KIBBLESWORTH ACADEMY

School Improvement Plan 2020-2021

November 2020

1. Quality of Education Intent – curriculum design Implementation - teaching Impact – pupil outcomes	2. Behaviour and Attitudes	3. Personal Development	4. Leadership and Management	5. EYFS
1.1 Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy. **1.2** Secure standards of attainment and achievement in reading, relative to pupils' starting positions across all key stages. **1.3** Secure attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing. **1.4** Develop remote teaching and blended learning opportunities	**2.1** Develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.	**3.1** Embed SMSC within the curriculum, raise aspirations, and develop a cohesive, sequential plan to increase cultural capital **3.2** Develop and embed revised PSHE / RSE curriculum across the school **3.3** Develop a strategy to support the mental and physical wellbeing of pupils, with particular reference to diet and exercise	**4.1** To facilitate link governor visits to deliver effective challenge and support to school leaders. **4.2** To continue to develop leadership at all levels within school to allow phase leaders to monitor the progress of year groups, areas of learning and pupil groups. **4.3** To further develop staff wellbeing strategy	**5.1** To develop pupil review methodology in the Early Years **5.2** To embed the consistent deliver of high-quality phonics teaching and learning **5.3** To develop a consistency in provocation and approach across EYFS with particular reference to Cornerstones units

Key Priority 1.1	Quality of Education - Further develop our curriculum offer, creating a bespoke curriculum for all subjects in line with our curriculum policy.
What will be different for the children?	

Targets	Success Criteria
What we will achieve: 1. The development of a curriculum that is designed to give all pupils the knowledge, skills and cultural capital they need to succeed in life, fulfilling the content of our curriculum statement and vision. 2. A redefined SRE and PSHE curriculum which matches statutory requirements. (linked to priority **3.1**)	How we will know we have achieved it: • All year groups are delivering a cohesive, planned curriculum across all subjects which develops skills and delivers knowledge progressively. • Subject coordinators can clearly articulate the rationale behind curriculum design and implementation – why this?, why now? • Evidence of knowledge being embedded and retained through pupil discussions and reviews. • Assessment protocols established and understood by all teachers for all subjects by Dec 2020. • Series of events and experiences mapped out across all key stages to establish pupil entitlement within the school. • Vision for each subject, linked to whole school curriculum vision, written and published, demonstrating intent by Feb 2021 • Clear SRE policy, agreed with staff and governors in draft form, ready for consultation with parents October 2020. • Programme of study and resources put in place for PSHE and SRE by Sept 2020 with continuing CPD and curriculum development across the academic year.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers Curriculum – Craig Steel (CS) Reading – Sarah Renton (SR) Phonics – Katie Short (KS) PSHE / SRE – Katie Short (KS)	Curriculum Maestro - (£3,000 PA) Accelerated Reader (£2500 PA) Classroom Secrets (£200 PA) CLPE Additional release time per teacher - £70 per teacher per session. Jigsaw PSHE (£2500) Myon - (£2000 PA)

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Allocate dedicated leadership and management time to all subject co-ordinators to allow them to monitor and develop their own curriculum areas within the agreed framework to promote consistency across phases and subjects. Outcomes to inform raising achievement plan (RAP) and school development plan (SDP) priorities. £1800 PA (½ day per subject per term release – ½ per half term for maths, English and PSHE) (Timetabled staff meeting time for scrutiny)	All middle leaders. Release organised by CS, QA by SLT.	Half termly / termly - see release schedule.	• Discussion with co-ordinators to check release time has been put in place. (GOV) • Curriculum plans to be monitored and quality assured by SLT termly. • Co-ordinators timetabled to brief education committee on developments in their areas of responsibility.
• Schedule in place for 2020 2021			
1.2 All subject co-ordinators to attend Education Gateshead subject leadership meetings across Autumn 2 and Spring 1.	CS to book on S4S	See S4S CPD map	• CPD feedback forms • Staff meeting minutes available to govs where CPD is discussed. • Standards Tracker (ST) CPD portfolios.
• Autumn term bookings completed (Sept 20) • Autumn term meeting Nov and Dec 20 – outcomes and developments fed into RAPs			
1.3 Subject leader network (Teams based) to be created to allow co-ordinators to liaise and collaborate with colleagues in other schools.	CS to facilitate with cluster heads initially	Nov 20	• Discussions with co-ordinators relating to outcomes of joint work. • Evidence of outcomes from shared work and support.
1.4 Re-establish link governance for each curriculum area (linked to priority **4.1**)	CoG	Oct 20	• Monitoring table exists with all key areas indicated and governors allocated by Dec 20 • First round of monitoring visits have taken place by end Dec 20
1.5 Cycle of review and monitoring in place to review and quality assure new units and resources (Cornerstones)	SLT	Sept 20	• Education Committee to review unit coverage and mapping and also a sample of amended lesson plans, resources and outcomes.
• Timetable of monitoring and release in place for all subjects for full academic year. • Linked to governor monitoring schedule and sub-committee presentations (See Governance Handbook and plan 2020 2021)			

1.6 Embed assessment protocols for foundation subjects.	CS / SR	Sept 20 training day	• Use of assessment system within Cornerstones established on training day. Expectations for use in first Autumn term unit put in place. Monitored in staff meeting Autumn 2.
• Training delivered in September. Assessment protocols checked and in use 29.9.20 • HT Monitor at half term (Oct 20) • Assessment staff meeting – next steps for training day (virtual Jan 21)			
1.7 SLT meetings to review budget allocations for each curriculum area and ensure resources are purchased for each unit at the latest three weeks before the start of the unit.	SLT	Half Termly	• Agenda and minutes of SLT meetings available for scrutiny
• SLT to review subject requirements (6.10.20) for 2ⁿᵈ half term units • Budget monitoring meeting for curriculum 3.12.21 - on track and within budget, but need to consider extending EYFS budget to ensure provocations and continuous provision are catered for. • Spring 1 resources ordered for Dec 20			
2.1 Staff training delivered on Jigsaw PSHE resource on training day	KS	Sept 20 training day	• Evidence of CPD available through standards tracker (GOV)
• Training delivered September. Additional bring and brag session 28ᵗʰ September 2020 in staff meeting • Monitoring schedule for PSHE in place for 2020 2021 academic year • Follow up input Training Day Jan 21			
2.2 SRE policy reviewed ready for consultation	KS	Sept 20	• Evidence of first draft for consultation submitted to FGB Spring 1 2021
• Policy reviewed and ready for consultation process (Sept 20) • Consultation moved to Spring 21 due to pandemic.			
2.3 Consultation events planned for parents and other stakeholders – may need to be virtual or remote due to COVID restrictions.	KS / CS	Oct 20	• Copies of correspondence relating to policy • Consultation event with parents • Outcomes of written consultation available on request after Oct 20.
• Consultation moved to Spring 21 due to pandemic. (see advice and schedule for virtual roll out) •			

2.4 PSHE lessons evaluated and monitored to ensure consistency and quality	KS / CS	Sept 20	• Education committee briefed on outcomes of monitoring visits Autumn term 2020 • Feedback and next steps given at scheduled staff meetings.
• Jigsaw learning walk completed by KS (25.9.20) and fed back (28.9.20)			
2.5 Curriculum statement in place for each curriculum area, outlining intent and implementation for each subject, in place and published on school website.	All co-ordinators	Feb 21	• ESC to review curriculum statements summer term. • Intent and implementation to be discussed as part of subject reviews with ESC. • Vision for subject to be discussed as part of curriculum meetings with co-ordinators for each subject termly. (CS)
• Input on curriculum statements Jan 21 training day – model produced to be adapted by all staff using the whole school curriculums statement as a starting point.			

Key Priority 1.2	Quality of education - To raise standards of achievement and attainment in reading across all key stages
What will be different for the children?	Children will engage with reading more readily and standards of achievement and attainment will increase in all key stages. Children will be supported and encouraged to work with more sophisticated texts, in turn leading to a greater percentage of pupils reaching greater depth in end of key stage assessments.
Targets	Success Criteria
What we will achieve: 1. All children will engage with reading, as a result of modelling from class teachers and staff, and will demonstrate more positive attitudes towards the subject. 2. To increase the level of independent and home reading across all key stages. 3. Accurate assessment to demonstrate achievement and attainment.	How we will know we have achieved it: • Pupil interviews and surveys indicate positive attitudes to reading in all key stages • Engagement time on AR is consistently above year group targets for **all** pupils. • Staff conversations around book recommendations with pupils. • AP data indicates improved attainment levels at ARE and above ARE • End of Key Stage SATs show positive progress measures at KS2 and attainment above national and local averages at KS1. • Pupil reviews show reading journals being used in line with school policy, both at home and in school, and in well planned guided reading sessions.

4. A well planned series of class texts which will broaden and deepen pupil's experiences and awareness of literature. 5. Well planned and accurately delivered phonic teaching in EYFS, KS1 and KS2. 6. To raise levels of achievement and attainment at the end of all key stages.	• Drop ins and learning walks demonstrate strong guided reading routines and the active teaching of reading strategies. • Mapped out series of progressive whole class texts, taking into account cultural capital, SMSC and PSHE. This will also include a range of authors and genres. • Year 1 phonic screening will show in increase on the percentage of pupils who achieved expected in the reading strand at the end of EYFS. • Class teachers make the use of phonic strategies explicit throughout guided reading, writing and spelling sessions throughout KS1 and KS2. • Pupils who are not yet phonetically secure in KS2 will receive intervention to support them to make progress.
Key People, including **leader**	Funding and Resources
Sarah Renton All class teachers	Renaissance Place - £2500 PA Whole class text stock – approx. £100 per half term where new stock required. Independent reading stock – combination of Scholastic resources and AR / Reading Rails targeted titles - £1000

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Reading survey given to all pupils to gauge attitudes to reading at the start of the academic year.	CS / SR	Sept 20	• Survey results published on school website Oct 20
• Reading surveys given to KS1 and KS2 October 2020 = published online Nov 20			
1.2 New book stock to be purchased to fill gaps on RR lines	SR	Sept 20	• Book stock available for scrutiny
1.3 Class libraries to be updated and rotated half termly	SR	Half termly	• Book stock changes in every classroom at the end of every half term.
1.4 Cross curricular book stock purchased to engage pupils across the curriculum	SR	Sept 20	• Book stock available for scrutiny
• Book stock to be considered in Cornerstones SLT meeting Oct 20 • MyOn book lists to be generated for each topic and allocated to classes – Oct 20			

1.5 Reading links made in all curriculum units to increase engagement time - particularly using myon resource for all year groups	SR	Sept 20	• Curriculum plans will contain linked reading list in all appropriate subjects – available on request.
1.6 Pupil competitions / millionaire club to raise the profile of reading and engagement levels across the school	CS	Sept 20	• Increased number of competitions and vehicles for increased reading apparent in school. This will be evidenced through RAP of literacy lead.
• Reading rails competitions established for all focus lines September 2020 • Millionaire club relaunched September 2020			
1.7 Classroom strategies, such as reading rails, used to raise the profile of reading in all classrooms.	All staff	Sept 20	• Evidence of maps being used to mark locations of shared texts. This should be apparent in some format from N – Y6 • Use of Reading Rail journey maps in all classrooms and hall – use monitored by SR
1.8 Mystery reader scheme reintroduced to EYFS and KS1 only using staff due to COVID restrictions.	SR / KS	Oct 20	• List of visits and texts chosen across both Key Stages
• Plan to introduce this Nov 20 using Teams			
1.9 Teachers encouraged to model a love for reading, sharing reading practices and recommendations with pupils	All staff	Sept 20	• Evidence of teachers promoting a love of reading through discussions in class, website blog posts, news posts. This should also be apparent through discussions with pupils.
2.1 Improve parental engagement through the use of reading logs, reading journals and home connect AR where appropriate.	All staff	Sept 20	• Evidence of parent involvement in all reading logs and learning journals across the school.
2.2 Parent consultation evenings focused on reading engagement and standards of reading – may be Teams or telephone	All staff	Oct 20	• Examples of feedback documents and reports given to parents available for scrutiny.
• Consultation evenings did look at reading engagement as a focus and ensured parents were secure with AR where appropriate, including sharing home connect logins where required.			
2.3 Reading open days to allow parents to take part in a reading lesson – Spring term - COVID permitting.	SR	Feb 20	• Reading open day planned for Jan 20 • Outline of focus elements for each day available for scrutiny.

2.4 Home connect registrations sent to all parents to increase engagement	CS / All staff	Sept 20	• Home connect letters sent out Jan 20. • Drop in information session on AR in place to coincide with letters.

- Letter issued to all AR classes Oct 2020

2.5 Timetabled opportunities for independent reading in school	SR	Sept 20	• Class timetables, learning walks, pupil discussions.
3.1 Assessment timetable (STAR and Cornerstones) to be implemented.	SR / CS	Sept 20	• AR and STAR reports available for scrutiny. • Results of Cornerstones reading tests to be included in AP reports.
3.2 Classroom monitor tracking completed for reading strands	SR	Ongoing	• Evidenced in reading pupil reviews and reported back to link governor.
3.3 Accurate phonic tracking in EYFS to inform next steps	KS	Sept 20	• Phonic tracking available in assessment system • Planning shows link to previous assessment with appropriate next steps • Phonic information shared at ESC

- Increased monitoring and tracking of phonic teaching across EYFS and KS1 by KS. Accurate tracking and intervention in place by Nov 20 plus ongoing PD for teachers.

3.4 Tracking of high frequency words across EYFS and KS1	SR	Sept 20	• HFW tracking available in assessment system
3.5 Phonics check completed Oct 2020 to establish lost learning and gaps (Y2)	SR / AW / VL	Oct 20	• Results available to ESC

- RWinc screening at half term
- National past paper used to establish levels of current Y2 and Y3
- Phonic screening Year 2 by Dec 20

3.6 National Phonics check completed June 2021	VL / NW / JW	June 20	• Statutory requirement, fed back to FGB
4.1 Whole class guided reading stock to be purchased to allow greater access to texts. • Additional texts secured for whole class reading (Oct 20)	SR	Sept 20	• Book stock lists and purchased stock available in school.
4.2 Literacy units realigned to be text based	SR	Sept 20	• Long term overview of whole class reading progression available.
5.1 Access external and internal CPD where required	CS / KS	Oct 20	• CPD logs available on request, for in house and central training. • CPD also logged in teachers ROPD
5.2 Clear progression with benchmarks through EYFS, KS1 and KS2	KS	Sept 20	• Progress against agreed benchmarks reported back at every ESC meeting

5.3 Planned intervention across the whole school which will draw on a range of additional strategies for those pupils who do not reach the expected phonic standard.
 	
    • Screening tests to inform target children from current Year 3 taken Oct 20
    • List of pupils who did not achieve phonic screening pass in Year 1 or Year 2 to be established and interventions put in place.
    • Additional phonic group lessons put in place Oct 20
	KS / VL	Oct 20 - Dec 20	• Learning plans available for all pupils who did not achieve phonic standard in Year 1 or Year 2
			• Range of phonic strategies available and evident, as well as other strategies, such as whole word, where appropriate.

5.4 Pupil tracking in place to identify which sets pupils are working within and beyond (Letters and sounds / RWinc)	KS	Sept 20	• Tracking information made available to ESC
6.1 Teachers model and teach reading strategies including decoding and comprehension across all classrooms as part of guided and whole class reading sessions – CPD Autumn term (**13th October 2020**)	All staff	Oct 20	• Evident in learning walks and observations. This will also be apparent on timetables and in planning.
6.2 Teachers deliver and teach comprehension strategies weekly as part of a planned series of lessons based around VIPERS resource.	All staff	Sept 20	• Evidence of comprehension planning and progression across years 1 – 6 as appropriate. • Comprehension files / books available for scrutiny.

6.3 SLT share and model best practice in all year groups relating to reading	SLT	Sept 20	• Plan of CPD and model lessons delivered by SLT on a range of aspects from phonics to higher level comprehension.
6.4 Cycle of monitoring and review put in place to ensure taught elements and strategies are being effective.	CS / SR	Sept 20	• Monitoring reports available including scrutiny and pupil interviews. • Monitoring plan available for Spring 1 onwards

- Cycle set Oct 20
- Cornerstones assessments and qualatative analysis in place for baseline and at every AP

6.5 Intervention plans are put in place for pupils who are at risk of not making the expected level of progress in reading	CS / SR / VL	Sept 20	• Edukey provision mapping and intervention plans available for target children. • Class teachers and subject co-ordinators should have copies of these plans available. • Class teachers able to articulate how the plan is progressing and the next steps for each pupil.
6.6 Pupil reviews are embedded for reading to monitor progress and inform next steps	CS / SR	Dec 20	• Timetable of pupil reviews and review documents available for scrutiny from January 20. Recommendations should clearly feed into planning and then back into following review

- First term reviews set for w/c Nov 23

Key Priority 1.3	Quality of Education - Increase attainment levels at the end of KS2, with particular reference to the percentage of children working at greater depth in reading and writing.
What will be different for the children?	Children will demonstrate a greater mastery of the basic skills of writing, be less reluctant to commit to putting pencil to paper, and will fully engage with writing lessons. This secure basic knowledge will allow those who are able to develop further. With support of teachers, pupils will exercise greater control and higher level skills, gaining confidence and demonstrating high levels of attainment across a range of genres and purposes.
Targets	Success Criteria

What we will achieve:	How we will know we have achieved it:
1. A greater percentage of pupils working at greater depth in reading at KS2 than was the case at KS1 across all groups 2. A greater percentage of pupils working at greater depth in writing at KS2 than was the case at KS1 across all groups 3. Upskilled staff who are able to identify, challenge and support more able pupils in all areas of learning	• SAT results show a greater percentage of pupils working at greater depth in reading and writing. • A greater percentage of pupils are identified as working at greater depth through school tracking systems. • A greater percentage of pupils are achieving success when accessing higher level challenges within reading and writing. • Key groups, such as the disadvantaged, show an increase in the percentage of pupils working at greater depth in reading and writing. • More able pupils are challenged and supported across the curriculum. Those with the potential to work at greater depth are identified quickly and supported to reach their potential.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	Accelerated reader (£2500 PA) English for the More Able The Write Stuff Cornerstones Reading & SPaG assessments

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Challenging targets set for all more able and targeted more able pupils on Accelerated Reader and STAR reader – this will be reflected in their provision maps.	CS	Termly	• AR reports will show stretch targets for more able • Provision maps and learning plans will reflect these targets
• Targets put in place and discussed weekly with pupils in all AR classes. • Rewards / incentives put in place for engagement time • Reading Rails rewards used to increase engagement and breadth of reading.			

1.2 English for the more able sessions timetabled fortnightly within whole class guided sessions.	CS	Jan 21		• Evidence of work produced in sessions • Clear timetable of delivery available for scrutiny
• MM planned Teams based lessons for the latter half of Autumn term using English for more able resources.				
1.3 Additional opportunities to promote reading established. (local library links, author visits, seven stories) (COVID permitting)	CS / SR	Jan 21		• Pupil discussions highlighting uptake of opportunities • Annual plan of visits and opportunities with a link to cultural capital development
• Author Q&A sessions organised via Teams to increase engagement.				
1.4 Blue badge reading buddies established to promote a love of reading and support younger pupils (COVID permitting) Look at remote solution using Teams to support across classes / bubbles KS2.	SR / CS	Jan 21 Remote –		• Pupil interviews • Display in school of groups actions
1.5 All parents of more able pupils will receive provision maps and guidance on how they can support their children	SR / all staff	Oct 20		• Evidence of provision maps • Discussed at parent consultation Oct 20
1.6 Pupil review to have a focus on more able provision and outcomes for reading	CS	Oct 20		• Evidence of coverage on pupil review documents
2.2 Competitions and purposes for writing beyond the curriculum are put in place termly.	SR	Oct 20		• Evidence of competition entry through portfolio
2.3 Pupil review to have a focus on more able provision and outcomes for writing.	SR	Oct 20		• Evidence of discussions in pupil reviews relating to writing
2.4 UKS2 pupils encouraged and supported to develop a broader portfolio of independent writing encompassing a range of genres and styles – cross curricular opportunities where possible.	CS / SR	Sept 20		• Pupil portfolios available for scrutiny
2.5 Displaying WAGOLS and evidence of more able writing around classrooms and the wider school. (Including achieved wall) Also daily use through feedback journals and visualisers.	CS	Sept 20		• Displays of WAGOLS and more able writing evident around school • Achieved wall contains examples of strong writing
3.1 CPD looking at the tools in place to support the identification of more able and potentially more able pupils in reading and writing	CS / SR	Jan 21		• CPD record • CPD evaluation records
• Training put in place for Dec 20 with CLPE looking at progression for all year groups (virtual)				
3.2 Regular learning walks focusing on provision for the most able in all classrooms	CS / SR	Sept 20		• Feedback emails to staff • Records within Standards Tracker • Whole school feedback on generic areas for development. •

3.3 Completion of the NACE audit tool to baseline current practice which will develop in to more able RAP	SR	Dec 20	• Completed audit • RAP with outcomes of audit

Key Priority 1.4	Quality of Education - Development of remote teaching and blended learning opportunities
What will be different for the children?	Children will be equipped with the knowledge and skills to allow them to access remote teaching and learning opportunities through Microsoft Teams, eschools and the school website. This will be used for homework and also in class to ensure the skills remain current should they be needed for future school closures.

Targets	Success Criteria

What we will achieve:	How we will know we have achieved it:
1. All KS2 children will be able to use Teams to compete tasks, collaborate and take part in online lessons 2. All teachers will be skilled in delivering online Teams lessons and in providing resources for eschools and school website.	• Children are able to access lessons remotely • Children can collaborate and communicate with each other using Teams • Teachers can plan and assess work using Teams • In the event of future closure, lessons can be carried out remotely for all curriculum areas.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	TEAMS training - staff and pupils Eschools School website

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Teams training sessions for all KS2 pupils during transition weeks, including a remote lesson. • Teams training delivered to Yrs 4-6 Sept. (Need to timetable Y3 for wc 12/10	CS	Sept 20	• Discussions with pupils / feedback to ESC
1.2 Audit of home IT access - built into training • Letter home to check who has access to IT 5.10.20	CS	Sept 20	• Available for scrutiny if required / feedback to ESC
1.3 Homework tasks set through Teams to ensure skillls are developed and retained.	All KS2 staff	Oct 20	• Feedback to ESC

• UKS2 using Teams for homework wc 28.9.20			
2.1 Update on staff training for Teams, eschools and school website	CS	Sept 20	• CPD log
• Update training timetabled for 4.11.20			

Key Priority 2	Behaviour and attitudes - To develop consistency in terms of implementation of a positive behaviour policy across school, including scripts, rules and rewards.
What will be different for the children?	Behaviour management strategies employed by staff are more positive resulting in a calmer and more positive learning environment for all pupils. Where issues do arise, children demonstrate higher levels of resilience and the ability to move on from setbacks and problems.

Targets	Success Criteria
What we will achieve: 1. A positive and purposeful learning environment based on strong relationships at all levels. 2. A consistent approach to behaviour and relationship management at all levels across the school. 3. A policy which supports and reflects good practice across the setting.	How we will know we have achieved it: • Incidences of low level disruptions reduced across classrooms (CPOMS) • Reduction in number of internal and fixed term exclusions from classrooms • Pupils show a greater understanding of conflict resolution and use it to solve minor disagreements themselves. • Children report positively on the standards of behaviour in school. • Pupils feel safe and happy in school, and know how to deal with a problem. • A reduction in the number of bullying behaviours demonstrated in school. • Strategies and approaches detailed in policy are apparent in daily practice.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	When the adults change, everything changes – resources and text books for staff - £160 Training day Staff meetings to follow up implementation.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Recap CPD on behaviour change (language choice and microscripts)	CS / all staff	Sept 20	• CPD records • CPD evaluations • Evidence of practice change in classrooms • Discussions with pupils

1.2 Periodic revisits of CPD to review good practice and points for development	CS / all staff	All joint CPD sessions	• Staff meeting agenda and minutes
1.3 Monitoring CPOMS to check levels of incidence	CS	fortnightly	• CPOMS reports and associated action points
1.4 Learning walks linked to teaching standards 1.1 and 1.3, fed back and recorded on Standards Tracker	CS / SR / VL / KS	Weekly	• Records of learning walks • Standards Tracker evidence
1.5 SRE / PSHE work with children around Jubilee Centre work on character education to reinforce respect and positive relationships as well as Jigsaw.	CS / KS	Sept 20	• Pupil discussions • Long term plans • Lesson observations
• Jubilee Centre materials have been replaced solely by Jigsaw to maintain consistency and make it easier for staff			
1.6 Hot chocolate / Smoothy Friday in place to highlight positive behaviours	CS	Sept 20	• Evident in pupil discussions
2.1 Final implementation of better lunchtimes report to look at interactions and behaviour in lunch hall and on yards - includes CPD update Sept 20	CS / lunch staff/ BLM	Oct 20	• Lunchtime report • CPD records
• Many of the new approaches maintained, but some aspects have been replaced with covid secure protocols which take priority at the moment. The final Better Lunch Times visit and assessment has been moved back to Jan 21. (See below)			
2.2 Final visit for BLM to look at accreditation and next steps	CS /BLM	Oct 20	• Action plan • CPD records
2.3 Continued use and enhancement of sports crew on yards to act as buddies to support behaviour on yards	AR / KS Lunch staff	Oct 20	• Sports Crew interviews • Pupil interviews • Sports Crew RAP and plans
• Sports crew interviews delated to November 20. They will still operate on yards, but within their own bubbles. Also looking at how they can support other year groups through video activities and Teams.			
2.4 Monitoring of yards and lunch hall by SLT to ensure new procedures are introduced consistently	SLT Lunch staff	Sept 20	• Discussions with SLT
2.5 Pupil movement around school to be a focus – fantastic walking, walking on the left, adult responsibilities and roles within this	All staff	Dec 19	• Pupil interviews • Observing pupils in and around school

3.1 Behaviour policy rewritten and reviewed in line with behaviour change model - consideration given to COVID adaptations.	CS	Sept 20	• Approved by governing body Oct 20
3.2 Staff provided with updated copies of policy to ensure consistency of implementation	CS	Sept 20	• Staff communication – training day and email Sept 20

Key Priority 3.1	**Personal development**: Embed SMSC within the curriculum, raise aspirations, and develop character education.
What will be different for the children?	

Targets	Success Criteria
What we will achieve: 1. A clear policy on character education and SMSC. 2. Grid tracker used as an evidence base of coverage, and a tool for planning. 3. SMSC will be embedded within all subject areas in curriculum mapping. 4. Embed values model. 5. Beyond the academic curriculum, children are provided with opportunities and experiences to help them develop spiritually, morally and socially and to increase their cultural capital.	How we will know we have achieved it: • Policy in place which is designed to develop SMSC with embedded elements of character education. • Grid tracker illustrates a wealth of experiences and opportunities for all year groups. • Unit plans explicitly make links to elements of SMSC and where appropriate the development of character – core and non-core. • New values are used explicitly and evident across the life of the school. • Children can talk about a range of cultural experiences they have been involved in across their time in school. A clear plan is in place to ensure that these experiences are broad and equitable.
Key People, including **leader**	Funding and Resources
CS, KS, SR	SMSC grid tracker Cornerstones

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Policy put in place specifically on SMSC, with a focus on character education and how it is applied across the school • This has been delayed to Jan 21 due to higher priorities relating to EYFS responsibilities for Mrs Short.	CS / KS	~~Nov 20~~ Jan 21	• Policy available for scrutiny on compliance tracker and school website
2.1 Refresher training on the use of grid tracker	CS	Sept 20	• CPD record - training day Sept 20
2.2 Curriculum units cross reference to grid tracker at planning stage	SR	Sept 20	• Scrutiny and oversight of each unit
2.3 Audit use of tracker regularly	CS	Monthly	• Monthly filtered print of all areas with follow up
2.4 Planned opportunity to use grid tracker information to proactively plan for additional opportunities relating to SMSC / FBV	CS	Termly	• Staff meeting time available
3.1 SMSC objectives are included in curriculum overviews from Cornerstones when published to parents	All class teachers	Half termly	• Scrutiny and oversight of each unit • Overview sheets available for parents
3.2 SMSC mapping in place to demonstrate coverage and progression across school	KS	Nov 20	• SMSC overview showing progression through year groups linked to Cornerstones / Jigsaw

4.1 Plan developed to introduce each of the new values across the year – linked to Jigsaw if appropriate. (and back to ICARE for older children)	KS / CS	Sept 20	• Clear links to values (&ICARE with older children) in character education documents and assembly timetable. • Pupil discussions
4.2 Redesign of values passports for Sept 20 – possibly digital resource	CS / MM	Sept 20	• Evidence in pupil interviews • Passports / digital passports evident.
• Discussed with MM (digital passport) and review in Jan 21			
5.1 Development of pupil cultural entitlement document where details of each experience and enrichment is mapped out across the school for each pupil - linked in with curriculum statement and provision mapping on Cornerstones.	CS / All staff	Nov 20	• Document available for scrutiny end of Jan 21

Key Priority 3.2	Personal development: Develop and embed revised PSHE / RSE curriculum across the school	
What will be different for the children?		
Targets	Success Criteria	

What we will achieve:	How we will know we have achieved it:
1. A PSHE / RSE programme of study which matches the 2020 statutory requirements.	• Progressive approach to the delivery of SRE and PSHE across all key stages • Pupils talk confidently about issues relating to SRE and PSHE • Teachers are confident delivering a well-resourced and appropriately structured curriculum. • Work and displays are evident around school demonstrating and celebrating work in this area.
Key People, including leader	Funding and Resources
Katie Short (KS) SLT Chair of governors (CoG)	£2500 Jigsaw

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Review class timetables and subject time allocations to create dedicated space for PSHE in all year groups	CS	Sept 20	• School website timetables from Sept 20
1.2 Staff training on new resources and explanation of expectations	KS	Sept 20	• Training materials available for scrutiny
1.3 Launch first PSHE units Autumn 1	All staff	Sept 20	• Observation of units and outcomes from pupils
1.4 Open evening with parents to give them an opportunity to review resources – COVID permitting	KS	Nov 20	• Attendance at meeting, materials which were delivered available for scrutiny.
• Look at how this message can get out through Teams or school website by Jan 21 due to Covid restrictions.			
1.5 All unit maps to be placed on the school website prior to open evening	KS / CS	Oct 20	• Website check
1.6 Pupil interviews to discuss understanding	KS	Dec 20	• Feedback to ESC Spring term / link governor
1.7 Learning walks to observe practice and consistency	KS	Weekly	• Feedback to ESC Autumn term

Key Priority 3.3	**Personal development - Increase the percentage of KS2 children opting for a healthy school lunch.**
What will be different for the children?	Healthier choices evident in the school hall through an increase in school lunch uptake. Where school lunches are not taken, packed lunches mirror the health qualities of school meals.
Targets	Success Criteria

What we will achieve:	How we will know we have achieved it:
1. Uptake of school meals increases by 10% 2. Content of packed lunches improves to meet healthy guidelines and raise scores attached to the better lunchtimes mark. 3. UFSM levels remain high, with school meal uptake being maintained into Year 3.	• Increased percentage of children opting for a school meal over the final term of the school year. • Children talk positively about school lunches and do not feel disadvantaged compared to their packed lunch friends. • Quality of packed lunches improve in line with healthy plate guidance. • All drinks, both school meal and packed lunch, are limited to water to encourage a healthier lunchtime.
Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	Paul Evans – Better Lunchtimes Better lunchtimes report Better lunchtimes themed visits

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Target Year 2 pupils and parents through correspondence to try and maintain high levels of update through to KS2	CS / school meals service	Sept 20	• Correspondence to parents • Governor presence at open event
2.1 Brief all staff on this aspect of lunchtime audit - repeat from Feb 20 due to extended closure.	CS	Sept 20	• Training day 2.12.19, training materials
2.3 Inform parents of requirements of lunchtimes award and requirement for healthy packed lunches and water on tables	CS	Oct 20	• Letter home Oct 20
2.4 Start to enforce healthy lunch monitoring	All staff	Oct 20	• Discussions with pupils and staff (Oct 20)
2.5 Create reward scheme for healthy choices in packed lunch	CS / lunch staff	Sept 20	• Pupil discussion
2.6 School competition to design a healthy packed lunch	All staff	Sept 20	• Display and evidence of outcomes
2.7 Practical healthy packed lunch workshops with pupils facilitated by teaching assistants	CB / TAs	Sept 20	• Discussions with pupils • Photographs and evidence on website (Jan 20)
2.8 Introduce water on tables for all pupils	All staff	Oct 20	• Discussions with pupils
2.9 Consult with parents on healthy drinks in packed lunches as part of packed lunch review.	CS	Sept 20	• Letter to parent / parents meetings if required

2.10 When possible, engage with Gateshead School Meals Service to introduce taster session during parent consultation evenings.	CS	TBC	• GOV presence at parents night

Key Priority 4.1	**Leadership and management - To facilitate link governor visits to deliver effective challenge and support to school leaders.**
What will be different for the children?	Challenge and support will ensure targets are met, and standards increase across the school.

Targets	Success Criteria
What we will achieve: 1. Link governor roles reviewed and roles allocated 2. Series of planned link governor visits take place across the school 3. Appropriately challenging feedback and reports available to all school staff 4. Knowledgeable governors who understand their areas of responsibility	How we will know we have achieved it: • Documentation relating to governor links available in handbook and on school website. • Timetable of planned visits across the academic year which encompasses all key areas of the school. • Written reports fed back to staff to support continued development and appropriate challenge. • Governors can talk confidently and with authority about their area of responsibility

Key People, including **leader**	Funding and Resources
HT, DHT, SLT, SIP, Teachers	Montoring plan Monitoring focus forms (office 365)

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Link governor roles established and recorded in governors handbook. Responsibilities are also outlined on the school website.	CS CoG	Nov 20	• Handbook completed and available for scrutiny • Website updated (Nov 20)
2.1 Link governor monitoring schedule in place with supporting documents in governors handbook	CS CoG	Oct 20	• Handbook completed and available for scrutiny • Timetable of visits available for academic year
3.1 Feedback form evaluated and included in handbook for reference. Electronic version available on sharepoint or through Microsoft forms	CS JC	Oct 20	• All formats of forms available for first round of visits
3.2 Visit reports to include a section for HT and CoG comment, with space on committee agendas for review and next steps. A mechanism is also put in place to feedback comments and points for development to appropriate staff.	CS CoG	Oct 20	• Agendas of sub committee meetings for Spring Term • Record of feedback comments to staff and actions of next steps to be reviewed.
4.4 Session planned to support governors to become more familiar with the expectations of monitoring an area within school.	CS	Oct 20	• Training session offered to discuss monitoring arrangements in school and governance handbook. (Oct 20)

4.5 Plan for end of year review of governance to incorporate skills audit, review of effectiveness of governing board, development of impact statement and annual report to stakeholders.	CS CoG JC	Jul 21	• Date set for end of year review. • Minutes of the event available for review. • Outcomes of event used to formulate governance plan for 2020-2021
4.6 360 Feedback review of the chair	CoG	Jul 21	• Mechanism for 360 feedback developed (Apr 21) • Questionnaires circulated (May 21) • Feedback and action plan competed (Jul 21)

Key Priority 4.2	Leadership and management - To continue to develop leadership at all levels within school to allow subject leaders to monitor the progress of year groups, areas of learning and pupil groups.
What will be different for the children?	Monitoring of subjects will result in a stronger curriculum offer, ensuring the pupils' have the best curriculum possible.

Targets	Success Criteria
What we will achieve: 1. To upskill all subject co-ordinators to allow them to successfully co-ordinate a curriculum subject or area within the school. 2. To enable all subject co-ordinators to take greater control over their professional development	How we will know we have achieved it: • Subject co-ordinators have the ability to conduct learning walks, pupil interviews and scrutinies related to their area of responsibility • Subject co-ordinators are able to plan a sequence of units to support the development of the curriculum • Subject co-ordinators are able to deliver CPD relating to their area of responsibility. • Subject co-ordinators have a clear understanding of the requirements of their subject area, and an appreciation of how to translate the school vision into their own curriculum development. • Subject co-ordinators have a sound understanding of the strengths and areas for development relating to their area of responsibility and are able to communicate these effectively to governors and senior leaders.
Key People, including **leader**	Funding and Resources
C Steel S Renton All middle leaders	Release time to allow learning walks to take place – at least one per term per subject, two for core areas. Release to plan units of work and subject coverage – twilight time used for this as well as one half day of additional release per half term.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
See key priority 1 – curriculum development 1.1 – 1.4 inclusive			
1.1 Each subject co-ordinator to undertake joint scrutinies and learning walks with a member of the SLT to develop skills in this area.	All co-ordinators	Jan 21 onwards	• See timetable of learning walks and support for details.
• Able to start this early with EYFS, SEN. (Oct 20) This was then paused due to bubble closures.			
1.2 Middle leaders allocated a mentor to support leadership development (This will usually be Standards Tracker appraiser)	All co-ordinators	Sept 20 onwards	• Standards tracker records
1.3 Middle leaders supported to plan and deliver themed events related to their area of responsilbility			• See curriculum and assembly timetable for details

2.1 Monthly meetings with appraiser / mentor to discuss CPD requirements and wider role	All co-ordinators	Sept 20	• Standards tracker records
2.2 Training given on standards tracker to ensure all staff are able to update their ROPDs successfully	All staff	Oct 20	• Standards tracker records
2.4 All subject co-ordinators given the opportunity to undertake a deep dive on their subject in conjunction with a member of the SLT or the SIP	All co-ordinators	Restarting Oct 20	• Records and minutes of deep dive meetings and any actions which may result from them.

Key Priority 4.3	**To further develop staff wellbeing strategy**	
What will be different for the children?	N/A	
Targets	Success Criteria	

What we will achieve:	How we will know we have achieved it:
1. Clear strategy established to promote and monitor staff wellbeing 2. Staff wellbeing charter created 3. Specifically review planning, marking and feedback strategies.	1. Monitoring cycle in place for wellbeing with strategy document created in collaboration with staff and governors. 2. Wellbeing charter in place, outlining schools commitment to wellbeing 3. Reviewed planning and feedback strategies to support teaching and learning and work life balance.
Key People, including leader	Funding and Resources
C Steel A Watling (Link staff governor) Link Governor TBC All staff	£300 feedback books £150 CPD / wellbeing resources when required £300 for flu jabs if required.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
1.1 Meeting to establish what staff consider to be the greatest stresses and challenges in their roles – this will form basis of wellbeing charter and strategy	All staff	Sept 20	Discussion on outcomes with governors
1.2 Anonymous staff questionnaire to establish concerns or feelings around wellbeing in school	All staff	July 20	Fed back to staffing
1.3 Timetabled wellbeing check-ins put in place for every half term for all staff with agreed mentors.	All staff	Oct 20	Timetable for scrutiny
1.4 Questionnaire repeated at the start of each term	All staff	Jan 21	Available for scrutiny when complete
2.1 Create wellbeing offer relating to the outcomes of direct work with staff	CS	Oct 20	Available on school website.
3.1	SR	Sept 20	Marking and feedback

Key Priority 5	**EYFS** – To develop pupil review in the EYFS

What will be different for the children?	A clearer pupil review will allow higher levels of external accountability from Governors to ensure that expectations and outcomes in EYFS are raised to achieve the best outcomes for all pupils.

Targets	Success Criteria
What we will achieve: • Pupil review framework established to allow high levels of accountability in terms of progress and attainment linked to school assessment points. • Clear information is presented as part of each term's data drop to Governors, allowing more challenging questions and a greater scrutiny on EYFS. •	How we will know we have achieved it: • Pupil review meetings will take place at regular intervals, at least before each assessment point. From a clear picture of progress and areas of development for pupils will be established. • Assessment information will be available at each assessment point based on the result of the pupil review. The information will be presented to governors in a clear and concise format. Evidence of challenge will exist in governors questions on office 365 and also in the minutes of the education sub committee.

Key People, including **leader**	Funding and Resources
Katie Short (EYFS lead) Sarah Renton (Deputy Head) Craig Steel (Head Teacher) Andrew Ridley (Maths Leader)	Additional release time to facilitate pupil reviews, at least once per term initially.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
Meeting established to look at the SOP regarding pupil review in EYFS. This will include the agreement on a format for circulation to governors.	C Steel S Renton K Short	Jan 20	• Review SOP – how to they compare to the pupil review format for Y1-Y6?
Pupil review outcomes format to be presented to link governor to ensure it is fit for purpose.	S Renton K Short	Feb 20	• Check that the format of the pupil review is fit for purpose and easily understood by governors. (Established with link governor for EYFS)
Pupil review to be undertaken in both Nursery and Reception at the end of AP2	S Renton C Steel K Short	March 20	• Results of pupil review available for scrutiny and discussion with EYFS link governor Summer Term.

	C Shaw		
Pupil review repeated AP2.5 and AP3	S Renton C Steel K Short C Shaw	May 20 July 20	• Pupil review process monitored by link governor.

Key Priority 5.2	EYFS –To continue to promote **challenge**, **exploration** and a **love of learning**;
	• Develop **provocations** and the balance of **child initiated / adult led activities**
	• Enhance the curriculum offer through the introduction of **themed topics** and **linked continuous provision**.
What will be different for the children?	Children will engage with a range of topics, broadening their horizons and understanding of the world. The themed topics will engage them and promote a love of learning which will support them to work in new areas, for some further developing their communication and literacy skills. The linked continuous provision will ensure that those who are interested in the topic can continue their own exploration, challenging themselves in new ways. For those children who find it more difficult to work independently and initiate their own play, the adult led activities and themed areas will support their sustained attention and concentration.

Targets	Success Criteria
What we will achieve:	How we will know we have achieved it:
1. All rooms and areas to consistently have a range of well-planned and appropriate provocations linked to the over-arching topic or the interests of the children.	• Children engage in purposeful play, using a mixture of provocations and child-initiated activities to sustain their interest.
2. A clear structure of adult led activities to support children to progress in all areas of learning, coupled with appropriately resourced areas to facilitate child-initiated activities and continuous provision..	• A clear theme can be noted within the learning environments, with links made between the indoor and outdoor areas.
3. A clear curriculum map, showing overarching topics, intended curriculum coverage, clear progression, and areas of enhancement including SMSC and the development of cultural capital.	• Adult led activities are purposeful and well planned to meet the needs of the children.
	• Resources are consistently in place to ensure that any interests that are developed with an adult can be followed independently across a range of areas.
4. Environments where linked continuous provision supports exploration and a love of learning, both indoors and out.	• Long term plans, curriculum mapping and intended coverage is available. This will include planned opportunities to read key texts and experience stories which build progressively towards the end of Reception.
	• Environments are consistent in set up and engaging to pupils, encouraging sustained play.

Key People, including **leader**	Funding and Resources
Katie Short (EYFS lead)	Release time available to support leadership and implementation of strategies.
Chloe Shaw	Budget available to purchase items to enhance environment and build resources for themed units.
Carole Baker	(£1500 - £2000 for EYFS as a whole initially)
Deborah Johnston	Cornerstones EYFS resources
Sarah Renton	RWinc Phonics / Letters and sounds
Craig Steel	

What we will do to achieve the targets:		Who?	When?	Monitoring plan

1.1 Topic / focus is established to supplement the interests of the children	KS CSh	Oct 20	SR to monitor – place on website
1.2 Rooms to have a range of clear provocations in place at all times to facilitate continuous provision. These will primarily be based on the interests of the child, but will be supplemented by provocations provided by staff to encourage children to engage with areas of learning which have been identified as areas of development through ongoing assessmetns	KS Csh	Oct 20	SR to monitor through learning walks
1.3 Class planning files to be updated with area plans and key questions to support adults in their interactions to ensure the appropriate skills are targeted and developed.	KS Csh	Oct 20	Files to be available in classroom for all adults to use. CS and SR to monitor.
1.4 A clear understanding of why this? Why now? In terms of curriculum and environment design that can be articulated.	KS Csh	Oct 20	SR to monitor through curriculum review.
2.1 Adult led activities are in place where direct teaching is planned to develop the targeted skills based on prior assessment. This will be evident in EYFS planning documents.	KS Csh	Oct 20	SR to monitor through curriculum review
2.2 Questioning CPD is revisited to support adult led activities.	All staff	Dec 20	SR to facilitate
2.3 Areas are appropriately resources to support adult led activities. Linked to this, resources are in place to support any continuous provision that may stem from this.	KS Csh	Oct 20	SR to monitor
3.1 Curriculum overviews are available showing intended coverage and where SMSC and cultural capital fits in to this.	KS Csh	Nov 20	SR to monitor VL to support with music schema.

Key Priority 5	EYFS – To build consistency and strengthen links within the EYFS			
What will be different for the children?	Systems and procedures with the EYFS will be consistent within both classrooms. This will support transition for pupils between the two classrooms, and will also support consistency of judgement through shared moderation.			

Targets	Success Criteria			
What we will achieve: • To ensure that moderation across rooms delivers consistency in teaching and learning and accuracy in judgements. • To establish consistency in practice and approach between Nursery and Reception. • To ensure that transition between Nursery and Reception is smooth for all pupils.	How we will know we have achieved it: • Although separate, links will be maintained between the two rooms and progression in expectation and delivery will be evident. • Systems and procedures are consistent between both classrooms where appropriate. • Regular meetings take place to develop practice across both rooms, build consistency, and deliver training to all staff, including support staff.			

Key People, including **leader**	Funding and Resources			
Katie Short (EYFS lead)	Release time where appropriate for training and meetings between both classrooms.			

What we will do to achieve the targets:	Who?	When?	Monitoring plan	
Weekly meetings to take place within EYFS to look at practice and the implementation of the revised curriculum.	All EYFS staff	Weekly	Look at minutes and outcomes of meetings – what is the structure? What are the planned elements / themes for CPD? Are points around curriculum implementation covered?	
Joint moderation sessions between Nursery and Reception to validate judgements and assess evidence base.	Katie Short Chloe Shaw	Half termly (starting Dec 19)	Review outcomes of moderations through discussions with EYFS lead and Reception teacher.	
All staff to attend appropriate moderation sessions with Education Gateshead	Katie Short Chloe Shaw	Termly	Look at outcomes of moderation sessions with EY lead.	
Develop a transition plan to ensure that Nursery children have the required skills and knowledge to support transition to Reception. This should include	Katie Short Chloe Shaw	Summer Term	Review transition plans for Nursery in the summer term monitoring visit.	

consideration of how we integrate new starters to our school before the September intake. For our current Nursery, this should also consider planning for the majority of Nursery children being at the correct stage of their sound awareness / phonic development ready to start Reception.			
Develop a transition plan for movement from Reception to Year 1. This should have a strong focus on being Year 1 ready, and consider planning to ensure that the majority of pupils are at the right phonics stage to enter Year 1.	Katie Short Chloe Shaw Jayne Walsh	Summer Term	Review the transition plan into Year 1 in the summer term monitoring visit.

Key Priority 5	**EYFS** – To continue to develop leadership within the EYFS

What will be different for the children?	A coinsistency will be established between the two classrooms. Opportunity to develop leadership role will lead to improved opportunities for pupils.

Targets	Success Criteria
What we will achieve: • Timetabled EYFS meetings to develop staff • A clear framework and curriculum structure • Proactive RAP, looking at the ongoing development of EYFS • Strong performance management and mentoring of staff • A role for the EYFS lead in setting the vision and direction for the the department. • EYFS leadership that can confidently and clearly articulate the vision and values of the EYFS, and answer the fundamental questions of why this? why now?	How we will know we have achieved it: • Regular, purposeful EYFS meetings where training is delivered and matters relating to EYFS considered. • Clear curriculum rationale established which delivers progression and continuity between classrooms. • RAP in place for EYFS which builds on the themes developed in the SDP. • Records of regular performance management meetings for teachers and support staff to support practice and professional development. • A clearly articulated vision and rationale for EY practice which is communicated effectively by the EY lead and understood by all.

Key People, including **leader**	Funding and Resources
Katie Short (EYFS lead) Sarah Renton (Deputy Head) Craig Steel (Head Teacher) Chloe Shaw (Reception Teacher) All EY support staff	Additional release time where required. Release to undertake half termly meetings with support staff to update standards tracker and set short term development targets.

What we will do to achieve the targets:	Who?	When?	Monitoring plan
Timetabled meetings to take place with a clear agenda and focus. This should link to the development priorities in the SDP and also the departmental RAP.	Katie Short	Fortnightly	Minutes of meetings with clear outcomes and next steps
Development and maintenance of a clear raising attainment plan linked to the school development plan priorities, both EYFS and whole school.	Katie Short	Half termly / ongoing	Link governor to review RAP as part of each term's visit. Consider challenges and any issues relating to resourcing or time allocations.
Curriculum development meetings with other EY staff and SLT to set direction and vision for EYFS (when available)	Katie Short Sarah Renton Craig Steel	Jan 20	Review curriculum model / statement produced as an outcome from the meeting.

	Chloe Shaw		
Half termly meetings established with support staff in EYFS for performance management to address short term development targets	Katie Short All EYFS support staff	Ongoing	EY lead to discuss performance management objectives and professional development opportunities identified for EY staff.
EYFS lead takes a lead role in setting the strategic direction for the development of the curriculum across the EYFS in collaboration with SLT.	Katie Short Craig Steel Sarah Renton	Jan 20	Review revised curriculum model and curriculum statement for EYFS established and integrated with whole school curriculum.
Undertake deep dive format review with EYFS lead to allow practice in articulating strengths and areas for development in department Revisit on next SIP visit. CS to conduct follow up Jan 21	Katie Short (Dawn Foster)	March 20 March 21	Look for evidence of the deep dive outcomes in SIP reports and HT reports.
Vision and values of EYFS along with philosophy and approach are communicated effectively to parents and prospective parents through the website and school prospectus.	Katie Short Craig Steel	Jan 21	Within new prospectus and curriculum area of website, clear curriculum vision and pedagogy is apparent. This is consistent with messages given during monitoring vi