

School Development and Improvement Plan

REVIEW

September 2020

	Target Achieved		Working Towards		Not Achieved
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Action Plan Title: QUALITY OF EDUCATION

Target	Actions Taken	Impact	Evidence																																																																																																
<p>1. Raise the percentage of pupils achieving Expected in RWM attainment across the school (particularly RW at KS1 and WM at KS2)</p> <p>See separate Raising Attainment Plan</p> <p>There was no end of year data due to the national school closure.</p>	<p>Ensure high quality and challenging teaching in all year groups. Monitoring of practice by all coordinators to ensure continued high provision. This can then be verified through observations of lessons with other external/cluster head teachers.</p> <p>Hold termly pupil progress meetings to track attainment and hold teachers to account for their class milestones.</p> <p>Whole School Performance Management target to raise attainment in RWM all class-based teaching staff.</p> <p>Use intervention/mop up strategies in class to support and improve the understanding of those children that find Maths/English topics challenging. Promote and celebrate pupils' work on our relevant website areas.</p> <p>Work collaboratively with other schools which show consistently strong attainment. (Broad Horizons schools collaborative work)</p> <p>Seek further CPD on improving attainment, particularly in Maths (fluency, reasoning and multiplication and division).</p> <p>Super Readers approach enables pupils to individually achieve for regularly reading each week.</p> <p>Develop a greater culture of reading for pleasure.</p> <p>Whole school performance management target to improve RWM attainment.</p> <p>Writing curriculum improvements gives a stronger structure and purpose for pupils to write. Writing to Perform, Writing to Entertain, Writing to Persuade and Writing to Discuss.</p> <p>Storytime Phonics gives more consistency and stronger quality of provision.</p>	<p>KS1 2018 Reading 67% Writing 67% Maths 73% KS1 2019 Reading 73% Writing 67% Maths 80% KS1 RWM combined 2018 63% - 2019 63%</p> <p>KS2 2018 Reading 94% Writing 74% Maths 68% KS2 2019 Reading 60% Writing 73% Maths 83% KS2 RWM combined 2018 61% - 2019 53%</p> <p style="text-align: center;"><u>In School Data by Subject (Spring 20)</u></p> <p>Reading</p> <table border="1" data-bbox="1059 624 1749 826"> <thead> <tr> <th>Year Group</th> <th>Attainment Previous KS</th> <th>Previous Term Expected + (+PITA 4)</th> <th>Current Expected + (+PITA 4)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td>33%</td> <td>79%</td> </tr> <tr> <td>1</td> <td>93%</td> <td>74% (100%)</td> <td>74% (100%)</td> </tr> <tr> <td>2</td> <td>86.7%</td> <td>87% (90%)</td> <td>87% (90%)</td> </tr> <tr> <td>3</td> <td>87%</td> <td>77% (93%)</td> <td>73% (92%)</td> </tr> <tr> <td>4</td> <td>67%</td> <td>74% (94%)</td> <td>80% (93%)</td> </tr> <tr> <td>5</td> <td>83%</td> <td>67% (97%)</td> <td>70% (83%)</td> </tr> <tr> <td>6</td> <td>80%</td> <td>57% (87%)</td> <td>57% (87%)</td> </tr> </tbody> </table> <p>Writing</p> <table border="1" data-bbox="1059 895 1749 1098"> <thead> <tr> <th>Year Group</th> <th>Attainment Previous KS</th> <th>Previous Term Expected + (+PITA 4)</th> <th>Current Expected + (+PITA 4)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td>43%</td> <td>79%</td> </tr> <tr> <td>1</td> <td>83%</td> <td>77% (97%)</td> <td>77% (97%)</td> </tr> <tr> <td>2</td> <td>83.3%</td> <td>83% (90%)</td> <td>83% (90%)</td> </tr> <tr> <td>3</td> <td>77%</td> <td>64% (93%)</td> <td>71% (87%)</td> </tr> <tr> <td>4</td> <td>67%</td> <td>67% (90%)</td> <td>67% (90%)</td> </tr> <tr> <td>5</td> <td>80%</td> <td>76% (96%)</td> <td>77% (90%)</td> </tr> <tr> <td>6</td> <td>77%</td> <td>50% (87%)</td> <td>50% (87%)</td> </tr> </tbody> </table> <p>Maths</p> <table border="1" data-bbox="1059 1166 1749 1369"> <thead> <tr> <th>Year Group</th> <th>Attainment Previous KS</th> <th>Previous Term Expected + (+PITA 4)</th> <th>Current Expected + (+PITA 4)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td></td> <td>83%</td> <td>86%</td> </tr> <tr> <td>1</td> <td>97%</td> <td>76% (100%)</td> <td>76% (100%)</td> </tr> <tr> <td>2</td> <td>90%</td> <td>83% (90%)</td> <td>83% (90%)</td> </tr> <tr> <td>3</td> <td>87%</td> <td>75% (94%)</td> <td>68% (94%)</td> </tr> <tr> <td>4</td> <td>73%</td> <td>64% (94%)</td> <td>77% (94%)</td> </tr> <tr> <td>5</td> <td>80%</td> <td>69% (89%)</td> <td>70% (87%)</td> </tr> <tr> <td>6</td> <td>77%</td> <td>67% (87%)</td> <td>67% (87%)</td> </tr> </tbody> </table>	Year Group	Attainment Previous KS	Previous Term Expected + (+PITA 4)	Current Expected + (+PITA 4)	R		33%	79%	1	93%	74% (100%)	74% (100%)	2	86.7%	87% (90%)	87% (90%)	3	87%	77% (93%)	73% (92%)	4	67%	74% (94%)	80% (93%)	5	83%	67% (97%)	70% (83%)	6	80%	57% (87%)	57% (87%)	Year Group	Attainment Previous KS	Previous Term Expected + (+PITA 4)	Current Expected + (+PITA 4)	R		43%	79%	1	83%	77% (97%)	77% (97%)	2	83.3%	83% (90%)	83% (90%)	3	77%	64% (93%)	71% (87%)	4	67%	67% (90%)	67% (90%)	5	80%	76% (96%)	77% (90%)	6	77%	50% (87%)	50% (87%)	Year Group	Attainment Previous KS	Previous Term Expected + (+PITA 4)	Current Expected + (+PITA 4)	R		83%	86%	1	97%	76% (100%)	76% (100%)	2	90%	83% (90%)	83% (90%)	3	87%	75% (94%)	68% (94%)	4	73%	64% (94%)	77% (94%)	5	80%	69% (89%)	70% (87%)	6	77%	67% (87%)	67% (87%)	<p>In-School data National Data External Data</p>
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	<p>Online provisions to be used and promoted regularly. Spag.com, Times Tables Rock Stars and Hit the Button to increase learning outside of classroom. Elements of Cooperative Learning to be used, primarily in Maths, to improve the pupils understanding and reasoning, fluency and to enable pupils to be more active whilst learning.</p> <p>Ten in Ten or Five in Five are pacy learning tasks. All pupils tackling the same task using resources to differentiate the learning.</p> <p>Attack Read/Spell to tackle spelling ability, word recognition, handwriting, grammar and punctuation, dictation, etymology and phonics.</p> <p>Revised curriculum enables pupils to be immersed in a greater depth of subject content and utilising skills in a cross-curricular manner.</p> <p>Revised Guided Reading approach to be more in tune with the skills tested in Statutory Tests.</p> <p>Ensure QLA documents are used as analyses to identify areas of curriculum which need to be focused on for specific cohorts.</p>		
<p>2. Raise the percentage of pupils achieving Greater Depth/Higher Standard in RWM attainment across the school, particularly in Year 2 and Year 6.</p> <p>See separate Raising Attainment Plan</p> <p>There was no end of year data due to the national school closure.</p>	<p>Ensure high quality and challenging teaching in all year groups.</p> <p>Hold termly pupil progress meetings to track attainment and hold teachers to account for their classes.</p> <p>Whole School Performance Management target to raise attainment in RWM all class-based teaching staff.</p> <p>Links with ENSFC to enable specialist students and/or teaching staff to work with our most able pupils to further extend their learning.</p> <p>Look at joint ventures with independent schools/National Quiz competitions.</p> <p>Attend further CPD around identifying elements required to enable pupils to achieve higher standard/greater depth.</p>	<p>KS1 2018 Reading 17% Writing 0% Maths 13%</p> <p>KS1 2019 Reading 13% Writing 7% Maths 13%</p> <p>KS1 RWM combined 2018 0% - 2019 3%</p> <p>KS2 2018 Reading 32% Writing 6% Maths 26%</p> <p>KS2 2019 Reading 17% Writing 10% Maths 17%</p> <p>KS2 RWM combined 2018 6% - 2019 0%</p>	<p>In-School data Pupil Progress Meetings</p>

<p>3. To ensure foundation subject assessments are more synchronized with the revised curriculum being taught.</p>	<p>Subject leaders to work together and independently to finalise the knowledge and skills of each subject. This will enable a strong progression of key skills and how information year on year is revisited and built upon. Enable release time/directed time to achieve this.</p> <p>KN/BY to monitor that there is progression of key skills and full content coverage of the curriculum across the subjects.</p> <p>Subject leaders to adjust foundation assessments for curriculum changes accordingly, using the knowledge and skills created.</p> <p>Subject leaders to continue to monitor the impact of the revised curriculum on the attainment of the pupils. Subject leaders understand the percentage of pupils in each class at an Expected (+) standard.</p> <p>Conduct regular lesson observations and learning walks in order to ensure key elements are included in each lesson and quality of provision is improved. Coverage is also understood.</p>	<p>System will allow for more effective and robust pupil progress and subject leaders meetings.</p> <p>More accurate teacher assessment judgements of pupil attainment in foundation subjects.</p> <p>Subject leaders conducting effective learning walks regarding the standard of teaching and learning in each class.</p>	<p>Lesson Observations</p> <p>Subject leader data sheet</p>
<p>4. To evolve our Spelling approach to enhance the understanding of curriculum spellings across the school.</p>	<p>Continue with Attack Read/Spell from Years 2-6 pupils to teach the, differentiated spelling patterns at their level and to enable them to taste success on a regular basis. However, children will now work more within their own peer groups using spelling patterns from the NC rather than a spelling scheme.</p> <p>Track the progress of pupils using the GLSWST across the year.</p> <p>Implement Spelling Bee for different abilities of spellers within the school. Link with other schools to expand competition.</p> <p>Re-launch volunteer readers' scheme to support reading and spelling development.</p>	<p>75% of pupils in each class have a spelling age in line with or above their chronological age.</p> <p>KS2 Spelling Scores will be in line with or above NA.(2019 GPS 90% EXP 32% HS)</p> <p>Spelling Assessments show steady improvement over the course of the year.</p>	<p>School tracking data analysis</p> <p>Benchmark of Phonics test to comparison to other tests throughout the year.</p> <p>GLSWST</p> <p>KS2 SATS</p>

	Attack Read/Spell programme to continue to assist the development of handwriting and punctuation/grammar understanding.		
5. To participate in the pilot for the Reception Baseline Tests.	A consistent baseline which can be correlated against all schools taking part in the pilot. This will give an accurate starting point for learning and may inform predictions for GLD in the summer term.	To implement the online baseline assessment for all Reception children as piloted by NFER. Children will initially be assessed in Literacy and when complete will be assessed in Mathematics using the materials provided. HT to ensure pilot successfully completed.	NFER Baseline Test results Staff Feedback
6. To prepare pupils effectively for the statutory Multiplication Tests.	<p>Inform parents of new tests for Year 4 pupils. Use DfE video on social media and information session/workshop. Are you smarter than an 8 year old?</p> <p>Re-launch TTRS to inspire pupils of all ages to tackle their times tables. Provide a competitive edge pupils against pupils/staff.</p> <p>Establish a Hall display to track progress and highest performers.</p> <p>Ensure Ten in Ten fluency sessions include regular multiplication questions.</p> <p>Hold competitions between schools to raise the profile.</p> <p>Ensure QLAs are being carried out as directed by Maths Lead. Do they show multiplication is a strength or area for improvement?</p>	<p>80% of Year 4 pupils pass Year 4 Multiplication check.</p> <p>80% of Year 3 prepared and able to understand 2, 5, 10, 3, 4 and 8 times tables.</p> <p>80% of Year 2 are able to solve 2, 5 and 10 times tables questions swiftly.</p> <p>70% of classes are engaging with TTRS.</p>	<p>In-school maths tracking data</p> <p>Children's maths books</p> <p>Pupil progress meeting notes</p>

<p>7 Further improve upon the quality of teaching across the curriculum in core and foundation subjects</p>	<p>Continue with Cooperative Learning approach, primarily in Maths and in the Junior classes to augment the quality of teaching, pace, questioning approach and engagement from pupils.</p> <p>Ten in Ten sessions are daily and enable arithmetic skills to be practised further, time management to be improved and mental recall to be strengthened.</p> <p>To improve fluency, reasoning and arithmetic problems utilise different CLIPs to enable pupils to discuss more regularly and solve them with stronger explanation. Cooperative Learning approach to increase the pace and provide pupils with greater opportunities to own their learning. CLIPs are applicable to all subjects and are to be used across subjects at the teachers' discretion and for some to be used in KS1.</p> <p>QLA to be used by all teachers regularly to identify areas for improvement. These have shown that fluency, particularly multiplication and division, as well as reasoning are areas for improvement, so CLIPS can be utilised to enhance pupil skills in these areas.</p> <p>Daily reading skills' sessions for each class to teach comprehension abilities, inference and deduction, as well as skills needed to develop a passion for reading.</p> <p>New Standardised Tests in Reading and Maths to track progress of pupils more in line with statutory tests.</p> <p>Seek further training where required to enhance staff skillset. Address all underperformance.</p> <p>Survey pupils/parents to ascertain whether they are enjoying the curriculum subjects.</p>	<p>Increase of questioning being discussed before being feedback to adults by pupils.</p> <p>All lesson observations to be at least good and show inclusion of all key initiatives implemented.</p> <p>Staff to meet agreed action points set from each formal round of observation and as a result show a rise in quality of provision.</p> <p>Pupil engagement will have risen, pace increased and pupil ownership over their own learning will be increased.</p> <p>Achieve a stronger approach to teaching all subjects.</p> <p>Action plans from subject leaders have been successfully achieved.</p> <p>Pupils and parents enjoy the curriculum on offer from survey results.</p>	<p>School assessment data</p> <p>Standardised test scores</p> <p>Pupil Books</p> <p>Pupil Surveys</p> <p>Lesson Observations</p>
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8. To ensure Reading attainment improves across the school. (See Raising Attainment Plan)	Implement reading comprehension/skills' session each day. Re-launch volunteer readers' scheme to support reading and spelling development. Pupil survey to ascertain how many like reading – baseline and again later in the year to determine improved opinion.	Reading attainment reaches 75% at the end of KS1 and KS2, as well as all other interim year groups. Attainment in reading shows strong progress over the year. Pupils show an increased love for reading.	Pupil surveys Attainment data Reading
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Overall impact:

Combining a lack of end of year data and national school closure prevents an accurate judgement of the impact had last year. A passion for reading was further embedded across the school with class novels regularly being read in each class an daily skills' sessions taking place. Storytime Phonics continued to be a great success. Teaching remains consistently good with any pockets of underperformance being swiftly addressed and supported. The implementation of Google Drive for planning to be uploaded each week remains a great asset. Curriculum breadth and coverage acknowledged by SIAMS and the pupils articulated that they enjoy learning at Homefield. Reception Baseline test was undertaken but this took a lot of time and produced very little useful and meaningful information. Years 3 and 4 pupils were given quality multiplication teaching in preparation for the check. Pupils were very skilled in their tables knowledge.

Next Steps:

Implement improved guided reading skills' sessions.

Ensure all subjects impart Diversity to the school.

Ensure foundation subject assessments are implemented to match the new Knowledge and Skills.

Implement a stronger writing programme, which provides a more effective grammar, spelling and punctuation toolkit - Implement detailed scaffolding for more able writers to achieve expected and greater depth standards more readily.

Percentage of achieving the Expected standard in RWM needs to be improved across the school (KS1 and KS2).

Percentage of achieving the Higher standard in RWM needs to be improved across the school (KS1 and KS2).

Ensure Learning Ladders provide quantifiable evidence needed to evidence whether SEND pupils are achieving across the curriculum.

Successfully implement new EYFS curriculum framework as an early adopter school.

Ensure Catch-Up funding is effectively spent to address gaps in learning.

Ensure Year 2 pupils are prepared for a Phonics Screening in Autumn term.

Ensure most disadvantaged pupils are able to access National Tutoring Programme.

Action Plan Title: PERSONAL DEVELOPMENT

Target	Actions Taken	Impact	Evidence
<p>1. To raise the aspirations of pupils.</p>	<p>Invite speakers in to special assemblies (held separate to collective worship) to talk about their careers, e.g. doctors, firemen, designers etc. This increases equality and diversity.</p> <p>Survey pupils regarding their career interests from Years 4, 5 and 6. In collaboration with the JLT, collate findings and make contact with the most popular careers to come in and speak to pupils.</p> <p>Make links with schools in other parts of the country.</p> <p>Liaise with UEA to discuss the possibility of a trip for all Year 6 children. ENSFC to carry our careers' event/entrepreneurial sessions.</p> <p>Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements.</p> <p>Increase opportunities for JLT/Caring Crusaders/Pupil voice to lead and be courageous advocates.</p>	<p>Links with other schools outside Norfolk.</p> <p>Multiple careers will visit to inspire pupils and give them more knowledge about future choices.</p> <p>Pupil Survey shows pupils have a greater appreciation and future ambition. Higher aspirations of children wanting to continue education/skilled vocational work</p> <p>More pupils offered the chance to represent the school at different events.</p> <p>Higher proportion of pupils representing the school.</p> <p>Better understanding of the world around us.</p>	<p>Pupil Surveys</p>
<p>2. To improve the transitional elements of the school (E.g. all of EYFS working more collaboratively together)</p>	<p>Ensure further cross-phase elements take place across the year.</p> <p>To work as a unit joining together for outdoor activities. New gates are in place to make sure children are safe and unable to access areas not staffed.</p> <p>Staff rota of areas will need to be planned for and ratios met by SJ.</p>	<p>Transition for children moving from Nursery to Reception will be smooth and less settling time needed.</p> <p>By knowing all FS children in-house moderation will be more accurate and effective.</p> <p>Staff forge more effective relationships with our youngest children enabling them to thrive more.</p>	<p>Foundation Stage Assessments</p>

<p>3. To utilise the self-catering element of the school to promote healthy eating.</p>	<p>Launch new self-catering venture. Working alongside the cooks, enable healthy eating to be promoted through themed days/competitions.</p> <p>Enable visits to the suppliers to see products being sourced and made.</p> <p>Have pupil club/group created to grow fresh produce which can be given away to parents and used in our kitchen.</p> <p>Use sport to promote healthy eating.</p>	<p>Children have a greater understanding of healthy eating and which produce enables us to have a balanced diet.</p> <p>Children grow their own food and become more knowledgeable about how things grow.</p> <p>Children taking up school-prepared meals increases.</p>	<p>Pupil Surveys</p> <p>Parental Surveys</p>
<p>4. To ensure the SMSC of the school continues to thrive for all driven by our Christian Vision.</p>	<p>To organise trips to other areas of UK to improve understanding and appreciation of other cultures and religions within Britain. This increases awareness of equality and diversity.</p> <p>Ensure British and Christian values and Christian vision underpin all we do at the school and staff refer back to the Christian vision as a reminder of how we interact with one another and how learning relates to it.</p>	<p>Children's SMSC qualities are augmented by being at Homefield.</p> <p>All stakeholders can articulate the vision and what it means to the success of our SMSC development.</p> <p>Spiritual vocabulary launched within the school.</p>	<p>Christian Distinctiveness Observations</p> <p>Learning Walks</p> <p>SIAMS inspection</p>

Overall impact:

Our Christian Vision was embedded successfully with all stakeholders and its impact was clearly recognisable through our Excellent judgement from SIAMS. Transitional elements took place through Nursery and Reception staff working closely together, sadly more transitional elements would have taken place had the national school closure not taken place. Despite this, there were remote transitional tasks to complete for all year groups. Links within the community enabled pupils to carry out a courageous advocacy project to tackle the issue of loneliness and isolation within the elderly. Closure prevented the project being finished. This brought pupils into contact with other professional agencies and the experience of collaboration and compromise. The school became self-catering from September 2019 and it really was a success, which was regularly promoted and encouraged. Meals in September 2020 have broken recent records. Kitchen staff have thrived and taken on the responsibility well.

Next Steps:

Ensure the ethos of spirituality from SMSC is equally as embedded across the school.

Provide pupils with stronger exposure to Diversity.

Enable different careers/professions to visit and inspire pupils.

Ensure pupils are greatly prepared for the next phase of their educational journeys.

Action Plan Title: BEHAVIOUR & ATTITUDES

Target	Actions Taken	Impact	Evidence
1. To improve the efficiency of attendance monitoring.	<p>Ensure attendance reviews are conducted from September each half-term with attendance team staff.</p> <p>Revise letters regarding poor attendance, broken weeks, below 90% and a second follow up letter about still being below 90% and persistent absenteeism.</p> <p>Fast track regular families with poor attendance.</p>	Pupil attendance remains at or above Government threshold of 96%.	Attendance figures
2. To maintain the strong, exemplary behaviour and attitudes towards learning across the school.	<p>JLT to prepare and create a video for all stakeholders of the school to promote all that is good/distinct about Homefield, driven by our Christian vision and values.</p> <p>PC to organise Toast Time sessions for children with behavioural/emotional needs. (This is rare, but to improve the behaviour of the children show challenging behaviours.</p>	<p>Number of behavioural incidents reduced from pupils who do not behave as expected.</p> <p>Less detentions.</p>	<p>Break Observations</p> <p>Detention Log</p> <p>Behaviour Incident Book</p>
3. To raise the effectiveness of the Caring Crusaders in order to become more restorative in their approach.	<p>Caring Crusaders to raise the awareness of mental health and well-being with pupils by writing articles about it on the nurture blog/magazine/leading assemblies.</p> <p>Commemorate Mental Health Awareness Day (10th Oct) – Wear yellow</p> <p>PC to support pupils with mental health and well-being through nurture sessions.</p> <p>Caring Crusaders to have cards showing the restorative approach in five easy step questions when resolving smaller issues.</p> <p>Caring Crusaders taking a more impactful role when talking through the behaviour of children who get two detentions in a half-term.</p>	<p>Caring Crusaders played a more prominent role in school, especially a break times. Used more effectively in second detention restoration.</p> <p>Caring Crusaders are actively using restorative approaches dealing with minor issues.</p> <p>Promote positive mental health in primary education.</p> <p>Caring Crusaders using strategies to build resilience and appropriate behaviour in young children.</p>	<p>Detention Log</p> <p>Break Observations</p> <p>Nurture Blog</p>

Overall impact:

Pupils were fully involved in tackling incorrect behaviour and the Caring Crusaders played a huge role in ensuring breaks and lunchtimes went smoothly. They attended second detentions to reason with different pupils why they were behaving the way they had been and provided clear steps to improve. For the majority of pupils, this was a great success. Behaviour remained exemplary on the whole with a few minor issues preceding the school closure and none during the time we were open for Key Workers' children. Attendance was reviewed by three members of staff each half-term and letters were sent to families to raise their awareness of the importance of good attendance. This was always handled in a nurturing manner.

Next Steps:

Develop higher aspirations of children through visits from inspirational professionals after surveying pupils' career interests.

Evolve the growth mindset approach to enable children to be Ready, Resourceful, Responsible, Reflective and Resilient (The 5Rs).

Develop further projects to tackle social injustice and support worthy causes as courageous advocates.

Enhance the role of Caring Crusaders to be fine examples of forgiveness, reconciliation and restorative approaches.

Action Plan Title: LEADERSHIP& MANAGEMENT

Target	Actions Taken	Impact	Evidence
<p>1. To ensure Governance remains efficient and effective.</p>	<p>Recruit new Governors with specific skill sets. (Co-Opted) Hold a new round of parent governor elections.</p> <p>HT links with ENSFC to be exploited to see if Governors from there can be co-opted on to our Governing Body.</p> <p>Evolve 'Governor Challenge Days (GCD)' so that Governors have a clearer focus tailored to the SIDP and SIAMs frameworks. This change will have more impact.</p> <p>Strategic Overview enables Governors to monitor key areas of the school more formally, i.e. RE/Collective Worship/SEN as all dates are shared in advance.</p> <p>Update Governor Ofsted Readiness Pack regarding all key information about the school.</p> <p>Ensure new Governors access appropriate training. Assist a more robust approach by Chair of Governors.</p> <p>Enable senior leaders/staff to attend to be challenged over their areas of responsibility.</p> <p>Streamline Governor Committees, due to being small in number, and combine Governor efforts when required. HT report comprehensive enough to avoid duplication of work.</p> <p>Ensure all challenges are more clearly minuted from all meetings. List of questions to be emailed to clerk based upon HT report ready for meetings. Challenge questions raised recorded in a different colour.</p> <p>Governors to attend further CPD.</p>	<p>More robust challenge from the Governors has enabled them to be far more aware of what is going on in the school and more able to hold Senior Leaders to account for the running of it. Senior Leaders and Governors more confident at dealing with and dealing out challenge. Challenge within FGB meetings has increased and can be seen from minutes.</p> <p>Governors are far more vocal and more confident in presenting the SLT with challenging questions. Governors more visible in school aiding school improvement.</p> <p>Staff more aware of Governing Body</p> <p>New Governors were found to enhance skillset of GB.</p> <p>Challenge Days had specific and narrower focus, which were more effective.</p> <p>SIAMS praised Governors for their support and contribution to the school.</p> <p>New vicar appointed in the village appointed who became part of our Governing Body. Keen to engage with school and support where needed.</p> <p>Regular weekly communication between Chair and Head who co-wrote the risk assessment for reopening and previously for lockdown.</p>	<p>FGB Minutes Governor Challenge Day Notes Ofsted report</p>

	Governors to look into Academisation/Formal Partnerships.		
<p>2. To enhance the leadership qualities of staff (Senior & Middle).</p>	<p>BY to spend some time training Deputy in Headteacher duties.(Succession Planning)</p> <p>Discuss the enrolment of the Deputy on to NPQH. (Fully funded programme)</p> <p>Enable subject leaders to attend CPD to develop their knowledge and skillset further to lead, particularly if subject being led is new.</p> <p>Staff Meetings led by other staff in turn to increase leadership skills.</p> <p>Governors to challenge senior/middle leaders on their subject areas.</p> <p>Broad Horizons enabling respective subject leaders to work collaboratively to build upon curriculum knowledge and skills and their own confidence in articulating the school's subject position to Ofsted/External Visitors</p> <p>Subject leaders to hold other teachers to account for underperformance swiftly and improve quality of teaching and learning. Offer support to underperforming staff.</p> <p>More effective appraisal of stretch and challenge by subject leaders. Are extended pieces of writing occurring across the curriculum?</p> <p>All learning walks conducted have clear foci and action points for staff to work on and improve. Can subject leaders see improvement over time?</p> <p>With revised curriculum, subject leaders need to make small adjustments to foundation subject whole school assessments.</p>	<p>SLT members led their respective areas of school improvement successfully.</p> <p>Any areas of underperformance were met with challenge, support and the full measure of accountability. Improvements sustained.</p> <p>SLT members attend appropriate training to enhance leadership skills.</p> <p>Maths Lead attended and completed NPQML</p> <p>Strategic overview enabled all stakeholders to be more aware of the key elements to ensure the school ran effectively.</p> <p>All staff attended developmental training in their areas of responsibility.</p>	<p>Staff Meeting Minutes Governor Minutes Training Log</p>

	Hole INSET regarding the manner in which Ofsted will question subject leaders about the new curriculum.		
3. To ensure workload and well-being remain manageable and resilient respectively.	<p>Hold regular timetabled meetings for different staff groups to voice any concerns, particularly after restructure.</p> <p>Ensure well-being events are regularly held and suitably attended.</p> <p>Ensure all staff feel valued and appreciated.</p> <p>Provide release time/support to achieve tasks, where possible.</p> <p>Purchase new PCs for each class to increase speed and efficiency and improve the access to the curriculum.</p>	<p>Staff remain enthusiastic and positive.</p> <p>Staff fully aware they are supported and feel valued for the work they do.</p> <p>Staff appreciate available time and support to get things done, when and where possible.</p> <p>Staff frustration with speed of IT equipment reduced.</p> <p>Regular weekly meetings for Teachers/ Fortnightly with SLT.</p> <p>Staff all contributed to the lockdown successfully and to an effective reopening for all pupils. Superb speed and willingness to adapt to regular changes and improvements.</p>	<p>Staff Surveys</p> <p>Interviews with Staff</p>
4. To share the Christian vision with all stakeholders effectively.	<p>Share the Christian Vision with all pupils at the beginning of the year through CW.</p> <p>Ensure Christian vision is displayed in all classes and staff refer to it through teaching about Family and Friendship.</p> <p>Enable JLT to pursue projects related to Christian Vision. Video and Courageous Advocacy projects.</p> <p>Ensure Governors aware of vision and parents through booklet and presentation.</p> <p>Vision to be displayed around the school. (Consider permanent mural)</p>	<p>SIAMS inspection took place and judged the school as Excellent which brought together a clear Christian Vision of the school.</p> <p>Vision strapline referred to by all staff across the curriculum.</p> <p>Well embedded across all stakeholders.</p> <p>JLT conducted Courageous Advocacy project to reduce loneliness and isolation for the elderly.</p>	<p>SIAMS report</p> <p>Vision Posters</p>
5. To identify further sources of grant funding to supplement the school budget.	<p>HT/DHT to look at other sources of funding on grants4schools.com and other related websites.</p> <p>PTA to support school with fundraising events for resources and equipment.</p> <p>HT to liaise with companies to provide services/resources free of charge.</p>	<p>Application for Summer High Needs SEN funding was successful in part and enabled the school to purchase new resources for SEN pupils, such as Clicker 8 (5 licences) and a Scanning Pen.</p> <p>Whole new football kit obtained free of charge from Premier League Primary Stars.</p>	<p>Sports' Team</p> <p>SEN Resources enabling pupils to make better progress and access curriculum.</p>

	Use of Pupil Premium and Sports' Premium even more effectively.		

Overall impact:

The quality of the leadership and management of the school has continued to augment with more experience being had from those leading it. This was resonated by an Excellent judgement from SIAMs in November 2019. Financially the school is managed successfully recognised by a full audit acknowledging the full transparency to the Governing Body. All improvements identified were shared and swiftly implemented. The strategic overview has aided the effective organisation and management of the school, by enabling people to be more aware of key elements within the school timeframe. It also enables them to be more challenged and enables them to be held to account more effectively. A whole array of support was organised from the Local Authority, VNET, neighbouring schools within Broad Horizons and from local, professional links. Statutory training was maintained and further CPD was regularly offered and funded. The leaders have a strong financial management approach and this ensures a better value for money. Staff completed NPQML training and widened their own leadership skills. New Governor was appointed and Governor Challenge Days were run more efficiently.

Next Steps:

Improve the leadership qualities of all Senior Leaders within the school.

Continue to recruit new Governors to expand skillset available.

Use Devolved Formula Capital to develop the building and grounds.

To ensure DIVERSITY is embedded school-wide.