



Termly Action Plan (TAP)- Summer 2022 (April-July 2022)

(Key actions drawn from SIDP & shared with all staff. Governors included in termly planning and review meetings.)

Priority:	SMART Objective:	What does this look like?	Evidenced by:	Ofsted Area:	School Vision:
1	<p>Subject Leadership: Curriculum Implementation</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"> Effective subject leadership is driving ongoing incremental improvements in every subject in the curriculum. Subject leaders have sufficient expertise, support and time to effectively lead the incremental improvements. The quality of provision of each subject in school very securely meets criteria for good and increasingly outstanding in the EIF. 	<ul style="list-style-type: none"> Pupil voice, exercise books, floor books, observations- referenced against school curriculum intent documents Teacher voice, subject leader 20 minute monitoring notes Reference to Ofsted Quality of Education descriptors 	QofE L&M	Love of learning Skills for Life
2	<p>School to School Collaboration and External Review</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"> Effective peer leadership collaboration with similar schools is providing support and challenge. Collaborative groups are helping to ensure that expectations are ambitious and pupil outcomes are excellent. Regular external scrutiny is also supporting this process by providing challenge and comparisons drawn from experience in other schools. 	<ul style="list-style-type: none"> Notes from external visits Cluster network groups- planning and evaluation Local Authority Outstanding Schools pilot group work Local Authority subject network meetings & Safeguarding audit 	QofE L&M EY	Love of learning
3	<p>Safeguarding</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"> Safeguarding procedures represent best practice- externally validated (see 2 above) Safeguarding records remain thorough and well-organised, but are also maintained online in the secure CPOMS system. 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. 	<ul style="list-style-type: none"> CPOMS records Teacher voice 	PD L&M	Persevere Skills for Life
4	<p>Emotional Wellbeing</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"> All children across the school will be able to use the Zones of Regulation terminology to describe their state of mind. 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. 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. 	<ul style="list-style-type: none"> Pupil voice, pupil work, displays. Examples of successful application. Teacher voice, observations. School environment 	BA PD	Love of learning Persevere Skills for Life
5	<p>Early literacy and numeracy</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"> Little Wandle is embedded in practice and all children are making progress. The review of Little Wandle for Phonics has identified areas for improvement and also consolidated strengths. Staff confidence and ability to deliver the approach is high. Reading outcomes in both phonics screening and at the end of Key Stage 1 are >national averages. Writing outcomes at the end of Key Stage 1 are >national averages and show a positive trend Selected children in Key Stage 1 benefit from additional sessions with an adult eg in reading comprehension or oracy Key Stage 1 classes include Number Mastery sessions during the week Maths outcomes in number at the end of Key Stage 1 are >national 	<ul style="list-style-type: none"> Little Wandle Review documents English subject lead - notes and planning Maths subject lead- notes and planning Pupil voice, exercise books, floor books, observations- referenced against school curriculum intent documents Teacher voice, subject leader 20 minute monitoring notes 	QE L&M EY	Love of learning Make it Your Best Skills for Life

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Objective:	Input, activities & tasks:	Resources:	Person responsible	Monitoring	Success Criteria	Evaluation
To collect evidence of curriculum provision.	<u>Floor Books</u> <ul style="list-style-type: none"> Introduce 'floor books scrap books' TA led to record learning in all lessons & provide monitoring tool for subject leads 	Scrap Books T/TA time	All teachers	Subject Leads- staff meeting focus at end of term.	Floor Books are used to augment other sources of evidence to tell narrative of teaching so that subject leads can monitor and evaluate learning.	
To help children to learn and remember more.	<u>Vocabulary Walls & Retrieval Tests</u> <ul style="list-style-type: none"> Consolidate in all classrooms the use of (i) Vocabulary walls & 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 	Vocab card T/TA time	All teachers	HT- learning walk & QoT evaluation- summer term Governor visits re: pupil voice planned for later in term	Pupil voice indicates that there is a good level of recall of vocab and facts in most children. Evidence in each classroom of vocab focus.	
To use external expertise to support school improvement.	<u>External Education Consultant: R Kett</u> <ul style="list-style-type: none"> Maths Deep Dive (Monday June 6th) with subject lead. Use recommendations to further develop provision. 	Consultancy fee Subject leader release time Staff meeting time	Maths SL	Report to Standards SC re: recommendations	Recommendations from the Maths Deep Dive have been adopted to develop provision. Subject Lead is confident with the DD process.	
	<u>Local Authority Outstanding Schools Collaborative Project</u> <ul style="list-style-type: none"> Initial meeting (Thursday May 5th). Aim to set up a robust ongoing peer review network of similar schools. 	HT time	HT	Report to Standards SC	Peer review group is driving tangible improvements across all schools and has the potential for longer term ongoing impact.	

	<u>Multi-schools subject project</u> <ul style="list-style-type: none"> 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. 	SL time	HT Subject Lead	Report to Standards SC	Subject Lead has received additional RE training and is able to apply in school.	
	<u>Local Authority Safeguarding Voluntary Review</u> <ul style="list-style-type: none"> LA review booked for Tuesday May 17th. 	HT time	HT	Safegrding Governor	Recommendations from the review have been applied and school meets all best practice requirements.	
<p>To store all safeguarding records on secure CPOMS online system.</p> <p>To ensure that all adults in school can access and use CPOMS.</p>	<u>CPOMS</u> <ul style="list-style-type: none"> All staff have received introductory training and have been able to log on and access system. Any problems with this have been resolved. HT has set aside a day of work to migrate and upload archive of records onto the CPOMS system and will maintain the paper based system until this is completed. 	HT time	All staff	Safegrding Governor	All staff can use CPOMS correctly, and all records and archive are uploaded onto the system.	
<p>To establish Zones of Regulation as a common language and toolkit for children and adults across the school.</p>	<u>Zones of Regulation</u> <ul style="list-style-type: none"> All staff have received initial introductory training and resources have been purchased. All classes, at different stages in their implementation of the project, have thought through a simple time line of actions- including making use of transition days later in summer term ZOR has an obvious profile around the school with posters and displays. 	Teacher time Resources purchased (£240)	All staff	HT- learning walk & QoT evaluation-summer term Governor visits re: pupil voice planned for later in term	All staff are aware of ZOR ideas and principles and can use effectively with children. Pupil voice indicates a high level of awareness amongst children and examples of application.	

To review LW year one and identify where it can be improved for next year.	<p>Little Wandle for Phonics review</p> <ul style="list-style-type: none"> • Conduct a review of the first year of implementation of Little Wandle in terms of pupil outcomes and views of staff and parents. Include discussion with other schools using the scheme to compare their experiences. • Use results of review to adapt and refine provision next year- whilst also retaining fidelity to the scheme. 	SL time	English SL HT	Report to Standards SC	Areas for improvement in LW have been identified and planned for ahead of next year.	
To be able to implement NCETM number sessions next year to raise pupil outcomes in number.	<p><u>NCETM Mastering Number Training</u></p> <ul style="list-style-type: none"> • KSI staff to complete Maths Number training & cascade key overview to TAs. • SL with KSI staff to devise implementation plan for Number Mastery sessions in school. 	Release time NCETM resources (free)	KSI Teachers Maths SL	Report to Standards SC	NCETM Number sessions are ready to be successfully implemented in school	
To identify how EEF early language research findings can be utilised to raise pupil outcomes in early literacy.	<p><u>EEF early language</u></p> <ul style="list-style-type: none"> • SL to review EEF recommendations and outline preparatory steps for September implementation with selected groups of children. 	SL time	English SL	Report to HT & Standards SC	EEF early language report has been applied to provision in school, and some actions identified.	