SCARF) Staff training on identifying mental health needs and supporting those that require it (The Key modules) PSHE lead to be trained as Youth Mental Health Further promote the opportunities to involve parents/carers in activities which support pupils' personal development: invitation to class/PRIDE assemblies, workshops etc 	<p>Sept 21 – ongoing</p> <p>November 2021</p> <p>September 21 - weekly</p>	<p>Shewley Choudhury – PSHE Lead Liz Johnson – BST Sarah Cooper Ed psych</p>	<p>£500 BST</p> <p>£1500 – Ed Psych</p>	<ul style="list-style-type: none"> Early intervention for children requiring additional support Teachers and TA's have a greater understanding of how to support children with mental health Children have a greater understanding of their own mental health and feel confident to ask for support PSHE lead has a better understanding of how to support children with mental health – early interventions will mean children will have tools and strategies in place to support their progress academically as well as emotionally. 	<p>Shewley Choudhury – PSHE Lead Liz Johnson – BST Sarah Cooper Ed psych</p>	<p>Boxhall profile Curriculum plans</p> <p>Meeting notes HT report</p> <p>Behaviour data</p>
Develop pupil leadership across the school by promoting this in a range of areas and ensuring high profile visibility of these roles across school – so that pupils play an active role in school improvement.	<ul style="list-style-type: none"> Launch the School Council in order to create student voice to impact on school improvement Launch pupils' roles of responsibilities: reading ambassadors, ant-bullying ambassadors, well-being monitors, sports ambassadors, playground ambassadors – application and interview process Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance. 	<p>October 2021 - termly reviews</p>	<p>Shewley Choudhury PSHE Lead SLT Chris Johnson</p>	<p>£300</p> <p>Pupil leadership hoodies and sweatshirts</p>	<ul style="list-style-type: none"> Pupils feel well supported and are able to contribute to whole school decisions Pupils are role models for school and peers Pupil leaders and school council members take an active role in school life Children respect each other's viewpoints Children are able to challenge views that they do not agree with or feel uncomfortable with. 	<p>Shewley Choudhury PSHE Lead SLT Chris Johnson</p>	<p>Half termly School council minutes</p> <p>HT report</p> <p>Pupil voice</p>
To establish a wider range of after school clubs – considering strategies to maximise involvement of vulnerable groups (PP, SEND)	<ul style="list-style-type: none"> Half termly clubs with a wide variation from sports to music. Ensure key PP/SEND children are participating in after school clubs 	<p>Sept – Dec 2021 Jan – March 2022 April – July 2022</p>	<p>All staff Shewley PSHE Lead</p>	<p>£500 – resources for clubs</p>	<ul style="list-style-type: none"> More pupils including PP and SEND are taking up opportunities for after school club 	<p>Shewley Choudhury – PSHE Lead Liz Johnson – BST Sarah Cooper Ed psych</p>	<p>Twitter Club registers Pupil voice HT report</p>

Review and Next Steps:

Ongoing evaluation

Next steps



Area 4: Leadership and management: To develop the quality of leadership and management of the school at all levels in order to have maximum impact on pupil outcomes and school improvement.

<p>Objectives:</p> <ul style="list-style-type: none"> Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school considering GDS, SEND and PP. Develop the roles of all leaders so that they understand their roles and understand the impact of their roles on pupil outcomes Senior leaders and subject leaders use information from their monitoring of teaching and learning effectively to secure continued and swift improvements in teaching and learning Introduce the Early Career Teacher (ECT) framework and consider implications of induction as part of a wider professional development program/plan To raise the visibility of school governing body and their ability to challenge and support senior leaders Leaders use successful strategies to engage parents and carers, including those from different groups- particularly those of SEND pupils, in their children's learning in school and at home. Leaders ensure that there is a strong safeguarding culture in the school and the school is pro-active in fulfilling its statutory duties to ensure that everyone at SWPS is safe 	<p>Impact:</p> <ul style="list-style-type: none"> Leaders are united in a common purpose of improvement and share a clear and ambitious vision for the school which is realised through shared values, policies and practice including effective school improvement processes Leaders can articulate the progress and quality of education at the school. Evidenced in SIA reports. Therefore, lead improvement within school; demonstrated through pupil outcomes (attainment and progress results) Governors are confident with their roles and how they can support and challenge school leaders. Governors understand the school's data, including progress of all priorities in the SDP; evidenced in governor minutes demonstrating challenge and holding leaders to account. Programme for ECT's is effective and supportive and impact and progress demonstrates that there is measurable evidence in their performance; evidenced in minutes of ECT meetings, CPD records and monitoring reports. Parent and stakeholder views demonstrates and reflects an increase of parental engagement in feedback. Safeguarding procedures are understood by all stakeholders and there are robust systems in place to ensure that there is a culture of KCSIE; Evidenced by staff training records, ongoing updates, DSL minutes, SCR, Gov Minutes – safeguarding audits.
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<p>Essential Evaluation Questions for Governors/SMT</p>	<p>Leadership and Management question</p>	<ol style="list-style-type: none"> Do senior and middle leaders 'lead improvement' evidencing and able to articulate progress on the development of the subjects? What impact do leaders have on pupil outcomes? Do they consider all groups – PP/SEN/G/B? How and when do leaders (including subject leaders) monitor? Do they know the standard of teaching within their subject across school (EYFS-6)? Do governors know how the school performing? Do they know the comparative data and performance of the school against national standards? Do governors know the key areas of development and what progress is being made to improve outcomes/provision for pupils? How effective is the curriculum design? What is taught and how does this contribute to the school's intent? How do leaders engage with and manage staff, taking account of the main pressures on them, including workload? Do leaders have a clear and ambitious vision for including a high quality, inclusive education and provide training to all? Is there strong shared values, policies and practice? Do leaders focus on improving staff subject and pedagogical knowledge to enhance the teaching of the curriculum? Is the practise and subject knowledge of staff built up and improved upon over time? Do leaders engage with staff and take account of the main pressures on them? Are they realistic and constructive in the way they manage staff, including workload? How effective is the support for the ECT's from leaders? Is there an effective programme of support in place? What is the impact of additional funding- PP/Catch-up funding/Sports Premium/SEND? How is the resource being used? Do governors understand their role and carry this out effectively? Do governors ensure the school has a clear vision and strategy and that resources are managed well? Do governors hold leaders to account for the quality of education? Do they ensure the school fulfils its statutory duties? Does the school have a culture of safeguarding that facilitates arrangements to identify, help and manage pupils at risk of harm? How effective is the safeguarding procedures in school including SCR, Safer Recruitment?
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school considering GDS, SEND and PP.	<ul style="list-style-type: none"> Governors SWIG (School Working Improvement Group) continue to meet ½ Termly to focus on SDP priorities. Data analysed and actions challenged. Leaders provide termly updates on quality of teaching and learning across school and actions to improve on impact 	FGB Oct – Termly	SC/DW	N/A	SWIG GRP are informed of progress of SDP priorities - SWIG minutes and FGB minutes	SC/DW	TERMLY FGB minutes HT reports Updated and reviewed SDP
		Termly	SC/DW/CI/MW	N/A	Teaching and learning Impact report indicates the profile of teaching across school	SC/DW	T & L Impact reports HT reports

	<ul style="list-style-type: none"> Governors to meet subject leaders and staff to set priorities and build relationship Senior leaders act on pupil progress meetings to discuss interventions, targets and impact Clear line management and appraisal structure in place Weekly SLT meetings to share findings from interim monitoring activities and to discuss impact of teaching and learning within school and to plan actions against SDP priorities SLT have a published monitoring schedule for the year – outline deadlines and key timeline of activities 	<p>Nov-Dec 21 – staff meeting time</p> <p>Oct 21/March 22/ July 22</p> <p>Weekly starting Sept 21</p> <p>Sept 21</p>	<p>All staff</p> <p>SC/DW/CJ/MW</p>	<p>N/A</p> <p>Supply cost to cover pupil progress/Appraisal meetings £200 per day</p>	<p>Governors monitoring visit records</p> <p>SLT minutes and notes for weekly minutes</p> <p>SDP reviewed notes</p> <p>Pupil progress meeting minutes and appraisal updates</p> <p>All staff are familiar with the SDP and are contributing towards meeting the identified targets</p> <p>Staff have clarity of communicated dates and deadlines of activities relating to school development</p>	<p>Staff and governors – SC/DW</p>	<p>Governor minutes/Staff meeting minutes - Termly</p> <p>Termly</p> <p>Sept 2021</p>
Develop the roles of all leaders so that they understand their roles and understand the impact of their roles on pupil outcomes	<ul style="list-style-type: none"> Newley appointed DHT and AHT to attend NST leadership network for DHT/AHT Newley appointed SENCO and Curriculum Lead to be supported by LA consultants and to attend professional development training EYFS Lead practitioner for EYFS curriculum to have professional development support from EYFS consultant Key Stage leaders and Subject leaders to have a clear outline of what their role entails, and a timeline of work carried to ensure the implementation of SDP Liz White (SIA) to support Senior Leaders and Subject Leaders to prepare for External Ofsted and Deep Dive Questions 	<p>Autumn 21</p> <p>NST training through-out year – NST calendar</p>	<p>DW/SC/MW/GS/CJ</p> <p>Subject Leaders</p> <p>Liz White - SIA</p>	<p>Supply costs £200 per day</p> <p>Mary Prest £2000</p> <p>SIA Visits – NST Funded</p>	<p>Teachers improved subject knowledge translates into improvements in the teaching and learning of the curriculum and improved outcomes across the curriculum</p> <p>All subject leads are able to make accurate judgements about their curriculum area.</p> <p>SLT and subject leaders are better prepared for external review or Ofsted – rehearsed deep dives and Ofsted phone call</p>	<p>SC/DW/CJ/MW GS - EYFS</p>	<p>Training meeting notes</p> <p>Consultants reports</p> <p>On-going through-out out Sept – July – NST training Calendar</p>
Senior leaders and subject leaders use information from their monitoring of teaching and learning effectively to secure continued and swift improvements in teaching and learning	<ul style="list-style-type: none"> Subject leader rota included into the whole school monitoring cycle. Against the SDP Subject leaders to write an action plan to outline priorities and focus for their subject Core subjects given dedicated half termly monitoring foci and directed time to facilitate impact of their subject: <ul style="list-style-type: none"> Implement drop in and learning walks and use the information to support professional development for all staff Subject leaders (including T&L lead) follow up with teachers on any actions that arise from their monitoring SEND Lead to support in the implementation of the Nurture Provision – ensure all SEND training is reviewed and updated: RPI, EPPEN, PEG Subject leaders feel secure in being able to facilitate training or support where appropriate and SLT to support where necessary All subject leaders to attend NST network meetings to secure knowledge of current practice and pedagogy. 	<p>Autumn 21</p> <p>NST training through-out year – NST calendar</p>	<p>DW/SC/MW/GS/CJ</p> <p>Subject Leaders</p>	<p>Supply costs £200 per day</p>	<p>Teachers improved subject knowledge translates into improvements in the teaching and learning of the curriculum and improved outcomes across the curriculum</p> <p>All subject leads are able to make accurate judgements about their curriculum area.</p> <p>Nurture provision practitioners feel supported and ongoing CPD support from SEND lead.</p> <p>Monitoring schedule and action plans evaluated half termly</p>	<p>SC/DW/CJ/MW GS - EYFS</p>	<p>Training meeting notes</p> <p>Subject and Phase reports</p> <p>On-going through-out out Sept – July – NST training Calendar</p> <p>Reviewed action plans against SDP</p> <p>SWIG minute notes</p>

	<ul style="list-style-type: none"> Teaching and learning lead/English lead and Phonic/Maths Lead to implement Peer coaching model (Rosenshein's Instructional Teaching) 						
Introduce the Early Career Teacher (ECT) framework and consider implications of induction as part of a wider professional development program/plan	<ul style="list-style-type: none"> ECT Mentor and Tutor named and all ECT's registered with the chosen body (Flying High Hub) ECT mentors to attend professional development sessions ECT action Plan, ECT Policy and Programme/Schedule of CPD and support Weekly ECT briefing and training sessions SLT to familiarise with the ECF document 	Start Sept 21 – then on-going through out the year till July 22	ECT Mentors: DW/SC/MW/CJ ECT Tutor: DW	Supply costs £200 per Day	ECT mentors are better informed and have a clear understanding of the ECF.	ECT Mentors: DW/SC/MW/CJ ECT Tutor: DW	ECT assessment - Termly Coaching records CPD logs Briefing and training notes On-going from Sept 21
To raise the visibility of school governing body and their ability to challenge and support senior leaders	<ul style="list-style-type: none"> SWIG group to meet SLT half termly to review SDP priorities CPD programme to be in place for all Governors – linked to SDP priorities All new governors to undertake Governor induction (including those new to SWPS) Chair and Vice Chair to refresh Chairs Training for governors Governors challenge and questioning is recorded on meeting minutes Governors are linked to specific subjects in school – to support monitoring All governors to take part in school monitoring All governors to be allotted areas of the SDP – Ofsted readiness and to support Senior Leaders Governors coffee/drop in surgeries for parents 	Start Sept 21 – then on-going throughout the year till July 22 Termly	Governors SC/DW/AH	N/A	Governors are confident with their roles and how they can challenge and support the school Governors have an accurate knowledge of the school priorities and are able to articulate the progress towards SDP priorities Governors have a clear first-hand view of parent voice and concerns – they are able to articulate the areas to address with SLT	Governors SC/DW/AH	Governors meeting minutes Governors training log SWIG minute notes HT report
Leaders use successful strategies to engage parents and carers, including those from different groups- particularly those of SEND pupils, in their children's learning in school and at home.	<ul style="list-style-type: none"> Continue to use Twitter, Class Dojo, Instagram, Website (including Website App, email, text), school email and messaging to update and communicate with SWPS families – class teachers to ensure that all logins are sent to parents ICT lead to upload tutorials of how to use the apps etc onto website to support parental CPD – school to offer face to face support if required Introduce school Facebook page Monitor and evaluate parent attendance at events: Parents evening, Stay and Play, curriculum workshops New reading diaries to include key core curriculum information for parents to support their children Develop strategies to ensure that we are an SEND awareness school – Autism, Dyslexia, SEMH – LA SEN support Parental surveys termly in order to evaluate WWW and EBI 	Sept 21 - ongoing Spring 2022 - Termly – ongoing Autumn 2 – DW/SC Autumn 2 - DW Termly	DW – ICT LEAD DW – SENCO SEN TEAM TO SUPPORT SCHOOL WITH PARENTAL ENGAGEMENT AND WORKSHOPS SC – PARENTAL SURVEYS SLT	READING DIARIES £1000	Parents are informed and well placed to support their child/children with school expectations and well-being Videos support those vulnerable parents who struggle to understand technology – this insures that all our parents are able to access at least one form of communication Parent survey show data favourable with school School community has a raised awareness of the diverse inclusion and SEND parents are supported with the needs of their children – empathy for differing needs is raised.	DW – SEND SC/CJ/MW DW ICT LEAD SEND GOVERNOR	TERMILY SURVEY SEND IMPACT REPORT DOJO DATA READING DIARIES DATA LOG HT REPORT SWIG MINUTE NOTES

<p>Leaders ensure that there is a strong safeguarding culture in the school and the school is pro-active in fulfilling its statutory duties to ensure that everyone at SWPS is safe</p>	<ul style="list-style-type: none"> • Lead DSL (SC) to ensure Train the Trainer training is up to date • Train the Trainer – Shewley Choudhury Lead DSL to lead staff training on Safeguarding and new KCSIE • SC to train any new staff at SWPS to complete safeguarding • DHT and AHT to complete DSL training part 1 and 2 (DHT Autumn – AHT Spring) • Ensure that all training is up to date for; First Aid – including Paediatric • My Concern training for all staff on recording concerns at SWPS 	<p>Sept Safeguarding training – then termly updates</p> <p>Training logs updated termly</p> <p>Termly SCR</p>	<p>DSL'S DW/SC/AH/MW</p>	<p>SUPPLY COVER £200 PER DAY</p>	<p>School has capacity for trained DSL's on site at all time – 5</p> <p>All staff aware of safeguarding procedures at SWPS</p>	<p>DSL'S DW/SC/AH/MW</p>	<p>SAFEGUARDING REPORT</p> <p>GOVERNORS MINUTES</p> <p>SWIG NOTES TRAINING LOGS</p> <p>The key CPD records</p>
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Review and Next Steps:

Ongoing evaluation

Next steps

Area 5: Early Years	
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<p>Objectives:</p> <ul style="list-style-type: none"> To support the EYFS lead practitioner to develop an EYFS curriculum with a securely embedded intent and implementation that is coherently planned and sequenced against the new EYFS Framework. Ensure appropriate CPD & coaching opportunities in order to develop consistency in teaching and learning which meets the needs of the cohort. Develop consistent long-term plan, medium term and short-term (weekly) planning to ensure sequencing and progression is clear and that opportunities are utilised to explore pupil's interests and bespoke to the cohort needs. Increase the % of children at expected for Maths, Writing and Reading To develop the quality of outdoor provision by considering the continuous provision (Free Flow) between the Nursery (F1) and Reception (F2) outdoor spaces and carefully planning the use of these within the curriculum – ensuring there is a noticeable golden thread across the unit. To develop practitioner knowledge in assessment processes and procedures; Developing assessment processes and procedures: <ul style="list-style-type: none"> Gathering evidence Making accurate judgements Quality assuring evidence Data analysis and response To further develop parental engagement in order to improve on knowledge regarding SWPS curriculum offer against the new EYFS framework 	<p>Impact:</p> <ul style="list-style-type: none"> The curriculum is ambitious; coherently planned and sequenced, building on what pupils know and can do, across EYFS and into KS1, demonstrating knowledge and skills required for their future learning EYFS pupils will make rapid progress from their starting points. Increase GLD from 47.6% 2019 results. % of children reading increases as a result of Synthetic Phonics programme – Target 75% Assessment is consistently accurate so EYFS staff have a clear understanding of the new framework, continuous provision and focus task bespoke to the cohort.
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Essential Evaluation Questions for Governors/ SMT	 Early Years questions for governors.docx	<ol style="list-style-type: none"> 1. How do leaders plan, design and implement the Early Years curriculum? 2. How effectively do leaders use additional funding, including EYFS pupil premium funding and measure its impact on outcomes? 3. To what extent does the curriculum meet the needs of the children, particularly those with identified SEND? 4. What progress do all pupils make in their learning and development relative to starting points? Readiness for Y1? What percentage achieve ELG, particularly in English and Maths? 5. Do the children feel safe and secure? Stimulated and happy? 6. How are the aims of the Early Years curriculum met? Are they sufficiently challenging? 7. How is the content, sequencing and progression in the areas of learning secured? 8. Are children taught to read using a synthetic phonics approach? Do their reading books match their phonics knowledge? 9. Does the school develop a love of reading? Promote reading aloud, story-telling and rhymes? 10. Do children develop, consolidate and deepen their knowledge and understanding across the different areas of learning? 11. Are the characteristics of effective learning evident? 12. How robust is the assessment procedures? Is the school moderating internally and externally?
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Objective	Specific Actions/ strategies	Timeline/ When	Lead Staff	Resources/ Cost	Monitoring/Evaluation		
					What?	Who?	When?
<ul style="list-style-type: none"> To support the EYFS lead practitioner to develop an EYFS curriculum with a 	<ul style="list-style-type: none"> Mary Prest to work with GS on curriculum development; review existing curriculum and use KS1/KS2 overview to ensure the starting points are carefully planned 	Sept 2021- Dec 2021	Mary Prest GS/SC	Release time – supply cover £130 ½ day	<ul style="list-style-type: none"> Clear progression of knowledge and skills 	Mary Prest GS/SC	Curriculum is planned and published

securely embedded intent and implementation that is coherently planned and sequenced against the new EYFS Framework.	<ul style="list-style-type: none"> Mary Prest to share WAGOLL as a starting point Mary Prest and GS to agree on a curriculum framework template GS to write the SWPS EYFS curriculum and share with SC and Mary Prest for quality assurance 			Mary consult £200 ½ day	<ul style="list-style-type: none"> Clear Intent and Implementation bespoke to the cohort Clear sequence evident against the new EYFS curriculum outlining each phase 		Mary P meeting notes Subject leader file HT report
<ul style="list-style-type: none"> Ensure appropriate CPD & coaching opportunities in order to develop consistency in teaching and learning which meets the needs of the cohort. 	<ul style="list-style-type: none"> GS to attend the EYFS curriculum workshops run by the LA EYFS Team SC and CJ to attend 'Open Your Eyes to EYFS' to develop knowledge and skills in the EYFS EYFS team and SC/CJ to attend the EYFS network in order to be informed of current practice and legislation JJ ECT to have coaching and mentoring for Phonics by MW Phonics Lead (JJ to attend English Hub Phonics training) EYFS practitioners to have maths coaching from MW and Jane Gill on Early Number sense and F1/2 Fluency project SC to advertise for an EYFS Lead in order to ensure there is skilled practitioner with the expertise in EYFS pedagogy 	Termly Autumn 21, Spring 22 and Summer 22 Weekly or Monthly – dependant on need of practitioners Dec 2021	Mary Prest GS/SC Jane Gill MW	Release time – supply cover £130 ½ day Mary consult £200 ½ day Jane G £200 ½ day	<ul style="list-style-type: none"> SC/CJ have informed knowledge regarding the EYFS provision in order to lead the unit Practitioners have increased knowledge in the teaching of phonics and maths EYFS lead appointed for Sept 	Mary Prest GS/SC Jane Gill MW	HT report Coaching records Meeting notes FGB minutes
<ul style="list-style-type: none"> Develop consistent long - term plan, medium term and short-term (weekly) planning to ensure sequencing and progression is clear and that opportunities are utilised to explore pupil's interests and bespoke to the cohort needs. 	<ul style="list-style-type: none"> JJ and GS to have collaborative planning sessions to ensure that planning for the unit has progression, sequenced and level of challenge for the GDS Mary Prest to support with planning for the unit – ensure clear differentiation, pitch and high expectations is evident appropriate for the cohort Plan for a 2-year cycle for LTP so that there is no duplication for N1 children Agree and plan on weekly format – to show deployment of staffing in the learning environment. Weekly meetings to discuss planning outcomes WWW and EBI 	Sept 21 – Dec 21	Mary Prest GS/SC/JJ	Release time – supply cover £130 ½ day Mary consult £200 ½ day	<ul style="list-style-type: none"> LTP plan in place and has the first-year cycle planned – Cycle year 2 to be written in Spring 22 Consistency weekly format for F1/2 Routines are reviewed weekly in order to ensure that the systems planned for have maximum impact on pupil outcomes 	Mary Prest GS/SC/JJ	HT report Coaching records Meeting notes FGB minutes
<ul style="list-style-type: none"> Increase the % of children at expected for Writing and Reading 	<ul style="list-style-type: none"> Ensure end points of each phase is used to support planning for focus and continuous provision Develop writing skills for children by focusing on gross motor skills for handwriting. Use 'Squiggle Whilst You Wiggle', 'Dough Disco' - investigate introducing 'Pen Pals' for early mark making and handwriting scheme in N/F Funky fingers area must be updated regularly and further opportunities to mark make is provided. Large focus on traditional tales and rhymes – including familiar story patterns and language – including retelling stories independently 	Termly	GS/JJ/SC	Pen Pal subscription £200	<ul style="list-style-type: none"> Increase of pupils achieving expected level for writing. Chd feel confident to use their own ideas for writing. Pupils work securely in Phase 3 and above for Phonics 	GS/JJ/SC	Meeting notes Writing outcomes HT report Book Looks

<ul style="list-style-type: none"> Increase the % of children at expected for Maths - Number 	<ul style="list-style-type: none"> Implement TWS to build on speaking and listening as well as vocabulary. Phase 1 phonics must be prioritised for N children and use Phase 2 Phonics in small groups. F2 children must have opportunities to write independently indoors and outdoors – extended writing must be encouraged during Phonics and English sessions. Implement F1 and F2 Maths Fluency project and work with Jane Gill – LA maths Consultant F2 children to follow the White Rose Maths Ensure the use of songs and rhymes to support the teaching of number in the unit Outdoor areas to be number rich and ensure that ‘tidy’ up time is used to embed maths skills (matching etc) 	Termly	GS/JJ/JB/SC Jane Gill	Supply cover £200	<ul style="list-style-type: none"> Increase of pupils achieving expected level for Maths. Chd feel confident in number sense. 	GS/JJ/JB/SC Jane Gill	Meeting notes Maths outcomes HT report Book Looks
<ul style="list-style-type: none"> To develop the quality of outdoor provision by considering the continuous provision (Free Flow) between the Nursery (F1) and Reception (F2) outdoor spaces and carefully planning the use of these within the curriculum – ensuring there is a noticeable golden thread across the unit. 	<ul style="list-style-type: none"> Audit resources in the unit – label and create an inventory To create a floor map of the indoor and outdoor area so that it aids planning for continuous provision Steps to success set up in all work stations across the unit to support adult interaction and practitioner knowledge Outdoor area has fine and gross motor activities planned in as a continuous activity. Practitioners to visit settings of outstanding and purposeful combined units – Crabtree Farm and Henry Whipple 	Sept Inset x 2 days	Mary Prest GS/JJ/JB/SC	Mary Prest £400	<ul style="list-style-type: none"> F1 and F2 have collaborative continuous provision and the outcome is differentiated by carefully planned steps to success and questions – children are able to develop independent learning 	GS/JJ/SC	Meeting notes Writing outcomes HT report Book Looks Observations
<p>To develop practitioner knowledge in assessment processes and procedures; <i>Developing assessment processes and procedures:</i></p> <ul style="list-style-type: none"> Gathering evidence Making accurate judgements Quality assuring evidence Data analysis and response 	<p>GS to share current assessment processes with MP, discussing what works well and what is problematic.</p> <p>MP & GS to discuss plans for defining assessment processes and expectations going forward.</p> <p>Moderating Baseline Data: GS and JK to share assessment judgements and associated evidence (including practitioner judgement) with MP in relation to a selection of children.</p> <p>MP to quality assure evidence and judgements. SC to observe as a CPD activity.</p> <p>MP to write an EYFS assessment policy <i>Ongoing EYFS Leadership Support;</i> MP to coach and develop:</p> <ul style="list-style-type: none"> ECT EYFS good practice & pedagogy. Lead Teacher with meeting operational & leadership challenges. Effective joint planning (between teachers) to ensure challenge & progression across all year groups N1-F2. 	Sept 21 – Dec 21	Mary Prest GS/JJ/JB/SC	Mary Prest £400 Supply cover £200 per day	<p>MP has a full understanding of the current position re EYFS assessment within school.</p> <p>MP and GS have a shared understanding of what expectations will be going forward, which will inform baseline judgements, the EYFS Assessment Policy (to be written by MP) and the EYFS Curriculum (to be written by GS). Baseline data judgements are secure, accurate & quality assured.</p> <p>GS & JK receive feedback regarding their assessment evidencing and judgements.</p> <p>SC has a greater understanding of how EYFS assessment data can be quality assured.</p>	Mary Prest GS/JJ/JB/SC	Meeting notes Data policies

	<ul style="list-style-type: none"> Support development of high-quality continuous provision including effective planning and implementation. <p>SLT members with developing programme of EYFS monitoring and evaluation including joint observations / learning walks / evidence scrutiny etc.</p>				<p>EYFS Assessment Policy in place as a consistent approach to making judgements</p> <p>Improved EYFS understanding and practice at all levels of leadership (ECT / Lead Teacher / SLT).</p> <p>Sustained improvements to EYFS practice and provision, as evidenced by QA activities.</p>		
<ul style="list-style-type: none"> To further develop parental engagement in order to improve on knowledge regarding SWPS curriculum offer against the new EYFS framework 	<ul style="list-style-type: none"> Continue to use Class Dojo to communicate with Parents/Carers Create supportive video tutorials for parents and carers: Phonics, letter formation, how to videos- How to read with your child etc Stay and Play sessions. 	Sept 21 – on-going	GS/JJ/JB/SC	N/A	Parents/carers are more informed of the curriculum offered at EYFS at SWPS and have the support required to enable their child to progress.	GS/JJ/JB/SC	Class Dojo Parent Voice
Review and Next Steps:							
Ongoing evaluation				Next steps			

Monitoring programme for the year 2021-2022



September	October	November	December
SDP finished and discussed with staff and governors Key policies read by staff and Governors Focus T&L: PSHE, Behaviour for learning Planning analysed by KS and subject leaders KS Planning meeting in teams Detailed analysis of all end of year data and assessments Finance meeting Single central record check Single status working hours finalised and signed Safeguarding and GDPR training HLN BIDS Weekly book scrutiny – Key focus on vulnerable groups and GDS Subject action plans	Learning walks - RWM Curriculum Area Review determined by SDP Headteacher appraisal review and target setting with Governors and Advisor Work Analysis end of half term (tracked children) APR review with SIA and Chair of Governors Class projections for year agreed- PPM's Performance appraisal all staff completed by half term Governors Finance Meeting Governors PPC committee (Salary Review) Parents welcome meetings for each class (Focus and targets for the year) Fire drill Finance outturn Weekly book scrutiny – Key focus on vulnerable groups and GDS	Learning walks - RWM Curriculum Area reviews Individual meetings with key role governors and subject leaders WB15.11.21 HLN bids SCR check Weekly book scrutiny – Key focus on vulnerable groups and GDS Finance Outturn	Work Analysis of Core Curriculum subjects End of term Support staff review of children's progress All end of term assessments completed and analysed by SLT Celebration Books and curriculum review Full Governors meeting-SDP approved Weekly book scrutiny – Key focus on vulnerable groups and GDS Review action plans and write Impact report on subject
January	February	March	April
Data Analysis feedback to staff by head and SLT KS planning meeting in teams Evaluate and update SSE Weekly book scrutiny – Key focus on vulnerable groups and GDS Finance Outturn Learning walks with focus on vulnerable groups and GDS	Lesson Observations Weekly book scrutiny – Key focus on vulnerable groups and GDS Finance Outturn Learning walks with focus on vulnerable groups and GDS	Lesson Observations Open Evening for Parents Finance Meeting –Set budget, determine spending priorities All end of term assessments completed and analysed by SLT Weekly book scrutiny – Key focus on vulnerable groups and GDS Finance Outturn Learning walks with focus on vulnerable groups and GDS	KS planning meeting in teams PPM's are children on track to target? Weekly book scrutiny – Key focus on vulnerable groups and GDS Finance Outturn Learning walks with focus on vulnerable groups and GDS Appraisals mid-year review
May	June	July	
KS1 and KS2 SATS Weekly book scrutiny – Key focus on vulnerable groups and GDS Finance Outturn Learning walks with focus on vulnerable groups and GDS	Y6 transition programme Optional SATS tests Y1,3,4,5 Phonics Test Y1 EYFS assessments Identify with staff and governors' key priorities for next years SDP Performance appraisal final review of performance and targets (into July) Curriculum books and portfolios Weekly book scrutiny – Key focus on vulnerable groups and GDS Finance Outturn Learning walks with focus on vulnerable groups and GDS	Draft School development plan End of year records, reports and assessments completed Data analysed/ standards review Reports out to parents SATS results reported to LA, Governors and Parents Staff, Pupil and Parents questionnaires and feedback Pupil progress and end of year appraisals Parent questionnaires Review SSE evidence for action planning Weekly book scrutiny – Key focus on vulnerable groups and GDS Impact report to governors from subject leaders	All monitoring to be evidenced through observations, learning walks, notes, feedback using SWPS templates, Governor Visits, internal and external evaluation

Term/ Year	Core Subjects				Assessment	Personal Development		Humanities			Arts				PM	Head and Deputy T&L Foci	Governor Feedback
	En	Ma	Sc	ICT		PSHE	RE	MFL	Hi	Gg	Mu	D&T	PE	Ar			
Autumn 2021	124	124	24	2	4	167	67	67	167	167	67	67	67	167		Behaviour/ Classroom as a Learning Environment/ Use of ICT	English/ Maths/ Science/ ICT/ EYFS
Spring 2022	36	36	16	16		2	2	2	2	2	12	12	12	12		Differentiation/ Intervention Challenge & Inspiration/ Homework	Art/ Music/ PE/ D&T
Summer 2022	57	57	57	57	45 7	457	145	145	45	45	45	45	45	45		Questioning/ Assessment/ Assessment for Learning	PSHE/ RE/ MFL/ Geog/ Hist
Autumn 2022	124	124	24	2	4	167	67	67	167	167	67	67	67	167		Feedback on Learning Use of ICT	English/ Maths/ Science/ ICT/ EYFS
Spring 2023	36	36	16	16		2	2	2	2	2	12	12	12	12		Questioning High Attainers	Art/ Music/ PE/ D&T
Summer 2023	57	57	57	57	45 7	457	145	145	45	45	45	45	45	45		Planning	PSHE/ RE/ MFL/ Geog/ Hist
Autumn 2023	124	124	24	2	4	167	67	67	167	167	67	67	67	167		Pupil self-Assess. Problem Solving/ Use of ICT	English/ Maths/ Science/ ICT/ EYFS
Spring 2024	36	36	16	16		2	2	2	2	2	12	12	12	12		Classroom as a Learning Environment Subject Knowledge	Art/ Music/ PE/ D&T
Summer 2024	57	57	57	57	45 7	457	145	145	45	45	45	45	45	45		Challenge & Inspiration/ Homework	PSHE/ RE/ MFL/ Geog/ Hist

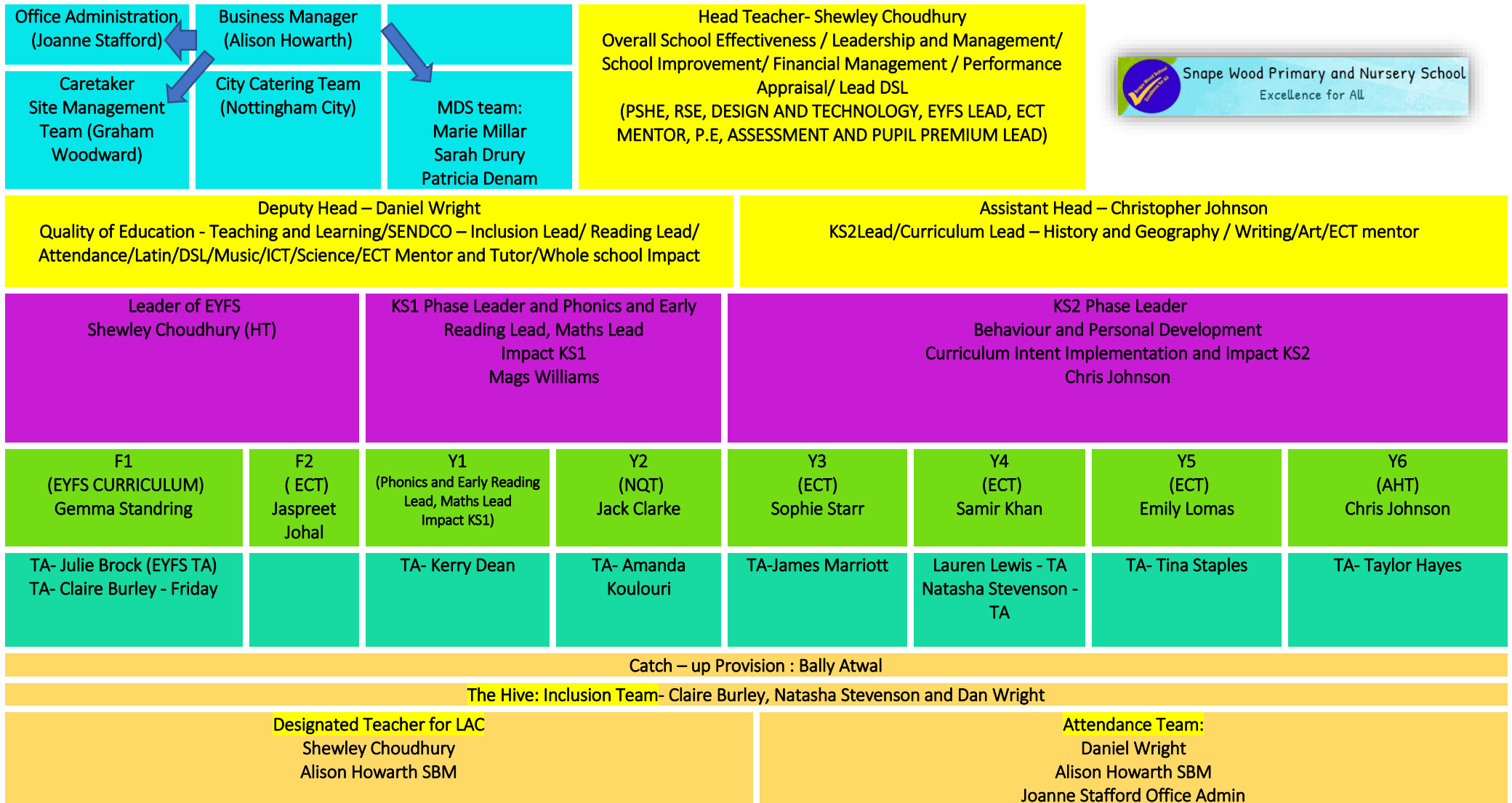
Key to Monitoring Strategies:

1. Classroom Observation
2. Medium Term Planning Analysis- Subject Leaders
3. Sample Homework
4. Assessment Review/ performance data evaluation
5. Resource Audit
6. Display Audit.
7. Policy Review

Termly Activities include:

Work Sampling & Moderation- Subject Leaders
Written summary of work to Governors. - Subject Leaders
Governors attend curriculum meeting-. Subject Leaders
Peer Partnerships- Subject Leaders

Staffing structure roles and responsibilities



In reading we want to get better at enjoying books and increase fluency by reading lots of books at home and school

Our teachers are going to help us by focusing on the new PSHE/RSE Curriculum

With attendance we want to get better at making sure we come to school every-day and are on time, ready to learn – Target of 96%.

In English, we want to make sure that our writing is getting better by using 'The Write Stuff'

In Maths we want to get better at times tables and use manipulatives to help us learn.

We want to develop children as leaders, like School Council, Anti-Bullying Ambassadors and Play Leaders.

*What are we doing to
improve our school
this year?
2021-2022*

In EYFS, we want the learning to be exciting indoors and outdoors and full of challenges. Our teachers will make sure that our learning is matched to the new EYFS Framework

This year our School Governors will be monitoring and visiting the school more regularly

We want more parents to come into school

We want to make sure that all pupils make excellent progress

We want to make sure that all pupils in KS1 and EYFS make excellent progress in Phonics

We want to make sure that the curriculum is exciting and has been carefully designed to show knowledge and skills progression.