

# KIBBLESWORTH ACADEMY

School Improvement Plan 2019-2020

January 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
<p>To develop our <b>curriculum offer</b>, creating a bespoke curriculum for all subjects in line with our curriculum policy.</p> <p>To raise standards of attainment and achievement in <b>reading</b> across all key stages.</p> <p>To increase attainment at KS2 in terms of the percentage of children working at <b>greater depth</b> in <b>reading</b> and <b>writing</b>.</p>	<p>To develop consistency in terms of implementation of a positive behaviour policy across classrooms, including scripts, rules and rewards.</p>	<p>To explicitly develop character education and SMSC within plans for all curriculum areas.</p> <p>To redevelop RSE and PSHE offers for all key stages</p> <p>To increase the percentage of KS2 children opting for a healthy school lunch.</p>	<p>To facilitate link governor visits to deliver effective challenge and support to school leaders.</p> <p>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.</p>	<p>To develop pupil review in the Early Years</p> <p>To develop a consistency in provocation and approach across EYFS</p> <p>To build consistency and strengthen links within the EYFS</p> <p>To continue to develop leadership with EYFS.</p>



Key Priority 1	Quality of Education - To 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.	How we will know we have achieved it:  <ul style="list-style-type: none"><li>• All year groups have curriculum established in all subjects by July 2020.</li><li>• Subject coordinators can clearly articulate the rationale behind curriculum design and implementation – why this?, why now?</li><li>• Evidence of knowledge being embedded and retained through pupil discussions and reviews.</li><li>• Assessment protocols established and understood by all teachers for all subjects by July 2020.</li><li>• Series of events and experiences mapped out across all key stages to establish pupil entitlement within the school.</li><li>• Vision for each subject, linked to whole school curriculum vision, written and published, demonstrating intent.</li><li>• Clear SRE policy, agreed with all stakeholders, by July 2020, ready for implementation by Sept 2020.</li><li>• Programme of study and resources put in place for PSHE and SRE by Feb 2020.</li></ul>	
Key People, including <b>leader</b>	Funding and Resources	
<b>HT</b> , DHT, SLT, SIP, Teachers	Curriculum Maestro - £3,000 PA Additional release time per teacher - £70 per teacher per session. Scarf (£1200) or Jigsaw (£2000) for PSHE / RSE	



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 develop their own curriculum areas within the agreed framework to promote consistency across phases and subjects. (At least two staff meetings per term, plus one twilight session, and one half day release per half term to be used in conjunction with PPA time.)		All middle leaders.  Release organised by CS, QA by SLT.	Half termly - see release schedule.	<ul style="list-style-type: none"> <li>Discussion with co-ordinators to check release time has been put in place. (GOV)</li> <li>Curriculum plans to be monitored and quality assured by SLT Week 6 of Autumn 1 and Autumn 2.</li> </ul>
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	<ul style="list-style-type: none"> <li>CPD feedback forms</li> <li>Staff meeting minutes available to govs where CPD is discussed.</li> <li>Standards Tracker (ST) CPD portfolios.</li> <li></li> </ul>
1.3 Cluster subject leader network to be created to allow co-ordinators to liaise and collaborate with colleagues in other schools.		CS to facilitate with cluster heads initially	Nov 19	<ul style="list-style-type: none"> <li>Discussions with co-ordinators relating to outcomes of joint work. (Feb 20)</li> <li>Evidence of cluster meetings taking place.</li> </ul>
1.4 Establish link governance for each curriculum area		CoG	Dec 19	<ul style="list-style-type: none"> <li>Monitoring table exists with all key areas indicated and governors allocated by Dec 19</li> <li>First round of monitoring visits have taken place by end Dec 19</li> </ul>
1.5 Cycle of review and monitoring in place to review and quality assure units before delivery		SLT	Dec 19	<ul style="list-style-type: none"> <li>Evidence of unit sign off for each curriculum area by Dec 19 for Spring 1 units.</li> </ul>
1.6 Develop assessment protocols for foundation subjects.		SLT	Dec 19	<ul style="list-style-type: none"> <li>Assessment system established for at least half of foundation subjects by Dec 19 as per implementation plan.</li> <li>Remaining subjects to be established by Apr 20.</li> </ul>
1.7 SLT meetings to review budget allocations for each curriculum area		SLT	Half Termly	<ul style="list-style-type: none"> <li>Agenda and minutes of SLT meetings available for scrutiny</li> </ul>
2.1 Research and investigate PSHE schemes and programme of study.		KS	Dec 19	<ul style="list-style-type: none"> <li>Report available on three options – Jigsaw, Scarf, 3d PSHE available for scrutiny by end Dec 19</li> <li>Evidence of discussion in minutes of SLT meeting Jan 20</li> </ul>
2.2 SRE policy rewritten in line with new statutory guidance		KS	Oct 10	<ul style="list-style-type: none"> <li>Evidence of first draft for consultation submitted to FGB Nov 19</li> </ul>



2.3 Curriculum mapping and subject overview to be completed and added to policy ready for consultation	KS	Jan 20	<ul style="list-style-type: none"><li>Curriculum overview added and submitted prior to consultation – available on sharepoint if required. This will be completed once report has been submitted and decision made on policy direction. Jan 20</li></ul>
2.3 Policy sent out to consultation with parents	KS	Feb 20	<ul style="list-style-type: none"><li>Copies of correspondence relating to policy</li><li>Consultation event with parents</li><li>Outcomes of written consultation available on request after Feb 20</li></ul>
2.4 CPD to be delivered on PSHE	KS	June 20	<ul style="list-style-type: none"><li>CPD session planned for final training day of the year to ensure all staff secure with subject knowledge ready for September 2020. (materials available June 20)</li></ul>
2.5 Final policy review presented to governing body for approval	CS	June 20	<ul style="list-style-type: none"><li>Policy signed off and available on school website.</li></ul>



<b>Key Priority 1</b>	<b>To raise standards of achievement and attainment in reading across all key stages</b>
<b>What will be different for the children?</b>	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.
<b>Targets</b>	<b>Success Criteria</b>
<p>What we will achieve:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. To raise levels of achievement and attainment at the end of all key stages.</li> <li>3. To increase the level of independent and home reading across all key stages.</li> <li>4. Accurate assessment to demonstrate achievement and attainment.</li> <li>5. A well planned series of class texts which will broaden and deepen pupil's experiences and awareness of literature.</li> <li>6. Well planned and accurately delivered phonic teaching in EYFS, KS1 and KS2.</li> </ol>	<p>How we will know we have achieved it:</p> <ul style="list-style-type: none"> <li>• Pupil interviews and surveys indicate positive attitudes to reading in all key stages</li> <li>• Engagement time on AR is consistently above year group targets for <b>all</b> pupils.</li> <li>• Staff conversations around book recommendations with pupils.</li> <li>• AP data indicates improved attainment levels at ARE and above ARE</li> <li>• End of Key Stage SATs show positive progress measures at KS2 and attainment above national and local averages at KS1.</li> <li>• Pupil reviews show reading journals being used in line with school policy, both at home and in school, and well planned guided reading sessions.</li> <li>• Drop ins and learning walks demonstrate strong guided reading routines and the active teaching of reading strategies.</li> <li>• 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.</li> <li>• Year 1 phonic screening will show an increase on the percentage of pupils who achieved expected in the reading strand at the end of EYFS.</li> <li>• Class teachers make the use of phonic strategies explicit throughout guided reading, writing and spelling sessions throughout KS1 and KS2.</li> <li>• Pupils who are not yet phonetically secure in KS2 will receive intervention to support them to make progress.</li> </ul>
<b>Key People, including leader</b>	<b>Funding and Resources</b>
<p><b>Sarah Renton</b> All class teachers</p>	<p>Renaissance Place - £1400 PA PIRA assessments - £750 PA Whole class text stock – approx. £300 per half term where new stock required.</p>



	Independent reading stock – combination of Scholastic resources and AR targeted purchases - £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	Sept 19	<ul style="list-style-type: none"> <li>Survey results published on school website Sept 19</li> </ul>
1.2 New book stock to be purchased to fill gaps in AR coverage	SR	Sept 19	<ul style="list-style-type: none"> <li>Book stock available for scrutiny</li> </ul>
1.3 Integration of Oxford Reading Tree with AR levels and class libraries	SR	Sept 19	<ul style="list-style-type: none"> <li>Labelled and levelled stock available in school</li> </ul>
1.4 Class libraries to be updated and rotated half termly	SR	Half termly	<ul style="list-style-type: none"> <li>Book stock changes in every classroom at the end of every half term.</li> </ul>
1.5 Whole class guided reading stock to be purchased to allow greater access to texts.	SR	Sept 19	<ul style="list-style-type: none"> <li>Book stock lists and purchased stock available in school.</li> </ul>
1.6 Relaunch of AR testing and STAR testing across years 2 – 6	SR	Sept 19	<ul style="list-style-type: none"> <li>AR and STAR reports available for scrutiny.</li> </ul>
1.7 Cross curricular book stock purchased to engage pupils across the curriculum	SR	Sept 19	<ul style="list-style-type: none"> <li>Book stock available for scrutiny</li> </ul>
1.8 Reading links made in all curriculum units to increase engagement time	SR	Sept 19	<ul style="list-style-type: none"> <li>Curriculum plans will contain linked reading list in all appropriate subjects – available on request.</li> </ul>
1.9 Literacy units realigned to be text based	SR	Sept 19	<ul style="list-style-type: none"> <li>Long term overview of whole class reading progression available.</li> </ul>
1.10 Pupil competitions / millionaire club to raise the profile of reading and engagement levels across the school	SR	Dec 19	<ul style="list-style-type: none"> <li>Increased number of competitions and vehicles for increased reading apparent in school. This will be evidenced through RAP of literacy lead.</li> </ul>
1.11 Classroom strategies, such as reading maps, used to raise the profile of reading in all classrooms.	SR	Dec 19	<ul style="list-style-type: none"> <li>Evidence of all classrooms using maps to mark locations of shared texts. This should be apparent in some format from N – Y6</li> </ul>
1.12 Mystery reader scheme reintroduced to EYFS and KS1	SR / KS	Jan 20	<ul style="list-style-type: none"> <li>List of visits and texts chosen across both Key Stages – this will be reintroduced Jan 20.</li> </ul>
1.13 Teachers encouraged to model a love for reading, sharing reading practices and recommendations with pupils	All staff	Sept 19	<ul style="list-style-type: none"> <li>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.</li> </ul>
1.14 Teachers model and teach reading strategies including decoding and comprehension across all classrooms as part of guided and whole class reading sessions	All staff	Sept 19	<ul style="list-style-type: none"> <li>Evident in learning walks and observations. This will also be apparent on timetables and in planning.</li> </ul>



1.15 Teachers deliver and teach comprehension strategies weekly as part of a planned series of lessons.	All staff	Jan 20	<ul style="list-style-type: none"> <li>Evidence of comprehension planning and progression across years 1 – 6 as appropriate.</li> <li>Comprehension files available for scrutiny.</li> </ul>
2.1 SLT share and model best practice in all year groups relating to reading	SLT	Jan 20	<ul style="list-style-type: none"> <li>Plan of CPD and model lessons delivered by SLT on a range of aspects from phonics to higher level comprehension.</li> </ul>
2.2 Cycle of monitoring and review put in place to ensure taught elements and strategies are being effective.	CS / SR	Jan 20	<ul style="list-style-type: none"> <li>Monitoring reports available including scrutiny and pupil interviews.</li> <li>Monitoring plan available for Spring 1 onwards</li> </ul>
2.3 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	Jan 20	<ul style="list-style-type: none"> <li>Edukey provision mapping and intervention plans available for target children.</li> <li>Class teachers and subject co-ordinators should have copies of these plans available.</li> <li>Class teachers able to articulate how the plan is progressing and the next steps for each pupil.</li> </ul>
2.4 Pupil reviews are embedded for reading to monitor progress and inform next steps	CS / SR	Jan 20	<ul style="list-style-type: none"> <li>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.</li> </ul>
2.5 Access external CPD where required	CS	Sept 19	<ul style="list-style-type: none"> <li>CPD logs available on request, for in house and central training.</li> <li>CPD also logged in teachers ROPD</li> </ul>
3.1 Improve parental engagement through the use of reading logs and reading journals	All teachers	Sept 19	<ul style="list-style-type: none"> <li>Evidence of parent involvement in all reading logs and learning journals across the school.</li> </ul>
3.2 Parent consultation evenings focused on reading engagement and standards of reading	All teachers	Oct 19	<ul style="list-style-type: none"> <li>Examples of feedback documents and reports given to parents available for scrutiny.</li> </ul>
3.3 Reading open days to allow parents to take part in a reading lesson	All teachers / SR	Jan 20	<ul style="list-style-type: none"> <li>Reading open day planned for Jan 20</li> <li>Outline of focus elements for each day available for scrutiny.</li> <li></li> </ul>
3.4 Home connect registrations sent to all parents to increase engagement	SR	Jan 20	<ul style="list-style-type: none"> <li>Home connect letters sent out Jan 20.</li> <li>Drop in information session on AR in place to coincide with letters.</li> </ul>
3.5 Oxford Reading Buddies to be purchased to increase range of reading opportunities at home (e-books)	SR	Dec 19	<ul style="list-style-type: none"> <li>Evidence of children accessing resource online.</li> <li>Evidence of target children being supported to access the resource in school and at home to increase reading engagement.</li> </ul>





3.6 Timetabled opportunities for independent reading in school	SR	Sept 19	<ul style="list-style-type: none"> <li>Class timetables, learning walks, pupil discussions.</li> </ul>
4.1 STAR reading tests to be taken every half term to gauge progress against targets	SR	Sept 19	<ul style="list-style-type: none"> <li>Renaissance records on testing and progress reports.</li> </ul>
4.2 Written paper based comprehension assessments termly (PIRA)	SR	Dec 19	<ul style="list-style-type: none"> <li>Report on outcomes of PIRA tests and next steps available to ESC.</li> </ul>
4.3 Classroom monitor tracking completed for reading strands	All teachers	Sept 19	<ul style="list-style-type: none"> <li>Evidenced in reading pupil reviews and reported back to link governor.</li> </ul>
4.4 Accurate phonic tracking in EYFS to inform next steps	KS	Sept 19	<ul style="list-style-type: none"> <li>Phonic tracking available in assessment system</li> <li>Planning shows link to previous assessment with appropriate next steps</li> <li>Phonic information shared at ESC</li> </ul>
4.5 Tracking of high frequency words across EYFS and KS1	KS / AW / JW	Sept 19	<ul style="list-style-type: none"> <li>HFW tracking available in assessment system</li> </ul>
4.6 Phonics check completed June 2020	JW / SR	June 20	<ul style="list-style-type: none"> <li>Statutory requirement, fed back to FGB</li> </ul>
5.1 Plan progression in whole class texts to ensure it takes account of a wide range of cultural references, and genres.	SR	Sept 19 – ongoing	<ul style="list-style-type: none"> <li>Overview of texts available from R – Y6</li> <li>Clear breadth of coverage in terms of genre and cultural references</li> </ul>
6.1 CPD update for all staff	KS	Jan 20	<ul style="list-style-type: none"> <li>CPD record updated to reflect additional training for Year 1 and Year 2 teachers. (RWinc phonics training)</li> </ul>
6.2 Clear progression with benchmarks through EYFS, KS1 and KS2	SR / KS / CS	Jan 20	<ul style="list-style-type: none"> <li>Progress against agreed benchmarks reported back at every ESC meeting</li> </ul>
6.3 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.	VL	Jan 20	<ul style="list-style-type: none"> <li>Learning plans available for all pupils who did not achieve phonic standard in Year 1 or Year 2</li> <li>Range of phonic strategies available and evident, as well as other strategies, such as whole word, where appropriate.</li> </ul>
6.4 Pupil tracking in place to identify which sets pupils are working within and beyond (Letters and sounds / RWinc)	KS / SR	Jan 20	<ul style="list-style-type: none"> <li>Tracking information made available to ESC</li> </ul>



<b>Key Priority 1</b>	<b>Quality of Education</b> - To increase levels of attainment from KS1 to KS2 in terms of the percentage of children working at greater depth in reading and writing.
<b>What will be different for the children?</b>	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.
<b>Targets</b>	<b>Success Criteria</b>
What we will achieve:  <ol style="list-style-type: none"><li>1. A greater percentage of pupils working at greater depth in reading at KS2 than was the case at KS1 across all groups</li><li>2. A greater percentage of pupils working at greater depth in writing at KS2 than was the case at KS1 across all groups</li><li>3. Upskilled staff who are able to identify, challenge and support more able pupils in all areas of learning</li></ol>	How we will know we have achieved it:  <ul style="list-style-type: none"><li>• SAT results show a greater percentage of pupils working at greater depth in reading and writing.</li><li>• A greater percentage of pupils are identified as working at greater depth through school tracking systems.</li><li>• A greater percentage of pupils are achieving success when accessing higher level challenges within reading and writing.</li><li>• Key groups, such as the disadvantaged, show an increase in the percentage of pupils working at greater depth in reading and writing.</li><li>• 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.</li></ul>
<b>Key People, including leader</b>	<b>Funding and Resources</b>
<b>HT, DHT, SLT, SIP, Teachers</b>	No More Marking (OUP) £750PA



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	<ul style="list-style-type: none"> <li>AR reports will show stretch targets for more able</li> <li>Provision maps and learning plans will reflect these targets</li> </ul>
1.2 English for the more able sessions timetabled fortnightly within whole class guided sessions.	CS	Jan 20	<ul style="list-style-type: none"> <li>Evidence of work produced in sessions</li> <li>Clear timetable of delivery available for scrutiny</li> </ul>
1.3 Additional opportunities to promote reading established. (local library links, author visits, seven stories)	CS / SR	Dec 19	<ul style="list-style-type: none"> <li>Pupil discussions highlighting uptake of opportunities</li> <li>Annual plan of visits and opportunities with a link to cultural capital development</li> </ul>
1.4 Blue badge reading buddies established to promote a love of reading and support younger pupils	SR / CS	Dec 19	<ul style="list-style-type: none"> <li>Pupil interviews</li> <li>Display in school of groups actions</li> </ul>
1.5 All parents of more able pupils will receive provision maps and guidance on how they can support their children	SR	Jan 20	<ul style="list-style-type: none"> <li>Evidence of provision maps</li> </ul>
1.6 Pupil review to have a focus on more able provision and outcomes for reading	CS	Jan 20	<ul style="list-style-type: none"> <li>Evidence of coverage on pupil review documents</li> </ul>
2.2 Competitions and purposes for writing beyond the curriculum are put in place termly.	SR	Jan 20	<ul style="list-style-type: none"> <li>Evidence of competition entry through portfolio</li> </ul>
2.3 Pupil review to have a focus on more able provision and outcomes for writing.	SR	Sept 19	<ul style="list-style-type: none"> <li>Evidence of discussions in pupil reviews relating to writing</li> </ul>
2.4 UKS2 pupils encouraged and supported to develop a broader portfolio of independent writing encompassing a range of genres and styles.	CS / SR	Jan 20	<ul style="list-style-type: none"> <li>Pupil portfolios available for scrutiny</li> </ul>
2.5 Displaying WAGOLS and evidence of more able writing around classrooms and the wider school. (Including achieved wall)	CS	Sept 19	<ul style="list-style-type: none"> <li>Displays of WAGOLS and more able writing evident around school</li> <li>Achieved wall contains examples of strong writing</li> </ul>
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 20	<ul style="list-style-type: none"> <li>CPD record</li> <li>CPD evaluation records</li> </ul>
3.2 Regular learning walks focusing on provision for the most able in all classrooms	CS / SR	Dec 19	<ul style="list-style-type: none"> <li>Feedback emails to staff</li> <li>Records within Standards Tracker</li> <li>Whole school feedback on generic areas for development.</li> <li></li> </ul>
3.3 CPD on questioning to stretch and challenge the most able	SR	Dec 19	<ul style="list-style-type: none"> <li>CPD record</li> <li>CPD evaluations</li> </ul>



3.4 Completion of the NACE audit tool to baseline current practice which will develop in to more able RAP	SR	Dec 19	<ul style="list-style-type: none"><li>• Completed audit</li><li>• RAP with outcomes of audit</li></ul>
---	----	--------	--



<b>Key Priority 2</b>	<b>Behaviour and attitudes</b> - 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.	
<b>Targets</b>		<b>Success Criteria</b>
What we will achieve:  <ol style="list-style-type: none"><li>1. A positive and purposeful learning environment based on strong relationships at all levels.</li><li>2. A consistent approach to behaviour and relationship management at all levels across the school.</li><li>3. A policy which supports and reflects good practice across the setting.</li></ol>		How we will know we have achieved it:  <ul style="list-style-type: none"><li>• Incidences of low level disruptions reduced across classrooms (CPOMS)</li><li>• Reduction in number of internal and fixed term exclusions from classrooms</li><li>• Pupils show a greater understanding of conflict resolution and use it to solve minor disagreements themselves.</li><li>• Children report positively on the standards of behaviour in school.</li><li>• Pupils feel safe and happy in school, and know how to deal with a problem.</li><li>• A reduction in the number of bullying behaviours demonstrated in school.</li><li>• Strategies and approaches detailed in policy are apparent in daily practice.</li></ul>
Key People, including <b>leader</b>		Funding and Resources
<b>HT</b> , 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 CPD on behaviour change (language choice and microscripts)		CS / all staff	Sept 19	<ul style="list-style-type: none"> <li>• CPD records</li> <li>• CPD evaluations</li> <li>• Evidence of practice change in classrooms</li> <li>• Discussions with pupils</li> </ul>
1.2 Restorative conversation CPD (FAP)		FAP / all staff	Nov 19	<ul style="list-style-type: none"> <li>• CPD records</li> <li>• CPD evaluations</li> </ul>
1.3 Monthly revisits of CPD to review good practice and points for development		CS / all staff	Monthly	<ul style="list-style-type: none"> <li>• Staff meeting agenda and minutes</li> </ul>
1.4 Monitoring CPOMS to check levels of incidence		CS	Weekly	<ul style="list-style-type: none"> <li>• CPOMS reports and associated action points</li> </ul>
1.5 Learning walks linked to teaching standards 1.1 and 1.3, fed back and recorded on Standards Tracker		CS / SR / VL / KS	Weekly	<ul style="list-style-type: none"> <li>• Records of learning walks</li> <li>• Standards Tracker evidence</li> </ul>
1.6 SRE / PSHE work with children around Jubilee Centre work on character education to reinforce respect and positive relationships		CS / KS	Weekly from Jan 20	<ul style="list-style-type: none"> <li>• Pupil discussions</li> <li>• Long term plans</li> <li>• Lesson observations</li> </ul>
2.1 Commissioning of better lunchtimes report to look at interactions and behaviour in lunch hall and on yards		BLM	Oct 19	<ul style="list-style-type: none"> <li>• Lunchtime report</li> <li>• CPD records</li> </ul>
2.2 Action plan resulting from report put in place to improve lunch provision		CS	Nov 19	<ul style="list-style-type: none"> <li>• Action plan</li> <li>• CPD records</li> </ul>
2.3 Continued use and enhancement of sports crew on yards to act as buddies to support behaviour on yards		AR / KS Lunch staff	Jan 20	<ul style="list-style-type: none"> <li>• Sports Crew interviews</li> <li>• Pupil interviews</li> <li>• Sports Crew RAP and plans</li> </ul>
2.4 Monitoring of yards and lunch hall by SLT to ensure new procedures are introduced consistently		SLT Lunch staff	Jan 20	<ul style="list-style-type: none"> <li>• Discussions with SLT</li> </ul>
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	<ul style="list-style-type: none"> <li>• Pupil interviews</li> <li>• Observing pupils in and around school</li> </ul>
3.1 Behaviour policy rewritten and reviewed in line with behaviour change model		CS	Sept 19	<ul style="list-style-type: none"> <li>• Approved by governing body Nov 19</li> </ul>
3.2 Staff provided with updated copies of policy to ensure consistency of implementation		CS	Nov 19	<ul style="list-style-type: none"> <li>• Staff communication by email Nov 19</li> </ul>



<b>Key Priority 3</b>	<b>Personal development:</b> To explicitly develop character education and SMSC within plans for all curriculum areas.		
What will be different for the children?			
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ol style="list-style-type: none"> <li>1. A clear policy on character education and SMSC.</li> <li>2. Grid tracker used as an evidence base of coverage, and a tool for planning.</li> <li>3. SMSC will be embedded within all subject areas in curriculum mapping.</li> <li>4. Further embedding of ICARE values.</li> <li>5. Beyond the academic curriculum, children are provided with opportunities and experiences to help them develop spiritually, morally and socially.</li> </ol>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Policy in place which is designed to develop SMSC with embedded elements of character education.</li> <li>• Grid tracker illustrates a wealth of experiences and opportunities for all year groups.</li> <li>• Medium term unit plans explicitly make links to elements of SMSC and where appropriate the development of character.</li> <li>• ICARE values are evident across the school community and can be articulated by staff and pupils at an appropriate level.</li> <li>• 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.</li> </ul>		
<b>Key People, including leader</b>	<b>Funding and Resources</b>		
<b>What we will do to achieve the targets:</b>	<b>Who?</b>	<b>When?</b>	<b>Monitoring plan</b>
1.1 Policy put in place specifically on SMSC, with a focus on character education and how it is applied across the school	CS / KS	Nov 19	<ul style="list-style-type: none"> <li>• Policy available for scrutiny on compliance tracker and school website</li> </ul>
2.1 Refresher training on the use of grid tracker	CS	Dec 19	<ul style="list-style-type: none"> <li>• CPD record - training day Dec 19</li> </ul>
2.2 Curriculum units cross reference to grid tracker at planning stage	SR	Nov 19	<ul style="list-style-type: none"> <li>• Scrutiny and oversight of each unit</li> </ul>
2.2 Audit use of tracker regularly	CS	Monthly	<ul style="list-style-type: none"> <li>• Monthly filtered print of all areas with follow up</li> </ul>
3.1 SMSC objectives are included in curriculum overviews where appropriate	All curriculum coordinators	Half termly	<ul style="list-style-type: none"> <li>• Scrutiny and oversight of each unit</li> </ul>



3.2 SMSC mapping in place to demonstrate coverage and progression across school	KS	Apr 20	<ul style="list-style-type: none"><li>• SMSC overview showing progression through year groups</li></ul>
3.3 Investigating available frameworks and resources for the delivery of SMSC	KS / CS / SR	Dec 19	<ul style="list-style-type: none"><li>• Presentation of approaches and resources Jan 20</li></ul>
3.4 Purchase and implementation of new resources and framework for SMSC and PSHE	KS / CS / SR	Jan 20	<ul style="list-style-type: none"><li>• New resources purchased</li><li>• CPD and implementation timetable in place for Spring 1 and Spring 2</li></ul>
4.1 Planned coverage of each ICARE value across the school year, linked to character education and assembly timetables	KS / CS	Dec 19	<ul style="list-style-type: none"><li>• Clear links to ICARE in character education documents and assembly timetable.</li><li>• Pupil discussions</li></ul>
5.1 Development of pupil cultural entitlement document where details of each experience and enrichment is mapped out across the school for each pupil	All staff	Jan 20	<ul style="list-style-type: none"><li>• Document available for scrutiny end of Jan 20</li></ul>





<b>Key Priority 3</b>	<b>Personal development:</b> To redevelop RSE and PSHE offers for all key stages		
What will be different for the children?			
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve:  1. A PSHE / RSE programme of study which matches the 2020 statutory requirements.	How we will know we have achieved it: <ul style="list-style-type: none"> <li>Progressive approach to the delivery of SRE and PSHE across all key stages</li> <li>Pupils talk confidently about issues relating to SRE and PSHE</li> <li>Teachers are confident delivering a well-resourced and appropriately structured curriculum.</li> <li>Work and displays are evident around school demonstrating and celebrating work in this area.</li> </ul>		
<b>Key People, including leader</b>	<b>Funding and Resources</b>		
Katie Short (KS) SLT Chair of governors (CoG)	Depending on resource bank selected, costs for PSHE curriculum range from annual subscription of £550 per year for Scarf, to £3k for Jigsaw (one off payment)  Additional release time in February can be arranged to allow KS to complete required tasks.  Staff meeting time in Feb 20 to brief staff on resources		
<b>What we will do to achieve the targets:</b>	<b>Who?</b>	<b>When?</b>	<b>Monitoring plan</b>
1.1 Evaluate , Scarf and 3D PSHE with a view to adopting one as the primary resource for PSHE and RSE	KS	Jan 20	<ul style="list-style-type: none"> <li>Evaluation report prepared with details on the strengths and weaknesses of each resource and approach. Report available to ESC Spring term 2020</li> </ul>
1.2 Present findings of evaluation to SLT / CoG - make decision on resource to use	KS	Jan 20	<ul style="list-style-type: none"> <li>Presentation to SLT Jan 20 – notes and outcomes available to ESC Spring term 2020</li> </ul>
1.3 Create subject map for PSHE, incorporating Jubilee character education resources if appropriate	KS	Feb 20	<ul style="list-style-type: none"> <li>Map available ESC Spring term 2020</li> </ul>
1.4 Review class timetables and subject time allocations to create dedicated space for PSHE in all year groups	CS	Feb 20	<ul style="list-style-type: none"> <li>School website timetables from end Feb 2020</li> </ul>
1.5 Staff training on new resources and explanation of expectations	KS	Feb 20	<ul style="list-style-type: none"> <li>Training materials available for scrutiny</li> </ul>
1.6 Launch first PSHE units Spring 2	All staff	Feb 20	<ul style="list-style-type: none"> <li>Observation of units and outcomes from pupils</li> </ul>



1.7 Open evening with parents to give them an opportunity to review resources	KS	Feb 20	<ul style="list-style-type: none"><li>• Attendance at meeting, materials which were delivered available for scrutiny.</li></ul>
1.8 All unit maps to be placed on the school website prior to open evening	KS	Feb 20	<ul style="list-style-type: none"><li>• Website check</li></ul>



<b>Key Priority 3</b>	<b>Personal development - To increase the percentage of KS2 children opting for a healthy school lunch.</b>		
<b>What will be different for the children?</b>	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.		
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ol style="list-style-type: none"> <li>1. Uptake of school meals increases by 10%</li> <li>2. Contents of packed lunches improves to meet healthy guidelines and raise scores attached to the better lunchtimes mark.</li> <li>3. UFSM levels remain high, with school meal uptake being maintained into Year 3.</li> </ol>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Increased percentage of children opting for a school meal over the final term of the school year.</li> <li>• Children talk positively about school lunches and do not feel disadvantaged compared to their packed lunch friends.</li> <li>• Quality of packed lunches improve in line with healthy plate guidance.</li> <li>• All drinks, both school meal and packed lunch, are limited to water to encourage a healthier lunchtime.</li> </ul>		
<b>Key People, including leader</b>	<b>Funding and Resources</b>		
<b>HT, DHT, SLT, SIP, Teachers</b>	Paul Evans – Better Lunchtimes Better lunchtimes report Better lunchtimes themed visits		
<b>What we will do to achieve the targets:</b>	<b>Who?</b>	<b>When?</b>	<b>Monitoring plan</b>
1.1 Target Year 2 pupils and parents through correspondence and a lunch open day in summer term to try and maintain high levels of uptake through to KS2	CS / school meals service	July 20	<ul style="list-style-type: none"> <li>• Correspondence to parents</li> <li>• Governor presence at open event</li> </ul>
2.1 Brief all staff on this aspect of lunchtime audit	CS	Dec 19	<ul style="list-style-type: none"> <li>• Training day 2.12.19, training materials</li> <li>•</li> </ul>
2.2 CPD on healthy plate and healthy choices with lunch staff	CS	Dec 19	<ul style="list-style-type: none"> <li>• Training day 2.12.19, training materials</li> </ul>
2.3 Inform parents of requirements of lunchtimes award and requirement for healthy packed lunches and water on tables	CS	Dec 19	<ul style="list-style-type: none"> <li>• Letter home Dec 19</li> </ul>
2.4 Start to enforce healthy lunch monitoring	All staff	Jan 20	<ul style="list-style-type: none"> <li>• Discussions with pupils and staff (Jan 20)</li> </ul>
2.5 Create reward scheme for healthy choices in packed lunch	CS / lunch staff	Jan 20	<ul style="list-style-type: none"> <li>• Pupil discussion</li> </ul>



2.6 School competition to design a healthy packed lunch	All staff	Dec 19	<ul style="list-style-type: none"><li>• Display and evidence of outcomes</li></ul>
2.7 Practical healthy packed lunch workshops with pupils facilitated by teaching assistants	CB / TAs	Jan 20	<ul style="list-style-type: none"><li>• Discussions with pupils</li><li>• Photographs and evidence on website (Jan 20)</li></ul>
2.8 Introduce water on tables for all pupils	All staff	Jan 20	<ul style="list-style-type: none"><li>• Discussions with pupils</li></ul>
2.9 Consult with parents on healthy drinks in packed lunches as part of packed lunch review.	CS	Dec 19	<ul style="list-style-type: none"><li>• Letter to parent / parents meetings if required</li></ul>



<b>Key Priority 4</b>	<b>Leadership and management</b> - 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.		
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ol style="list-style-type: none"> <li>1. Link governor roles reviewed and roles allocated</li> <li>2. Series of planned link governor visits take place across the school</li> <li>3. Appropriately challenging feedback and reports available to all school staff</li> <li>4. Knowledgeable governors who understand their areas of responsibility</li> </ol>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Documentation relating to governor links available in handbook and on school website.</li> <li>• Timetable of planned visits across the academic year which encompasses all key areas of the school.</li> <li>• Written reports fed back to staff to support continued development and appropriate challenge.</li> <li>• Governors can talk confidently and with authority about their area of responsibility</li> </ul>		
Key People, including <b>leader</b>	Funding and Resources		
<b>HT</b> , DHT, SLT, SIP, Teachers	Monitoring 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 RM	Dec 19	<ul style="list-style-type: none"> <li>• Handbook completed and available for scrutiny</li> <li>• Website updated (Dec 19)</li> </ul>
2.1 Link governor monitoring schedule in place with supporting documents in governors handbook	CS RM	Dec 19	<ul style="list-style-type: none"> <li>• Handbook completed and available for scrutiny</li> <li>• Timetable of visits available for academic year</li> </ul>
3.1 Feedback form evaluated and included in handbook for reference. Electronic version available on sharepoint or through Microsoft forms	CS RM JC	Dec 19	<ul style="list-style-type: none"> <li>• All formats of forms available for first round of visits in the new year. (Jan 20)</li> </ul>



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 RM	Dec 19	<ul style="list-style-type: none"><li>• Agendas of sub committee meetings for Spring Term</li><li>• Record of feedback comments to staff and actions of next steps to be reviewed. (April 20 CoG)</li></ul>
4.4 Session planned to support governors to become more familiar with the expectations of monitoring an area within school.	CS		<ul style="list-style-type: none"><li>• Training session offered to discuss monitoring arrangements in school and governance handbook. (Jan 20)</li></ul>
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 RM JC	Jul 20	<ul style="list-style-type: none"><li>• Date set for end of year review.</li><li>• Minutes of the event available for review.</li><li>• Outcomes of event used to formulate governance plan for 2020-2021</li></ul>
4.6 360 Feedback review of the chair	RM	Jul 20	<ul style="list-style-type: none"><li>• Mechanism for 360 feedback developed (Apr 20)</li><li>• Questionnaires circulated (May 20)</li><li>• Feedback and action plan completed (Jul 20)</li></ul>



<b>Key Priority 4</b>	<b>Leadership and management</b> - 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.			
<b>Targets</b>		<b>Success Criteria</b>		
What we will achieve: <ol style="list-style-type: none"> <li>1. To upskill all subject co-ordinators to allow them to successfully co-ordinate a curriculum subject or area within the school.</li> <li>2. To enable all subject co-ordinators to take greater control over their professional development</li> </ol>		How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Subject co-ordinators have the ability to conduct learning walks, pupil interviews and scrutinies related to their area of responsibility</li> <li>• Subject co-ordinators are able to plan a sequence of units to support the development of the curriculum</li> <li>• Subject co-ordinators are able to deliver CPD relating to their area of responsibility.</li> <li>• 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.</li> <li>• 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.</li> </ul>		
<b>Key People, including leader</b>		<b>Funding and Resources</b>		
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.		
<b>What we will do to achieve the targets:</b>		<b>Who?</b>	<b>When?</b>	<b>Monitoring plan</b>
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 20 onwards	<ul style="list-style-type: none"> <li>• See timetable of learning walks and support for details.</li> </ul>



1.2 Middle leaders allocated a mentor to support leadership development (This will usually be Standards Tracker appraiser)	All co-ordinators	Jan 20 onwards	<ul style="list-style-type: none"><li>Standards tracker records</li></ul>
1.3 Middle leaders supported to plan and deliver themed events related to their area of responsibility			<ul style="list-style-type: none"><li>See curriculum and assembly timetable for details</li></ul>
2.1 Monthly meetings with appraiser / mentor to discuss CPD requirements and wider role	All co-ordinators	Dec 19	<ul style="list-style-type: none"><li>Standards tracker records</li></ul>
2.2 All staff allocated a standards tracker login and appraiser	All co-ordinators	Nov 19	<ul style="list-style-type: none"><li>Standards tracker records</li></ul>
2.3 Training given on standards tracker to ensure all staff are able to update their ROPDs successfully	All staff	Dec 19	<ul style="list-style-type: none"><li>Standards tracker records</li></ul>
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	Starting Nov 19	<ul style="list-style-type: none"><li>Records and minutes of deep dive meetings and any actions which may result from them.</li></ul>





<b>Key Priority 5</b>	<b>EYFS – To develop pupil review in the EYFS</b>		
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.		
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ul style="list-style-type: none"> <li>Pupil review framework established to allow high levels of accountability in terms of progress and attainment linked to school assessment points.</li> <li>Clear information is presented as part of each term's data drop to Governors, allowing more challenging questions and a greater scrutiny on EYFS.</li> <li></li> </ul>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
Key People, including <b>leader</b>	Funding and Resources		
<b>Katie Short (EYFS lead)</b> 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	<ul style="list-style-type: none"> <li>Review SOP – how to they compare to the pupil review format for Y1-Y6?</li> </ul>
Pupil review outcomes format to be presented to link governor to ensure it is fit for purpose.	S Renton K Short	Feb 20	<ul style="list-style-type: none"> <li>Check that the format of the pupil review is fit for purpose and easily understood by governors. (Established with link governor for EYFS)</li> </ul>



Pupil review to be undertaken in both Nursery and Reception at the end of AP2	S Renton C Steel K Short C Shaw	March 20	<ul style="list-style-type: none"><li>Results of pupil review available for scrutiny and discussion with EYFS link governor Summer Term.</li></ul>
Pupil review repeated AP2.5 and AP3	S Renton C Steel K Short C Shaw	May 20 July 20	<ul style="list-style-type: none"><li>Pupil review process monitored by link governor.</li></ul>



<b>Key Priority 5</b>	<b>EYFS – To develop a consistency in provocation and approach across EYFS</b>		
What will be different for the children?	A clear framework for establishing provocations across both rooms within the setting. This will lead to a range of provocations initiated by the class teacher which will allow the pupils to follow their own interests linked to an over-arching theme. Planned provocations and continuous provision will be in place to encourage the children and introduce new areas of learning.		
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ul style="list-style-type: none"> <li>Nursery and Reception have a rich variety of provocations and continuous provisions in place.</li> <li>A higher level of engagement from all pupils across both settings.</li> <li>Clear provocations and links established in the outdoor area</li> </ul>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>Provocations, matching an overarching theme, will be evident across both classrooms</li> <li>Pupils will be engaged with the provocations available, and evidence of them developing an interest and moving their learning forward will be evident.</li> <li>Learning extends beyond the classroom, with clear provocations and continuous provision evident across the outdoor area.</li> </ul>		
Key People, including <b>leader</b>	Funding and Resources		
<b>Katie Short (EYFS lead)</b>	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
Meet with SLT to review child initiated approach which follows interests with a view to being more proactive in terms of themes and provocations.	SLT Chloe Shaw	Jan 20	Review recommendations and outcomes of planning meeting with EYFS lead. (Spring Term visit)
Construct a curriculum offer based on cornerstones topics. Select an overarching theme for each half term appropriate to Nursery and a separate offer for Reception.	SLT Chloe Shaw	Start Jan 20	Discuss proposed curriculum model, looking at how the balance of following the pupils' interests and presenting them with provocations has been established. What are the challenges?
Visit St. Joseph's Sunderland to look at how they integrate the high scope, child centred philosophy with the more teacher led curriculum structure.	Katie Short Sarah Renton Chloe Shaw	Feb 20	Governor discussion around outcomes of the visit. Establish if any ongoing links have been created.
EYFS meeting to consider how revised curriculum offer can be implemented in the outdoors area.	Katie Short Sarah Renton	Feb 20	Visit the EYFS outdoor area and ask EYFS lead to discuss what has changed in the area due to the curriculum changes, and what is required to move the area on further? What are the challenges relating to the shared area in terms of curriculum design and progression?



	Chloe Shaw		
Trial revised curriculum offer 2 <sup>nd</sup> Spring half term based on planning meetings and visit to Sunderland.	All EYFS staff	Feb 20	Visit EYFS to see curriculum in action.
Evaluate engagement levels and level of child initiated activity in both Nursery and Reception.	All EYFS staff	March 20	Discuss any challenges around assessment and child initiated activities. Evaluate how the children are engaging with provided stimulus and how the staff adapt future provisions as a result of their interaction with these resources.
SLT review provocation levels across both rooms, looking at the development of all areas, including the outdoors.	SLT	March 20	Learning walk March 20 to look at provocation levels, resourcing around the areas, and how they link together. Consider how this is still allowing the children to follow their own interests.
Review success of first half term through scrutiny of planning and profiles to ensure level of child initiated activities is maintained to support assessment.	Katie Short Sarah Renton	March 20	Evaluation report with recommendations for future developments. These will be integrated into the EYFS RAP.
Plan first half term of summer term based on planning meetings and lessons learned from the first half term.	Katie Short Chloe Shaw Sarah Renton	March 20	Discussion of changes to plans as a result of first half term trial in relation to offering for pupils and resourcing in environment.



<b>Key Priority 5</b>	<b>EYFS – To build consistency and strengthen links within the EYFS</b>		
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.		
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ul style="list-style-type: none"> <li>To ensure that moderation across rooms delivers consistency in teaching and learning and accuracy in judgements.</li> <li>To establish consistency in practice and approach between Nursery and Reception.</li> <li>To ensure that transition between Nursery and Reception is smooth for all pupils.</li> </ul>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>Although separate, links will be maintained between the two rooms and progression in expectation and delivery will be evident.</li> <li>Systems and procedures are consistent between both classrooms where appropriate.</li> <li>Regular meetings take place to develop practice across both rooms, build consistency, and deliver training to all staff, including support staff.</li> </ul>		
Key People, including <b>leader</b>	Funding and Resources		
<b>Katie Short (EYFS lead)</b>	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.



<b>Key Priority 5</b>	<b>EYFS – To continue to develop leadership within the EYFS</b>		
What will be different for the children?	A consistency will be established between the two classrooms. Opportunity to develop leadership role will lead to improved opportunities for pupils.		
<b>Targets</b>	<b>Success Criteria</b>		
What we will achieve: <ul style="list-style-type: none"> <li>• Timetabled EYFS meetings to develop staff</li> <li>• A clear framework and curriculum structure</li> <li>• Proactive RAP, looking at the ongoing development of EYFS</li> <li>• Strong performance management and mentoring of staff</li> <li>• A role for the EYFS lead in setting the vision and direction for the the department.</li> <li>• 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?</li> </ul>	How we will know we have achieved it: <ul style="list-style-type: none"> <li>• Regular, purposeful EYFS meetings where training is delivered and matters relating to EYFS considered.</li> <li>• Clear curriculum rationale established which delivers progression and continuity between classrooms.</li> <li>• RAP in place for EYFS which builds on the themes developed in the SDP.</li> <li>• Records of regular performance management meetings for teachers and support staff to support practice and professional development.</li> <li>• A clearly articulated vision and rationale for EY practice which is communicated effectively by the EY lead and understood by all.</li> </ul>		
<b>Key People, including leader</b>	<b>Funding and Resources</b>		
<b>Katie Short (EYFS lead)</b> 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	Katie Short Sarah Renton	Jan 20	Review curriculum model / statement produced as an outcome from the meeting.



	Craig Steel 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	Jan 20	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	Katie Short Dawn Foster	Nov 20 March 20	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	Feb 20	Within new prospectus and curriculum area of website, clear curriculum vision and pedagogy is apparent. This is consistent with messages given during monitoring vi