



# Abberley Parochial V.C. Primary School

*Rooted and grounded in love, The Power to comprehend, Filled with the fullness of God*

## School Development Plan – 2022 – 2023

Headteacher: Joel Turvey

### Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

- Our hearts and desires may be pure and positive
- We will feel loved and show love to others in our school and in our families
- We will seek to grow in our understanding of all that is around us
- By living our school values and having a wealth of opportunities we will find joy and live a more fulfilled life

The vision of the school, along with the values, attributes and capacities we seek to instil, form the foundation and the rationale behind our decisions, policies and procedures as we strive to inspire the hearts and minds of all who work and learn in our school community.

**Values:** wisdom, compassion, thankfulness, courage, forgiveness, justice, truthfulness

**Attributes:** creativity, reasoning, comprehension, curiosity, perseverance, collaboration, knowledge

**Capacities:** exercise imagination and creativity. appreciate beauty in the world, be alive to experiences of awe and wonder, be intrigued by mystery, be aware that many things transcend us, appreciate and be thankful for what is good in life, show generosity towards others, be self-aware, empathise with the experiences of others, love and care for ourselves, believe in our potential to achieve, find inner strength and resilience when facing challenges, be comfortable with stillness and silence, be willing to take risks, reflect and learn from success and failure, be ready to say sorry when mistakes are made and be willing to forgive others, be open minded and curious when exploring life's big questions

Our School Development Plan sets out our agenda to enhance, further develop and review how we instil in our pupils the values, attributes and cultural capital they need to lead successful and fulfilled lives, now and in the future.

## Context

There are 117 pupils on roll across five classes. Two classes are mixed. Reception and year 1 are combined. Year 3 and 4 are also combined. 15 pupils in the school receive additional learning support as a result of SEN or suspected SEN. 6 pupils are in receipt of Free School Meals. The school receives additional pupil premium funding for 10 pupils. From September the school also launched a pastoral and well-being support program.

Staffing has remained steady with one teaching being on maternity leave. This has been covered by an ECT who has been employed full-time.

The school provided additional tuition for 6% of its pupils in the summer term of 2022 and this had a positive impact. Disadvantaged pupils (ever 6) made twice the progress as the school average in the last academic year.

The school performed above the national and county average in the KS2 assessments in 2022 in Reading, SPAG, writing and mathematics, despite there being over 25% SEN in this year group, with 20% of pupils supported through an EHCP. 40% of pupils achieved greater depth in reading.

73% of pupils in year 2 were working at the expected standard at the end of the year. This is 7% lower than 2019. However, it is difficult to determine the significance of the impact of the pandemic on these results and the disrupted nature of this year groups transition to school.

72% of pupils passed the phonics screening check at the end of year 1. This is almost 20% lower than 2019. Both the nature of the specific pupils and their needs and the closures resulting from the pandemic have caused this. The school launched Little Wandle Letters and Sounds in September 2021 and fully implemented the associated reading scheme in January 2022 and the impact of this on pupil progress has been positive, although staff have been developing the associated strength of practice. All pupils who had not passed the screening check in 2020-2021 and who were in year 2 went on to pass. From September 2022 we have total alignment to this scheme and the associated resources. From September 2023, we will begin the rapid catch up program for year 2.

Due to fluctuations in numbers each year, the current class setup is not aligned with school curriculum for year 1. This means that we will take a flexible approach to grouping which will allow year 1 and 2 to learn together for history, geography and science. This will ensure that sequences of learning are followed and that pupils gain the knowledge to move onto the next steps in these subject areas.

The curriculum and reading have been significant areas of development in recent years and the positive impact of these developments can be seen in reading results and vocabulary development.

Structures of management are secure. The headteacher has been seconded part-time to support Bayton CE Primary School from January 2023. CS has taken on the role as Head of school to enable this.

## Priorities for development (2022 – 2023)

### **Priority 1:** To enhance subject leadership to achieve curriculum excellence within the context of a small school with mixed year group classes

Overseen by Joel Turvey

Action & outcome for pupils	Actions/How?/When?/By who?	Date/Impact/Evidence/further actions
<p>The curriculum is clearly and coherently mapped in all subjects and year groups</p> <ul style="list-style-type: none"> <li>Pupils learning will have a clear sequence</li> <li>Pupils will develop knowledge which is designed and coherently mapped</li> <li>Lessons will be planned with the knowledge of prior learning expectations</li> </ul>	<ul style="list-style-type: none"> <li>Completed sequenced mapping for history JT, science JT, art ZP</li> <li>Updated subject policies completed by October half-term sent to JT and on the website.</li> <li>Subject development plans completed by October half-term shared with teachers at staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>October 2022 – Mapping for science and art for this year completed and shared.</li> <li>October 2022 – all subject policies updated by subject leaders and published.</li> <li>November 2022 Subject development plans completed and time allocated in staff meetings throughout the autumn term to communicate these.</li> <li>Dec 2022 – Jenny Buckley review of the science curriculum with JG and JT</li> <li>Autumn term monitoring feedback shared during staff meeting</li> <li>January/Feb 2023 – Subject DP meetings schedule in staff meeting to evaluate progress.</li> </ul>
<p>The EYFS curriculum clearly and coherently lays the foundation for development across the school</p> <p>Led by Caroline Lightfoot</p> <ul style="list-style-type: none"> <li>Pupils are prepared for Year 1 learning</li> <li>The EYFS curriculum clearly progresses children onto the KS1 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>CL to liaise with subject leaders to ensure that all subjects include the expected substantive and disciplinary knowledge at the end of EYFS autumn term</li> <li>CL to develop deeper understand of continuous provision and how this is fed/responds by/to the curriculum for TAs – TW, ML and TB</li> </ul>	<ul style="list-style-type: none"> <li>EYFS network meetings conducted in Au1, Au2, and Sp1 to included Bayton and feeder pre-schools</li> <li>Aut – monitoring evidence</li> <li>Aut – Geography, history and science content coverage and sequence of learning</li> <li>Dec/Jan – Gill Deakin WCF evaluation of EYFS and support meeting with CL to develop practice.</li> <li>1<sup>st</sup> March – CL course on EYFS prep for OFSTED</li> <li>Staff meeting review on EYFS curriculum in foundation subjects to show progression through knowledge</li> </ul>
<p>Subject leaders are following the framework outlined in the subject leadership handbook</p> <ul style="list-style-type: none"> <li>Pupils receive high quality learning</li> <li>Pupils are challenged to think more</li> </ul>	<ul style="list-style-type: none"> <li>The subject leadership handbook completed and shared with all staff. This sets clear expectations of subject leaders. JT</li> <li>Teaching staff are allocated/request time to</li> </ul>	<ul style="list-style-type: none"> <li>October 2022 – All subject leaders given a focused target in PM linked to subject development.</li> <li>October 2022 – Subject leadership framework produced collaboratively and shared with teaching staff.</li> </ul>

<p>deeply</p> <ul style="list-style-type: none"> <li>Pupil outcomes are monitored across the curriculum</li> <li>The curriculum is adapted to meet the needs of students</li> </ul>	<p>ensure they meet the criteria outlined and that their subject is suitably driven to ensure the best practice is on offer across the school.</p> <ul style="list-style-type: none"> <li>Governors are allocated a subject and the monitoring schedule is shared with them.</li> </ul> <p>Governors are enabled to visit the school and conduct review/scrutiny of subject areas.</p>	<p>Jan 2022 – Teachers to reach out to governors to schedule a monitoring visit</p> <p>Autumn term – monitoring of the curriculum and teaching and learning shows strong pupil engagement and progression through the curriculum.</p> <p>February – SEN deep dive across all subjects in key children – are they accessing and thriving? Notes shared by LH</p> <p>March – CS audit of e-portfolios and feedback given to staff in staff meeting.</p> <p>April – pupil progress meetings completed.</p> <p>April - assessment data monitoring completed</p>
<p>Subject policies are up to date and are followed so that practice reflects the strategy outlined</p> <ul style="list-style-type: none"> <li>Pupils learning is clear and design to achieve designed endpoints</li> <li>Teachers provide high quality lessons as they have the resources and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Subject policies shared with all staff in staff meeting (autumn term).</li> <li>Learning walks conducted by subject leads in line with monitoring schedule to ensure that subjects are being taught in line with the specified policies.</li> </ul>	<p>October 2022 – Subject policies up to date and published</p> <p>Nov 2022 – Subject development plans completed</p> <p>Autumn term – English, maths learning walks conducted. Feedback shared in staff meeting.</p> <p>Jan 2022 – CS displays learning walk conducted and feedback discussed.</p>
<p>Subject development plans are shared with teaching staff and identify the central areas for development within this academic year for their subjects</p> <ul style="list-style-type: none"> <li>The quality of learning improves and pupils know more and remember more</li> </ul>	<ul style="list-style-type: none"> <li>Subject development areas discussed and shared during Autumn 1 staff meetings.</li> <li>Key targets in performance management set to align with subject development areas and the school development plan – particularly UPS teachers.</li> </ul>	<p>Nov 2022 – All subject plans reviewed in staff meetings to discuss the direction of focus (except art).</p> <p>Jan 2022 – Geography, PSHE and DT plans reviewed.</p> <p>Jan 2022 – review coaching meeting conducted by JT with teaching staff/subject leaders.</p> <p>April – Appraisal reviews completed and subject development on track</p>
<p>Subjects are monitored by subject leaders in line with the monitoring schedule and appropriate time is provided for feedback and the development of subject areas.</p> <ul style="list-style-type: none"> <li>Improved quality of pupil learning and retention</li> <li>Improved curriculum which identifies and meets the needs of pupils</li> </ul>	<ul style="list-style-type: none"> <li>All subjects allocated time during staff meetings for evaluation and development.</li> <li>Subjects assessed, monitored and reported on with clear feedback provided in line with the monitoring schedule.</li> <li>Feedback time is allocated in staff meeting</li> </ul>	<p>Dec 2022 – School monitoring completed. See monitoring reports</p> <p>Jan 2022 – Governors need more encouragement to monitor – subject leaders to reach out to allocated governor. Shared at staff meeting 1<sup>st</sup> Feb.</p> <p>March – Assessment governor visit completed with JG</p> <p>Spring term – see monitoring reports and SEN pupil review</p>
<p>Subject leaders can articulate a clear vision for their subject at the school and how this subject</p>	<ul style="list-style-type: none"> <li>Subject policies completed.</li> <li>Monitoring schedule followed</li> </ul>	<p>Nov 2022 – Subject policies completed and published.</p> <p>Autumn – Monitoring completed and feedback given in staff</p>

<p>feeds into the school's vision. They can explain how their subject is implemented and how they know that implementation is successful.</p> <ul style="list-style-type: none"> <li>Improved pupil outcomes resulting from improved curriculum and unity of vision</li> </ul>	<p>- Feedback provided and acted upon.</p>	<p>meetings.</p> <p>Dec 2022 – Pupil voice demonstrates deepening understanding and use of vocabulary.</p> <p>February – Deep dive practice postponed due to snow</p>
<p>Assessment is used across the curriculum to monitor standards, enable teachers and subject leaders to monitor retention and to adapt teaching to ensure lessons are appropriately pitched and meet the needs of pupils, thus raising standards of learning.</p> <ul style="list-style-type: none"> <li>Improved pupil learning outcomes</li> <li>Pupils know more and remember more</li> <li>Teachers use assessment to inform planning and adapt interventions</li> <li>Pupils receive targeted and timely support with misconceptions.</li> </ul>	<p>- Class teachers to conduct the vocabulary quizzes (geography and history) every half-term and record scores on insight – (year 1 &amp; 2 results not quantified by checked as aspect of work scrutiny).</p> <p>- Science standardised test introduced for y2 – y6</p> <p>- JT to monitor vocabulary quiz results each half-term.</p> <p>- PE assessments for each unit completed on getset4pe – assessed against the core unit objectives. CL to monitor results and consider adaptations to planning accordingly.</p> <p>- Big maths calculation assessment completed weekly and marked to inform diagnostic future planning.</p> <p>- AR star reading used each half-term and diagnostic reports included in the reading diaries of those in the lowest 20% to target daily development priorities.</p> <p>- Writing diagnostic assessment conducted each half-term and used to update and informed planning and target setting.</p> <p>- RE teacher assessment completed each half-term.</p> <p>- Standardised assessments completed in year 2 – year 6 each term in SPAG, maths and reading comprehension.</p>	<p>December 2022 – Progress meetings conducted and recorded in Insight. All pupils cover and actions put in place.</p> <p>December 2022 – Standardised assessments completed for SPAG, reading, writing, science and maths and used to inform discussions and actions in progress meetings.</p> <p>Jan 2022 – PE assessments monitored to ensure new system being utilised.</p> <p>December 2022 – JT check on vocab data showed gaps for y5&amp;6 followed up and quiz data added.</p> <p>December 2022 – Marking and feedback policy reviewed inline with research and discussed in staff meeting.</p> <p>February 2022 – Marking and feedback policy final review and publication to ensure pupils get careful and thoughtful feedback on learning.</p> <p>March – Spring term assessments completed</p> <p>April – Pupil progress meetings completed – see updates on insight</p>

**Priority 2:** Implement a clear and systematic strategy and procedure to safeguard children, offer early

# help to families and mental health support aligned with the 8 principles of well-being

Overseen by Claire Shelley

Action & outcome for pupils	Actions/How?/When?/By who?	Date/Impact/Evidence
<p>A whole school approach is clear communicated to key stakeholders and all understand their role with regards to safeguarding children.</p> <ul style="list-style-type: none"> <li>Pupils needs will be identified and school will take action to support families in difficulty</li> <li>Staff are clear about the action school can take and systems school has in place to support and offer support.</li> </ul>	<ul style="list-style-type: none"> <li>All governors to complete their safeguarding training and can hold the school to account on the management of safeguarding.</li> <li>CS to produce Early Help offer which includes details of support for children's mental health support.</li> <li>CS to provide clarity for staff on what resources are available to support pupils in school with stage 2 of the offer.</li> </ul>	<p>5.9.22 – whole school staff training. Discussion centred on our whole school approach to safeguarding children.</p> <p>20.9.22 – Motional screening completed across the school</p> <p>Spring term – weekly seven minute briefings included - see staff meeting minutes</p> <p>Autumn term – staff meeting minutes – reflection on pupil's progress</p> <p>April 2023 – Happy lunches launch</p>
<p>A clear early help offer is available on the website and key staff understand that actions that school can take to intervene and support.</p> <ul style="list-style-type: none"> <li>Staff and families are aware of the offer that can be made by school.</li> <li>Pupil well-being will improve as families are supported when in difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>CS to oversee pastoral support programs by TB.</li> <li>CS to implement motional screening to systematically identify pupils who are facing specific challenges and ensure action is taken in line with systematic plans.</li> <li>JT to look at the provision of resources to support with mental health.</li> <li>ZR to lead a pupil well-being group, who are trained to offer peer support in building resilience and overcoming challenges.</li> </ul>	<p>Sept 2022 – TB completed FSW training with WCF</p> <p>Dec 2022 – updated early help offer carefully planned and published.</p> <p>Jan 2023 – TB is engaging with families to support them and their pupils.</p> <p>Jan 2023 – Positive feedback given by CS linked to motional screening re children and families receiving support.</p> <p>Feb 2023 – TB, LH, CS meeting held to refocus resources and ensure provision is suitable.</p> <p>March – TB parental meetings conducted</p>
<p>A clear strategy for monitoring pupil well-being is in place and systematic action is taken to intervene through pastoral support or referral where needs are identified.</p> <ul style="list-style-type: none"> <li>Pupil's well-being needs are identified and action is taken to support those pupils.</li> </ul>		<p>Oct 2022 – All pupils screened using motional</p> <p>Oct 2022 – Pastoral support provision established with TB.</p> <p>Nov 2022 – Renewed Early Help offer published on the website</p> <p>January 2022 – CS provided an update on progress measures for motional. Staff talked about targeted children who we can see approaching school life more positively.</p> <p>January 2023 – Whole school approach to safeguarding reviewed by Jenny Buckley and Marine Mugnier. This was also shared with staff and published on the school website.</p> <p>March – motional screening updates completed and feedback given to staff in staff meeting</p>
<p>Pupil's mental health and well-being is positive</p> <ul style="list-style-type: none"> <li>Pupils are able to focus on learning in</li> </ul>		<p>January 2022 – Progress with mental health challenges discussed.</p> <p>Key pupils making measurable progress as a result of actions taken.</p>

<p>school as their other needs are met.</p> <ul style="list-style-type: none"> <li>Pupils can focus on learning in school because they feel positive and well.</li> </ul>		<p>Some challenges ongoing, but we are aware of them.</p> <p>December 2022 – Monitoring of learning shows strong engagement and positive progress amongst targeted children.</p> <p>Spring term – monitoring of learning shows positive engagement.</p> <p>March – SEN case review shows that mental health is in some cases a greater barrier to learning than SEN with specifically reviewed pupils.</p> <p>April 2023 – Launch of happy lunches from Steve – engaging pupil voice</p> <p>May 2023 – Training on trauma informed and PACE with Emma Condliffe (ed psych)</p>
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### Priority 3: To enhance teaching practice to maximise pupil learning and retention

Overseen by Joel Turvey, Jo Gregory, Lauren Hughes and Caroline Lightfoot

Action & outcome for pupils	Actions/How?/When?/By who?	Date/Impact/Evidence
<p>Staff are trained in and understand and implement strategies outlined in teaching walkthrus</p> <ul style="list-style-type: none"> <li>Pupils receive high quality teaching across the curriculum</li> <li>Pupils learn more and remember more</li> <li>Pupils make strong connections between their learning</li> </ul>	<ul style="list-style-type: none"> <li>JT to engage staff in teaching walkthrus Summer 2022</li> <li>October the 31<sup>st</sup> training day to focus on best practice for aiding retention and delivering high quality and consistent teaching.</li> <li>CL to detail best practice in terms of continuous provision in the EYFS policy and provide training for TAs and colleagues in continuous provision.</li> <li>CL to detail how the curriculum and continuous provision work together to ensure the best outcomes for pupil learning.</li> <li>JT to ensure that performance management increases the competence and skill of teachers in the classroom by engaging staff and directing staff to research and literature which can be applied in the school and is consistent with practice at Abberley.</li> <li>JT to ensure the sequencing of the curriculum</li> </ul>	<p>Sept 2022 – Walkthrus training delivered to staff and curriculum policy updated to outline expectations within each lesson linked to this.</p> <p>Oct 2022 – All staff targeted to develop practice in a specific area of walkthrus.</p> <p>Jan 2022 – Reflection and coaching meetings held linked to targeted objectives.</p> <p>Jan 2023 – BH led staff training on retrieval and strategies implemented into the renewed marking and feedback policy</p> <p>Feb 2023 – Marking and feedback policy added to the website and shared with governors</p> <p>26<sup>th</sup> April 2023 – CS monitoring feedback on behaviour and relationships shared in staff meeting along with training.</p> <p>April 2023 – Steve from Happy lunches visit.</p>
<p>The EYFS curriculum and year 1 curriculum are aligned to enable positive progress through this transition</p> <ul style="list-style-type: none"> <li>Transition to year 1 is balanced and avoids a significant jump from EYFS.</li> </ul>		<p>Dec 2022 – CL and JT met to look at key vocabulary taught in history, geography and science and adapting plans to ensure what was written down was happening in practice.</p> <p>Dec 2022 – Pupil progress meeting</p> <p>Jan – 2023 – Mid-point coaching meeting with JT CL</p>



<p>Teaching staff have outlined and have developed expertise in a specific area and share this expertise with colleagues</p> <ul style="list-style-type: none"> <li>Improved subject specific expertise. Thus enhancing the quality of learning for pupils.</li> </ul>	<p>is clear and that all staff understand and have the capacity to teach curriculum areas.</p> <ul style="list-style-type: none"> <li>Teachers allocated to teach areas of strength.</li> <li>Spring term opportunity to peer observations to reflect on teacher development pedagogy priorities and provide feedback to each other on this practice.</li> <li>Vocabulary is detailed in planned sequences of learning as is substantive and disciplinary knowledge.</li> </ul>	<p>Oct 2022 – Key targets set</p> <p>Dec 2022 – Mastering primary history, geography and science books purchased and staff targeted to read these and play learning. Staff meetings scheduled to share feedback.</p> <p>Jan 2023 – targets reviewed and discussed – coaching sessions</p> <p>Feb – April – Staff training led by teachers linked to focus area</p> <p>April 2023 – Behaviour &amp; relationships CS led training</p> <p>April 2023 – midpoint coaching sessions with all staff</p>
<p>Teaching practice is developed through coaching and a desire to improve.</p>		<p>Jan 2022 – coaching session conducted to discuss development areas and recorded on appraisal record.</p> <p>April 2023 – Coaching sessions mid-point review</p>
<p>Key vocabulary is planned in advance and discretely taught, revised and tested to demonstrate pupil's developing knowledge and retention.</p> <ul style="list-style-type: none"> <li>Pupils recall and apply vocabulary.</li> <li>Pupils know more and remember more over time.</li> <li>Pupils understand the bigger picture of the curriculum.</li> </ul>		<p>Oct 2022 – Key learning sequences in foundation subjects outline vocabularic development</p> <p>Jan – Feb 2023 – staff meetings revisit subject development planning and share updates against plans – see staff meeting minutes.</p> <p>Jan 2023 – Marking policy collaborative update with an increased focus on vocabulary as the key assessment element</p> <p>Jan 2023 – Vocab quizzes completed in KS2</p> <p>Feb 2023 – Long term planning shared with KS2 pupils so they can see the subject journey they will go on and make connections between subjects.</p> <p>April 2023 – Pupil progress meetings reflected on knowledge/vocabulary retention in quizzing.</p>
<p>The curriculum is organised so that key concepts are revisited and built upon in a coherently sequenced manner (spiral curriculum).</p> <ul style="list-style-type: none"> <li>Pupils know more and remember more.</li> <li>Teachers planning has clarity.</li> </ul>		<p>Autumn term – monitoring schedule outcomes and staff feedback meetings.</p> <p>Dec 2022 – Science curriculum review JG, JB, JT</p> <p>Spring term – learning monitoring</p>
<p>Lesson objectives are precise and teaching is clear and enables pupils to demonstrate the key learning steps</p> <ul style="list-style-type: none"> <li>Pupils understand exactly what it is they are learning</li> <li>Learning is precisely pitched and sequence to enable pupils to make the</li> </ul>		<p>Aut – Autumn term monitoring completed and feedback given. This is secure in most areas. Seeing monitoring notes.</p> <p>Oct 2022 – Lesson observation feedback monitoring</p> <p>Aut term – Learning walk monitoring</p> <p>Spring term – learning walk monitoring</p>



best progress		
<p>Pupils with barriers to learning associated with SEN make positive progress from their starting point.</p> <ul style="list-style-type: none"> <li>• SEN pupils are able to access learning</li> <li>• SEN pupils make positive progress from their starting point</li> </ul>	<ul style="list-style-type: none"> <li>- Class teachers are aware of all pupils with SEN and adapt teaching style and resources to cater for their needs.</li> <li>- Pupils received targeted support through provision mapping which is readily reviewed.</li> <li>- External agency, support and funding are sought early to enable the best chance of pupil success.</li> </ul>	<p>Dec 2022 – Pupil progress meeting – see notes on insight. SEN pupils a particular focus of these discussions.</p> <p>Jan 2023 – SEN pupil voice session – see LH notes</p> <p>Jan 2023 – 10/12 KS2 pupils have made +1 year reading progress since the summer term 2022.</p> <p>Feb 2023 – SEN case study review in staff meeting. Are SEN children accessing the full curriculum</p> <p>April 2023 – Pupil progress meetings on insight</p>
<p>Provision maps for those on the SEN register are kept up to date and utilised to enhance and review provision</p> <ul style="list-style-type: none"> <li>• SEN pupils make secure progress</li> <li>• SEN pupils overcome prior misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>- JG and LH to ensure provision maps are updated by those conducting provision.</li> <li>- Provision to be clearly and coherently timetabled.</li> <li>- JG/LH to monitor the SEN intervention provision and seek CPD opportunities for those involved to maximise impact.</li> <li>- JT/LH to seek external support for pupils identified through the plan, do and review cycle.</li> </ul>	<p>Dec 2022 – Staff meeting provision map training by LH</p> <p>Jan 2022 – Follow up provision map discussion LH with key dates added to the school diary.</p> <p>Jan 2022 – SEN pupil voice conducted. See monitoring report.</p> <p>Feb 2023 – LH delivered training on provision maps to staff during staff meeting- followed up again in March.</p> <p>March 2023 – Provision map audit demonstrates a chronology of strategies used to support pupils with identified SEN</p>
<p>External support is engaged early to minimise the barriers to learning for pupils with SEN</p> <ul style="list-style-type: none"> <li>• Pupils are supported by school action to avoid a widening gap</li> </ul>		<p>Jan 2022 – SALT informal discussion with JT reflected on positive progress with Y2 pupil.</p> <p>Jan 2023 – Dyslexia Diagnosis funded for pupils and substantiated – actions enacted.</p> <p>March 2023 – LH review meeting with Daneille Banberger SIA</p> <p>March – EHCP referral submitted to WCF</p>

## Priority 4: To enhance the clarity, quality and consistency of teaching and learning in writing and reading

Overseen by Rebecca Harvey

Action & outcome for pupils	Actions/How?/When?/By who?	Date/Impact/Evidence
Text/genre development is mapped and communicated with staff – the knowledge that the children develop each half-term is clear and coherent	<ul style="list-style-type: none"> <li>- Curriculum mapping for reading comprehension and writing completed and shared with all staff – Autumn 1</li> <li>- Writing assessments to demonstrate the very</li> </ul>	<p>Oct 2022 – content mapped – see English content coverage</p> <p>14.11.2022 – BH English learning walk notes</p> <p>30.11.2022 – BH and JT pupil voice years 3-5</p> <p>April 2023 – Pupil progress meetings show strong progress in writing</p>

<ul style="list-style-type: none"> <li>Pupils are able to retain the key text and language features of text types</li> <li>Pupils learn more effectively and retain more</li> </ul>	<p>best writing of children and conducted each half-term.</p> <ul style="list-style-type: none"> <li>Teachers to feature draft and redraft opportunities regularly in lessons.</li> <li>Teaching children the skills to edit and improve their own work to feature regularly in lessons.</li> <li>Teachers to follow the agreed content coverage.</li> <li>Whole school reading period to be staffed and followed each morning.</li> <li>Assessment data monitoring and checked in line with the monitoring scheduled by BH, JT and JG</li> <li>CS to monitor phonics provision and ensure fidelity to Little Wandle Letters and sounds.</li> </ul>	April 2023 – Writing standardisation meeting
<p>The morning reading curriculum is clearly mapped and followed</p> <ul style="list-style-type: none"> <li>Pupils have clear routines and have the opportunity to explore a breadth of knowledge and writing genres</li> </ul>		<p>Oct 2022 – informal book review and discussion with Jane Howard and Tim Reid</p> <p>Nov 2022 – English learning walk monitoring</p> <p>Nov 2022 – English pupil voice monitoring</p>
<p>A whole school reading period is utilised to teach reading skills for thirty minutes each morning</p> <ul style="list-style-type: none"> <li>Pupils have clear routines which maximise learning</li> <li>Pupils reading is secure because it is systematically taught, allowing access to other areas of the curriculum.</li> </ul>		<p>Oct 2022 – informal book review with JH and TR evidenced consistent and regular approach</p> <p>Nov 2022 – Reading sessions reduced to 3 for KS2 Grammar and punctuation introduced for the other two morning sessions.</p> <p>December 2022 – Pupil progress meeting</p> <p>January 2023 – JT informal monitoring</p> <p>April 2023 – Pupil progress meetings</p>
<p>Assessment data demonstrates that pupils are making expected progress or better in the development of reading skills</p> <ul style="list-style-type: none"> <li>Enhanced writing skills for pupils</li> <li>Better creative and communication skills</li> </ul>		<p>Dec 2022 – Reading progress meetings highlighted the positive outcomes of these sessions.</p> <p>Jan 2022 – Y6 early reading data is stronger than usual, suggesting impact of the provision.</p>
<p>Standards of writing are improving at the expected level each half-term.</p>		<p>Oct 2022 – Writing standardisation</p> <p>Dec 2022 – Writing standardisation</p> <p>Dec 2022 – Pupil progress meetings</p> <p>February – Writing standardisation</p> <p>April – Pupil progress meetings – see insight updates</p>

## Priority 5: To improve pupil's accuracy and speed of recall in their times tables

Overseen by Joanne Gregory

Action & outcome for pupils	Actions/How?/When?/By who?	Date/Impact/Evidence
<p>A clear learning sequence is being used to develop the speed and accuracy of recall</p> <ul style="list-style-type: none"> <li>Pupils will have secure recall of their timetables, allowing greater access to</li> </ul>	<ul style="list-style-type: none"> <li>JG pupils have a baseline score on TTRS by the end of September.</li> <li>JG to ensure that the beat it aspect of Big maths is fully implemented.</li> </ul>	<p>14.11.22 – JG maths learning walk</p> <p>Dec 2022 – Maths book review JG</p> <p>Dec 2022 – JG studio games monitoring</p>

other areas of the maths curriculum.	<ul style="list-style-type: none"> <li>- Class teachers to monitor progress in times table recall and to plan intervention opportunities for those struggling with retention.</li> <li>- Class teachers to features times tables/counting or number fact recall at the start of each maths lesson.</li> <li>- JT to monitor maths provision and ensure times tables are prioritised.</li> <li>- JG to monitor data in maths and review progress made.</li> <li>- Class teachers to apply pedagogy developed through the walkthrus CPD to enhance and enable pupil's ability to recall.</li> </ul>	
<p>Times table recall is a feature of every maths lesson</p> <ul style="list-style-type: none"> <li>• Pupils will recall and remember mathematics knowledge</li> </ul>		<p>Jan 22 – TT rock stars improvement noted in staff meeting – reminder re studio games.</p> <p>April/May 2023 – Pupil progress meeting</p>
<p>A variety of memory strategies are used to enable and enhance pupil recall</p> <ul style="list-style-type: none"> <li>• Pupils will recall and remember mathematics knowledge</li> </ul>		<p>Jan 2022 – remind re retrieval focus – added to feedback policy</p>
<p>Pupils make accelerated progress in their recall of times tables as evidenced in TTRS and the Y4 check.</p>		<p>Oct 2022 – Lesson observations</p> <p>Jan 2023 – Noted in staff meeting</p> <p>April 2023 – JG maths monitoring</p>