

| Priority: | SMART Objective:  | What does this look like?  | Evidenced by:  | Ofsted Area:      | School Vision:   |
|-----------|---|--|--|-------------------|--|
| 1         | <p><b>Subject Leadership: Curriculum Implementation</b></p> <p>All subject leaders in all subjects can evidence that (i) their intended subject curriculum is being learnt and remembered and (ii) that there have been ongoing incremental improvements in the implementation of the provision of their subjects</p>   | <ul style="list-style-type: none"> <li>Effective subject leadership is driving ongoing incremental improvements in every subject in the curriculum.</li> <li>Subject leaders have sufficient expertise, support and time to effectively lead the incremental improvements.</li> <li>The quality of provision of each subject in school very securely meets criteria for good and increasingly outstanding in the EIF.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupil voice, exercise books, floor books, observations- referenced against school curriculum intent documents</li> <li>Teacher voice, subject leader 20 minute monitoring notes</li> <li>Reference to Ofsted Quality of Education descriptors</li> </ul>  | QofE<br>L&M       | Love of learning<br>Skills for Life                      |
| 2         | <p><b>School to School Collaboration and External Review</b></p> <p>There is clear evidence that (i) the school is an active participant in challenge and collaborative activities with external parties and (ii) that there have been tangible improvements to school's practice as a result.</p>  | <ul style="list-style-type: none"> <li>Effective peer leadership collaboration with similar schools is providing support and challenge.</li> <li>Collaborative groups are helping to ensure that expectations are ambitious and pupil outcomes are excellent.</li> <li>Regular external scrutiny is also supporting this process by providing challenge and comparisons drawn from experience in other schools.</li> </ul>   | <ul style="list-style-type: none"> <li>Notes from external visits</li> <li>Cluster network groups- planning and evaluation</li> <li>Local Authority Outstanding Schools pilot group work</li> <li>Local Authority subject network meetings &amp; Safeguarding audit</li> </ul>   | QofE<br>L&M<br>EY | Love of learning   |
| 3         | <p><b>Safeguarding</b></p> <p>The CPOMS online recording tool is being used effectively and appropriately, including, by December 2022, the completed migration of the relevant archive of paper records.</p>   | <ul style="list-style-type: none"> <li>Safeguarding procedures represent best practice- externally validated (see 2 above)</li> <li>Safeguarding records remain thorough and well-organised, but are also maintained online in the secure CPOMS system.</li> <li>All staff will be able to use CPOMS appropriately, and will be December 2022 at the latest no longer record concerns or disclosures on paper, as will use CPOMS instead.</li> </ul>   | <ul style="list-style-type: none"> <li>CPOMS records</li> <li>Teacher voice</li> </ul>   | PD<br>L&M         | Persevere<br>Skills for Life                             |
| 4         | <p><b>Emotional Wellbeing</b></p> <p>The 'Zones of Regulation' toolkit is being used effectively by all adults in the school and has a high profile. Most children are able to talk about the toolkit in an age appropriate way, and give examples of how they could or have used it.</p>   | <ul style="list-style-type: none"> <li>All children across the school will be able to use the Zones of Regulation terminology to describe their state of mind.</li> <li>All children across the school will be able to use the toolkit with age-appropriate degrees of independence to regulate their emotions to support good mental health- both in school and at home.</li> <li>All staff will be confident and accurate in the use of the terminology and toolkit, and able to support children across the school to regulate their emotions.</li> </ul>   | <ul style="list-style-type: none"> <li>Pupil voice, pupil work, displays.</li> <li>Examples of successful application.</li> <li>Teacher voice, observations.</li> <li>School environment</li> </ul>  | BA<br>PD          | Love of learning<br>Persevere<br>Skills for Life         |
| 5         | <p><b>Early literacy and numeracy</b></p> <p>There has been a review of the first year of the implementation of 'Little Wandle for Phonics' and identified strengths and areas to improve.</p> <p>The recommendations of EEF Reading Comprehension strategies and Oral Language interventions have been incorporated into our Key Stage 1 English provision and there is evidence that this has improved outcomes for children.</p> <p>The Angles Maths Hub 'Mastery in Number' programme has been effectively added into our Key Stage 1 Maths provision and there is evidence that this has improved outcomes for children.</p> | <ul style="list-style-type: none"> <li>Little Wandle is embedded in practice and all children are making progress.</li> <li>The review of Little Wandle for Phonics has identified areas for improvement and also consolidated strengths.</li> <li>Staff confidence and ability to deliver the approach is high.</li> <li>Reading outcomes in both phonics screening and at the end of Key Stage 1 are &gt;national averages.</li> <li>Writing outcomes at the end of Key Stage 1 are &gt;national averages and show a positive trend</li> <li>Selected children in Key Stage 1 benefit from additional sessions with an adult eg in reading comprehension or oracy</li> <li>Key Stage 1 classes include Number Mastery sessions during the week</li> <li>Maths outcomes in number at the end of Key Stage 1 are &gt;national</li> </ul> | <ul style="list-style-type: none"> <li>Little Wandle Review documents</li> <li>English subject lead - notes and planning</li> <li>Maths subject lead- notes and planning</li> <li>Pupil voice, exercise books, floor books, observations- referenced against school curriculum intent documents</li> <li>Teacher voice, subject leader 20 minute monitoring notes</li> </ul> | QE<br>L&M<br>EY   | Love of learning<br>Make it Your Best<br>Skills for Life |

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| <b>Priority: 1</b>  | <b>Subject Leadership: Curriculum Implementation</b>   |  |   |  |   |                |
| <b>Rationale</b>  | We have made significant progress in establishing a clear curriculum intent and rationale. We have also made significant progress in creating an environment in which subject leaders can systematically drive incremental improvements. The next stage is to embed and consolidate, maintain the review ethos- especially in regard to vocabulary lists, and construct a sustainable method of collecting evidence of curriculum, beyond book looks, which the subject lead can use to support their regular monitoring.  |  |   |  |   |                |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>• Effective subject leadership is driving ongoing incremental improvements in each subject in the curriculum</li> <li>• Subject leaders have sufficient expertise, support and time to lead the incremental improvements.</li> <li>• The quality provision of each subject in school very securely meets criteria for good and increasingly outstanding in the EIF.</li> </ul>  |  |   |  |   |                |
| <b>Every Child Matters</b>  | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing   |  |   |  |   |                |
| <b>Ofsted</b>   | Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years  |  |   |  |   |                |
| <b>Vision</b>   | Love of Learning Make it Your Best Perseverance Skills for Life  |  |   |  |   |                |
| <b>Key Objective:</b>   | To embed and refine curriculum intent to ensure that it is being effectively implemented across the school and in all subjects- and that there is evidence to support this.  |  |   |  |   |                |
| <b>Intent:</b>  | <b>Implementation:</b>   | <b>Who</b>   | <b>Resource/Time</b>  | <b>Key Milestones</b>  | <b>Termly Action Plan</b>   | <b>Impact:</b> |
| To have an outstanding curriculum provision, evidenced.   | <ul style="list-style-type: none"> <li>• Embed the 20 minute monitoring system by employing 1 day a week cover to allow regular release time- monitoring of disciplinary and substantive knowledge.</li> <li>• Introduce 'floor books scrap books' TA led to record learning in all lessons &amp; provide monitoring tool for subject leads</li> <li>• Consolidate in all classrooms the use of (i) Vocabulary walls &amp; previous vocabulary wallets/flash cards (ii) Regular low-stakes knowledge retrieval quizzes drawn from KKJ's and vocab lists, (iii) Increase participation in half-termly online KO prize quizzes</li> <li>• Review the Tier 3 vocab lists initially drafted on subject narratives and break down into lengthier new document mapped against each unit- called 'Vocabulary Journeys'- spiral curriculum principles</li> <li>• Funding allocated for additional subject leader training in specific subjects/visits to other school</li> </ul> | <p>Subject Leads</p> <p>Teachers</p> <p>HT/SLs</p> | <p>£coverbooking<br/>1x half-term</p> <p>£200 scrap books</p> <p>HT &amp; subject leads time</p> <p>£1,000 training</p> | <p>Floor Books- from start of summer term.</p> <p>HLTA bookings- start in summer term/ongoing</p> <p>Vocab review- HT time for first draft- aim to complete by end of Dec'22</p> | <p><u>TAP Summer '22</u><br/>Floor Books<br/>HLTA Release<br/>Vocab Reviews<br/>Monitoring of Vocab progress of children</p> <p><u>TAP Autumn '22</u><br/>Vocab Reviews<br/>Monitoring of Vocab progress of children</p> <p><u>TAP Spring'23</u><br/>Review of Vocab Journeys</p> |                |
| <b>Suggested Governor Monitoring Activities:</b> Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. |  |  |   |  |   |                |

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| <b>Priority: 2</b>  | <b>School to School Collaboration and External Review</b>  |                              |                                 |  |   |                |
| <b>Rationale</b>  | We are committed to ongoing improvement and development. We believe that working constructively with successful peers in similar schools is likely to support our school development- and also of our peers. We also recognise that external scrutiny in different forms is a valuable lever for driving school improvement, and that this is best built into a regular ongoing cycle.   |                              |                                 |  |   |                |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>• Effective peer leadership collaboration with similar schools is providing support and challenge.</li> <li>• Collaborative groups are helping to ensure that expectations are ambitious and pupil outcomes are excellent.</li> <li>• Regular external scrutiny is also supporting this process by providing challenge and comparisons drawn from experience in other schools.</li> </ul> |                              |                                 |  |   |                |
| <b>Every Child Matters</b>  | Be Healthy <b>Enjoy &amp; Achieve</b> <b>Stay Safe</b> Make a Positive contribution <b>Achieve economic wellbeing</b>  |                              |                                 |  |   |                |
| <b>Ofsted</b>   | <b>Quality of Education</b> Behaviour and Attitudes Personal Development <b>Leadership &amp; Management</b> <b>Early Years</b>   |                              |                                 |  |   |                |
| <b>Vision</b>   | <b>Love of Learning</b> Make it Your Best Perseverance Skills for Life   |                              |                                 |  |   |                |
| <b>Key Objective:</b>   | To create a sustainable and robust model of collaborative peer review and external scrutiny to provide challenge, support and bench-marking.   |                              |                                 |  |   |                |
| <b>Intent:</b>  | <b>Implementation:</b>   | <b>Who</b>                   | <b>Resource/Time</b>            | <b>Key Milestones</b>  | <b>Termly Action Plan</b>   | <b>Impact:</b> |
| <p>To ensure that curriculum provision and quality of teaching are securely good or outstanding.</p> <p>To ensure that safeguarding procedures reflect best practice.</p>                         | <u>External Education Consultant: R Kett</u> <ul style="list-style-type: none"> <li>• Maintain the regular (termly minimum) visits from external advisor- focussing on curriculum development and quality of teaching.</li> <li>• Focus for next 3 visits: (i) Deep Dive Maths, (ii) Deep Dive Early Reading, (iii) Deep Dive SEND/Inclusion</li> </ul>  | HT<br>Subject Leads          | £3000                           | Termly Visits  | Standing item in termly planning-focus of visits could change                       |                |
|   | <u>Local Authority Outstanding Schools Collaborative Project</u> <ul style="list-style-type: none"> <li>• Participate in LA pilot for previously outstanding schools (Mar22-) to create a form of ongoing peer review. Initial meeting to set parameters and develop a process.</li> </ul>   | HT                           | HT time                         | Initial face to face meeting- May'22- programme format to be established           | <u>TAP Summer '22</u><br>Initial meetings-draft a timeline                          |                |
|   | <u>Multi-schools subject project</u> <ul style="list-style-type: none"> <li>• Resume the 9-school subject collaboration with termly meetings to discuss subjects. Establish the timetable for 2022-23, and complete the RE focus meeting in June 2022.</li> </ul>  | Teaching staff               | HT time<br>Staff meeting time   | Termly meetings-see initial rolling programme 21.6.22                              | Termly - meeting  |                |
|   | <u>Local Authority Safeguarding Voluntary Review</u> <ul style="list-style-type: none"> <li>• Organise a voluntary external review of safeguarding - including designated governor, and act on any recommendations by the end of summer term.</li> </ul>   | DSL<br>Safeguarding Governor | £800                            | Visit booked for 17.5.22   | <u>TAP Summer '2</u><br>Preparatory Work Visit Day<br>Acting on any recommendations |                |
|   | <u>Cluster collaboration</u> <ul style="list-style-type: none"> <li>• Resume subject networks post-Covid restrictions- Maths/English/SEND &amp; EYFS.</li> <li>• Organise termly meetings.</li> </ul>  | Subject Leads                | £1000 supply cover for meetings | Cluster meetings & moderations 26.4.22<br>Networks to be set up after that meeting | <u>TAP Summer '2</u><br>Cluster meetings & set up networks<br>Ongoing termly        |                |
| <b>Suggested Governor Monitoring Activities:</b> Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. |  |                              |                                 |  |   |                |

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| <b>Priority: 3</b>  | <b>Safeguarding record-keeping</b>  |                      |  |   |   |               |
| <b>Rationale</b>  | Our paper based record -keeping is thorough and regularly checked. A clear overview of all cases is also maintained to ensure that all DSL's have an excellent understanding of the status and recent developments in each case   |                      |  |   |   |               |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>Safeguarding records remain thorough and well-organised, but are also maintained online in the secure CPOMS system.</li> <li>All staff will be able to use CPOMS appropriately, and will be March 2023 at the latest no longer record concerns or disclosures on paper, as will use CPOMS instead</li> </ul> |                      |  |   |   |               |
| <b>Every Child Matters</b>  | Be Healthy Enjoy & Achieve <b>Stay Safe</b> Make a Positive contribution Achieve economic wellbeing   |                      |  |   |   |               |
| <b>Ofsted</b>   | Quality of Education Behaviour and Attitudes <b>Personal Development Leadership &amp; Management</b> Early Years  |                      |  |   |   |               |
| <b>Vision</b>   | Love of Learning Make it Your Best Perseverance <b>Skills for Life</b>  |                      |  |   |   |               |
| <b>Key Objective:</b>   | <b>To ensure that all staff are able to use CPOMS online recording process effectively and appropriately</b>  |                      |  |   |   |               |
| <b>Intent:</b>  | <b>Implementation:</b>  | <b>Who</b>           | <b>Resource/Time</b>                         | <b>Key Milestones</b>   | <b>Termly Action Plan</b>   | <b>Impact</b> |
| To ensure that all staff are able to use CPOMS online recording process effectively and appropriately<br><br>To migrate archive of paper records onto CPOMS                                       | <ul style="list-style-type: none"> <li>Train staff in use of CPOMS system.</li> <li>Create monitoring and review points for implementation.</li> <li>Maintain paper based system in parallel until all staff are confident in use to avoid barriers to recording.</li> </ul>  | DSL<br><br>All staff | £650 p.a<br>CPOMS<br><br>Staff training time | April training day<br><br>Paper migration (Apr-Dec'22)<br><br>By Mar'23- all staff using online system only | <u>TAP Summer'22</u><br>Training and support for staff<br>Migration of paper records begins |               |
| <b>Suggested Governor Monitoring Activities:</b> Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. |   |                      |  |   |   |               |

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| <b>Priority: 4</b>  | <b>Mental Health &amp; Wellbeing: Zones of Regulation</b>   |            |   |   |  |               |
| <b>Rationale</b>  | To support children on their journey through the school, it would be beneficial both to equip them with a toolkit to apply independently when needed and also to equip staff with a common language with which to talk to children about their mental wellbeing.  |            |   |   |  |               |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>All children across the school will be able to use the Zones of Regulation terminology to describe their state of mind.</li> <li>All children across the school will be able to use the toolkit with age-appropriate degrees of independence to regulate their emotions to support good mental health- both in school and at home.</li> <li>All staff will be confident and accurate in the use of the terminology and toolkit, and able to support children across the school to regulate their emotions.</li> </ul>  |            |   |   |  |               |
| <b>Every Child Matters</b>  | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing  |            |   |   |  |               |
| <b>Ofsted</b>   | Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years   |            |   |   |  |               |
| <b>Vision</b>   | Love of Learning Make it Your Best Perseverance Skills for Life   |            |   |   |  |               |
| <b>Key Objective:</b>   | To ensure that all staff are able to successfully use the vocabulary and toolkit of 'Zones of Regulation' to effectively support children across the school   |            |   |   |  |               |
| <b>Intent:</b>  | <b>Implementation:</b>  | <b>Who</b> | <b>Resource/Time</b>  | <b>Key Milestones</b>   | <b>Termly Action Plan</b>  | <b>Impact</b> |
| To ensure that all staff are able to successfully use the vocabulary and toolkit of 'Zones of Regulation' to effectively support children across the school                                       | <ul style="list-style-type: none"> <li>Introduce Zones of Regulation training to all staff in school.</li> <li>Create a time line for monitoring and review points of the implementation.</li> <li>Create high profile for display resources to support the approach and time in classrooms to teach.</li> <li>Script responses for all children and specifically in behaviour management plans in order to embed across school as a common language/approach to children self-regulating</li> <li>Make use of case studies/behaviour data and pupil voice to review and refine implementation</li> </ul> | All staff  | Training Webinar:<br><a href="https://www.youtube.com/watch?v=AwosO7hEUB8">https://www.youtube.com/watch?v=AwosO7hEUB8</a><br>Training morning - Apr'22<br><br>ZOR Resources £240 | <u>Training- Apr'22</u><br><br>All teachers to devise simple time line of activities to introduce/embed in their classroom -<br><br>HT overview chart May'22<br><br>First Review- July'22<br>Pupil Review- Oct'22 | <u>TAP Summer'22</u><br>Training & Implementation plans<br>Resources<br><br><u>TAP Autumn'22</u><br>Review<br>Pupil Voice<br>Case Studies<br><br><u>TAP Spring'23</u><br>Implementation of review measures<br>Discuss next steps |               |
| <b>Suggested Governor Monitoring Activities:</b> Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. |   |            |   |   |  |               |

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| <b>Priority: 5</b>  | <b>Early Literacy &amp; Early Numeracy</b>   |  |  |   |   |               |
| <b>Rationale</b>  | We have successfully introduced Little Wandle for Phonics this academic year. It has been well received by children, staff and parents. We are interested however in continuing to reflect and refine on the implementation of the programme to ensure that it has the best possible impact on the progress made by the children. In addition, we note the research of EEF into other programmes likely to improve outcomes in English at KS1 and seek to incorporate those into our provision. The Maths Mastery programme is well regarded at other local schools and will add to our effectiveness. |  |  |   |   |               |
| <b>Success Criteria</b>   | <ul style="list-style-type: none"> <li>• Little Wandle is embedded in practice and all children are making good progress.</li> <li>• Staff confidence and ability to deliver the approach is high.</li> <li>• Reading outcomes in both phonics screening and at the end of Key Stage 1 are &gt;national averages.</li> <li>• Writing outcomes at the end of Key Stage 1 are &gt;national averages and show a positive trend</li> </ul>   |  |  |   |   |               |
| <b>Every Child Matters</b>  | Be Healthy <b>Enjoy &amp; Achieve</b> Stay Safe Make a Positive contribution Achieve economic wellbeing  |  |  |   |   |               |
| <b>Ofsted</b>   | <b>Quality of Education</b> Behaviour and Attitudes Personal Development <b>Leadership &amp; Management</b> <b>Early Years</b>   |  |  |   |   |               |
| <b>Vision</b>   | <b>Love of Learning</b> <b>Make it Your Best</b> <b>Perseverance</b> <b>Skills for Life</b>  |  |  |   |   |               |
| <b>Key Objective:</b>   | To ensure excellent outcomes in reading and writing across Key Stage 1   |  |  |   |   |               |
| <b>Intent:</b>  | <b>Implementation:</b>   | <b>Who</b>   | <b>Resource/Time</b>                                 | <b>Key Milestones</b>   | <b>Termly Action Plan</b>   | <b>Impact</b> |
| To review the effectiveness of first year of Little Wandle phonics in order to refine and develop practice and support high outcomes  | <ul style="list-style-type: none"> <li>• HT interviews with all staff re: Little Wandle- what is working well/could be improved</li> <li>• With reading lead, review all evidence including data of children's progress and develop steps for how to improve in 22-23 cohorts.</li> <li>• Complete final set of reading group observations of KS2 staff</li> </ul>   | HT, Reading Lead<br><br>All staff delivering LW            | HT time<br><br>Reading lead time                     | Summer'22<br>Complete review and decide next steps<br><br>Autumn'22<br>Implementation of any changes                        | <u>TAP Summer'22</u><br>Review<br><br><u>TAP Autumn'22</u><br>Refined |               |
| To use recommendations of EEF Reading Comprehension strategies and Oral Language interventions to raise English outcomes across Key Stage 1   | <ul style="list-style-type: none"> <li>• Using the recommendations of the EEF Oral Language Intervention (EEF 2020 report)</li> <li>• ('Recommendation 1 Develop pupils' speaking and listening skills and wider understanding of language')</li> <li>• Identify in Rec/1 and 2 pupils who would benefit from a TA session 3 x week which will involve: read aloud and converse with peers about content, model inference through use of structured questioning, group or paired work to allow pupils to share thought processes</li> </ul>  | Identify TA time & supporting resources- recommended books | TA time- planning for sessions                       | <u>Autumn '22</u><br><br>Identification of children & sessions begin<br><br><u>Spring 2023</u><br><br>Review implementation | <u>TAP Autumn '22</u><br>Implementation                               |               |
| Maths Mastery Number  | <ul style="list-style-type: none"> <li>• KS1 teachers complete Maths Mastery training - summer term 2022- including cascading to Teaching Assistants on completion of course</li> <li>• Implementation in autumn term 2022</li> </ul>  | KS1 teachers   | Release time to take training and update other staff | <u>Summer '22</u><br>Training<br><u>Autumn'22</u><br>Implementation   |   |               |
| <b>Suggested Governor Monitoring Activities:</b> Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area. |  |  |  |   |   |               |









