

Portishead Primary School

Raising Attainment and Progress Plan September 2021 – July 2022



The plan is to be read in conjunction with the School Vision, the School's Strategic Plan and, most importantly, the School's Self Evaluation Summary Document. It outlines the planned activities to address the next stage in improvement journey for our school

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Previous Ofsted with Date: June 25th 2019

What does the school need to do to improve further?

- Continue to drive forward improvements in the early years provision
- Further develop a curriculum that develops pupils' skills so that they make the best possible progress across all subjects
- Develop the capacity for subject leaders across the curriculum to monitor and evaluate what is, or is not, working well and why, in the subjects they lead.

IDSR 2019: What were the school priorities pre COVID and how have they been addressed/still need addressing in this RAPP?

For middle prior attainers, key stage 2 progress in reading (-3.1) was significantly below national and in the lowest 20% of all schools in 2019.

School Note of Visits (Actions to embed)

- **Curriculum** – assessment of foundation subjects using progression charts.
- **Writing** – improve pupils writing as they move from Reception into Year 1 to ensure the Year 1 Trust KPIs for writing are met in July 2022
- **Marking & Feedback** – different approaches are being trialed (e.g., distance marking, verbal feedback, teacher assessment records, link to assessment essentials). Agreed approaches and policy documentation. 2.
- **Progress in Reading** – quality first teaching, targeted support and whole school strategies and intervention is in place for identified pupils in each year group. Risk: PP and SEND pupils in Y1, Y2 and Y3.
- **Finance** – school to work with the LSP Central Team (Finance) to take this risk forward as it will impact on the three-year budget plan.

Area for Improvement: 1. Quality of Education

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
1.1 Curriculum	Intent/Content a) Following summer assessments and QLA for reading, writing and maths analysis of results has identified gaps to be filled. Gaps analysis of NFER and Phonics assessments shared with new teachers.	Cost of gaps analysis	July 21	LS		Teachers have identified critical content for 21/22 Transition meetings have agreed gaps to be filled for individuals and groups of pupils (cohorts).
	b) Teachers have reviewed wider curriculum for gaps - Pupil progress/transition meetings July 21	n/a	July 21	LS		The curriculum remains broad and critical content is taught in all subjects to ensure progression.
	c) Receiving teachers are fully aware of gaps and are adjusting the curriculum to ensure recovery – as above, including maths ready to progress documents shared on T-Drive. (See PP notes sent to new teachers who were included in the pp meetings.	Staff meeting in lieu time July 21	Sept 21	SLT		Pupils are supported to make good progress and there is no loss of learning in transition to new classes. PPMs/Data drops indicate a return to expected attainment.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	Implementation/Leadership					
	d) Curriculum leaders have developed coverage map and progression documents for their subject and have a clear understanding of the ambitious expectations for pupils at the end of each unit, year and key stage in their subject (knowledge, skills and vocabulary). Documents are published on school's website and known by all staff.	Leadership time for Curriculum lead	July 21 Staff meeting time	SBS/LS		The school's curriculum is clearly sequenced with clear end points. This information is available to all. The curriculum matches the LSP quality standards for curriculum design.
	e) Curriculum leaders provide training for staff to deliver LSP adjusted skills progression documents.	6 x SM	Dec, Mar, July 22	LS		Teacher subject knowledge ensures well sequences lessons that reflect skills progression documents.
	f) Teachers have access to curriculum documentation in their own year and across the school for each subject. They plan and teach lessons in line with curriculum documentation.	As Above.	Dec, Mar, July 22	LS		Pupil outcomes match curriculum documents and evidence high standards and progression.
	g) Curriculum leaders monitor coverage and progression and the teaching of essential content (knowledge, skills and vocabulary) for progression.	Cover	Termly	LS		Subject leaders develop self-evaluation skills and provide teachers with appropriate feedback to further improve learning.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<p>Implementation/Pedagogy</p> <p>h) Following shared LSP INSET school reviews/identify agreed principles for pedagogy for teaching the curriculum e.g. how to embed retrieval practice and formative assessment and a plan is produced.</p>	INSET Day	<p>Inset November</p> <p>Staff meeting</p> <p>Term 2</p>	LS		<p>Planning is reviewed and adapted to incorporate school's chosen pedagogical principles. Teachers are coached to ensure that they are maximising the potential learning in each lesson so that pupils know more and remember more.</p>
	<p>i) There is a programme of support and challenge/coaching for teachers and support staff to ensure impact for pupils in lessons.</p>	Leadership Time	Term 2-6	RR		<p>Focus of pedagogy work is embedded in classes.</p>
	<p>j) High quality Interventions are in place which build on quality first teaching. These are led by the most appropriate person (teacher?). Pre and post teaching considered before specific interventions that are not linked to classroom practice.</p>	n/a	Termly	SLT		<p>Where possible, intervention is immediate and incorporated into the school day e.g. phonic flashcards whilst children are lining up.</p> <p>Interventions are time limited and regularly reviewed and led by the most appropriate person.</p>

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	g) Support staff training so that staff can lead guided reading/fluency sessions.	n/a	Term 1	MB		All support staff are experts in the teaching of Reading.
	h) Reading for pleasure re-established in school	n/a	Term 1 and 2	MB		Reading for pleasure is embedded in every classroom
1.3 The teaching of Maths	a) Maths leaders become familiar with the pedagogy within the NCTEM and ready to progress materials and lead staff training so that core concepts are fully understood and particularly around teaching of fluency in additive and multiplicative facts (appendix to the guidance).	4 x Staff meetings	Terms 1-6	Maths Leaders with the support of LSP network		Teachers know the criteria for their year group and are aware of the conceptual pre-requisites for this. Representations and language structures of Ready to Progress are embedded across the school.
	b) School involvement in the Boolean Hub work for YR-Y2 https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	supply	Term 6	Maths leads and HTS		Content that is additional to the National Curriculum has been added to the appropriate year group. Decisions have been made about where to adjust curriculum coverage to ensure progression.
1.4 Disadvantaged	a) Following staff training (Sharing of film from Marc Rowlands session on 22 nd June) school identifies the	6 x staff meetings	Staff meeting Term 1	CH and LS		All staff know and understand the implications of



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<p>main changes in their classrooms and across their school that they need to make in practice to ensure the very best provision for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Attendance of disadvantaged children is robustly monitored and supported. • Lunchtime clubs (Forest schools, ICT, Social Thinking) to support vulnerable children with self-esteem and social and emotional skills outside of lesson time to maximise access to the curriculum. • Leadership opportunities targeted at disadvantaged to ensure they are represented (librarians, anti-bullying ambassadors, digital leaders, sports leaders to develop confidence and leadership skills. • Parent workshops to enable them to better support learning at home: phonics, Maths, spelling and grammar, reading -. • Disadvantage parent coffee mornings to develop improved partnership and support for home learning: social and emotional skills, improve communication and 					<p>disadvantage for pupils in their class and make deliberate decisions to improve provision.</p> <p>Strong school identification of disadvantaged pupils and their individual needs.</p> <p>Disadvantaged children have high levels of attendance maximising the opportunity to learn.</p> <p>School contribution to MAT outcomes for disadvantaged pupils is understood.</p> <p>Disadvantage pupils contribute to the life of the school and develop confidence and leadership skills that can support their learning and social development.</p> <p>Parents are well informed of the needs of their children and have the skills</p>



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	<p>provide informal support as required. These will be attended by supporting professionals e.g. advisory teachers, family support worker.</p> <ul style="list-style-type: none"> • Governor training to facilitate strategic understanding and challenge. 					<p>to support home learning in line with school learning approaches.</p> <p>School leaders have excellent relationships with disadvantaged parents, and high levels of trust which allows for better information sharing and early intervention where needed.</p>
1.5 SEND	<p>a) Note the Trust SEND Vision and Strategy 2021-2024 and insert actions that are a priority for the school into your Strategic Plan as you review it:</p>	Allocate budget	Term 6 & Term 1	SENDCo/HT		There is close alignment between the school's strategic plan for SEND pupils and the Trust SEND Vision and Strategy.
	<p>b) Ensuring high level of classroom differentiation so that all learners are able to access high quality first teaching independently where possible, including home learning</p> <ul style="list-style-type: none"> • Staff meetings • Planning workshops • Increased Inclusion leader release time 	N/A	Term 1-6	SLT		Class teachers are confident at planning for all children in their classes. All SEND children are making good progress Book/learning walks/pupil voice show high level of inclusion
	<p>c) Improve the deployment and use of additional adults to support</p>	Staff meeting/ INSET	T2	SENDCo/SLT		Deployment of staff maximises intervention



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	vulnerable learners and maximise their learning					group opportunities to accelerate pupil progress.
	d) Continue and develop Dyslexia friendly practice within all classrooms. Use advisory teacher to support SLT with this	Staff meeting	T1-6	SENDCo		School delivers all aspects of the dyslexia friendly mark.
	e) Ensure that all pupils voices are heard and represented through learning walks, input to pupil passports and targets, representation in leadership roles		T1-6	SENDCo		Pupils feel supported and listened to.
	f) Continue to develop our transitions at all levels within the school. <ul style="list-style-type: none"> • End of year parent meetings with current and new teacher • Transition booklets and enhanced visits to new school/class/phase • Enhanced teacher handover 	Supply costs for meetings	T2,4,6	SLT	-	New teachers will know the gaps in their children's understanding and will be able to plan appropriately for them from the first day of the new school year. Staff all know the SEND needs of the children in school
	g) Increase the level of communication between parents and school <ul style="list-style-type: none"> • Pupil passports and targets emailed to parents 3 x year • Online teacher/parent meetings to discuss SEND needs • Parent coffee mornings to network, share resources and ask questions 	Supply costs for meetings	T1-6	CH	-Parent survey	Parents of SEND children feel supported, kept in the loop and can support their children at home.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<ul style="list-style-type: none"> Parent workshops to enable all parents to support their children with home learning. 					
	<p>h) Use the common set of agreed Diagnostic Tools to assess the learning needs of pupils in Y1-Y6. Use Trust loan scheme in each Hub.</p>	Budget agreed	Term 6	SENDCo	Headteacher	Agreed Diagnostic Tools are used to assess needs against the four board areas of concern in the SEN Code of Practice.
	<p>i) Use the common set of agreed Intervention Programmes in Y1-Y6.</p>	Budget agreed	Term 6	SENDCo	Headteacher	Agreed Intervention Programmes are used to address need against the four board areas of concern in the SEN Code of Practice.
	<p>j) SENCO released full time for 2021-2022 to increase leadership time.</p>	Budget agreed	Term 6	SENDCo	Headteacher	When additional SENDCo time in line with national guidance has been approved. A timeline for implementing this change has been agreed.
	<p>k) Act on the national recommendations: One year on – National SENCO workload report – January 2020 (bathspa.ac.uk)</p> <ul style="list-style-type: none"> Inclusion leader released fulltime to allow teaching of groups, pupil 	Budget agreed	Term 1-6	LGB	Headteacher	The school has noted and take action to act on the national SEND recommendations about SENDCo workload.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	observations, parents meetings and workshops (See timetable). <ul style="list-style-type: none"> Weekly check in as part of wider safeguarding and inclusion overview: HT, DHT and Inclusion lead- opportunity to discuss concerns and support as required. 					
	l) SENDCo to attend Trust lead Network.	N/A	Term 1-6	SENDCo	Headteacher	SENDCo has attended six Network meetings in 2021/22.
	m) SENDCo aligns school documentation with LSP requirements.	N/A	TBC	SENDCo	Headteacher	SENDCo contributes to and implements agreed whole Trust model (web based) using school documentation that matches LSP requirements.
1.6 Online Learning	a) All new pupils allocated TEAMS accounts on arrival.	n/a	Sep 21	NF/MB		Maintain preparation in case of local lockdown with same high expectations as January 2021.
	b) Review of school online learning offer to ensure policy on website matches provision	n/a	Sep 21 ongoing	MB		
	c) Remote Learning Leader is appointed and attends LSP check in sessions.	n/a	Sep 21	MB		
	d) Remote learning is set on TEAMS.	n/a	Sep 21	MB		
	e) Immediate accessibility for children absent from school for	n/a	Sep 21	MB		

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	COVID maintained – online tables published each term. (to reduce teacher workload)					
	f) Decisions about curriculum design and opportunities for learning always consider the opportunities afforded by TEAMS use.	n/a	Sep 21	LS/MB		The school maintains momentum in using technology in learning
1.8 Time to Learn	Consider and review any DFE guidance on Recovery CH and LS to provide additional catch up using directed time to support vulnerable groups or individuals where school data highlights a wider need. (See plan)	n/a	Reviewed at each PPM point and data drop.	LS		Additional leadership capacity supports the progress of groups and individuals that require additional recovery support to reach make at least expected progress.

Area for Improvement: 2. Behaviour and Standards

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
2.1 Behaviour	Review behavior policy and processes with all staff. Adapt in light of full return to school. Re-establish rules and expectations with staff and pupils and share with parents.	3 x staff meetings	Sep 21 Dec 21	RR		All stakeholders have a clear understanding of the school behavior policy and expectations including rewards and sanctions.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	Add new pupils to class charts and share with parent community. Monitor trends and provide support to children who are struggling.					Where behavior falls short of PPS standards consequences and support are provided to improve.
2.2 Attendance	School to continue to monitor and track attendance, offering support and challenge to families and individual to access the full curriculum. Involvement of EWO where required.	n/a	Termly	LS/NF		Where pupils have below 95% attendance the school has communicated to parents. Pupils at risk of PA are challenged and supported with all actions logged on CPOMS to improve attendance.
2.3 Anti-Bullying	Values of each term are embedded in assemblies. <ul style="list-style-type: none"> • Hold Anti-Bullying Week • Update policies and Charter • Train ambassadors • Agree timetable of child led events to embed anti-bullying culture • Parent Workshop 	n/a	Nov 21 ongoing	RR		The school has a clear anti-bullying strategy that is child led and ensures all children feel safe in school. Where bullying occurs it is clearly logged with a record of actions to support.
2.4 Re-establish Houses	School house system re-established and renamed with new logo and mottos to improve children's sense of community, belonging, competition and striving for their best.	£500	October 21	LS/AS		Relationships between children in different classes and different year groups are strong and built on mutual respect.

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<ul style="list-style-type: none"> • House competitions- sports day/homework challenges/science challenges • Linked to School values and pupil outcomes (Global citizenship, Confident, resilient children, Lifelong learners and Aspiring leaders) – science challenge day, 2 x homework challenges • Houses updated on class charts, captains to lead and share in whole-school assemblies. 		Dec, March, July			<p>Children have opportunities to work together in mixed age groups to develop the 2 outcomes of the school vision.</p> <p>Houses are used to dive achievement and reinforce the rewards systems within our behavior policy.</p>

Area for Improvement: 3. Personal Development

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
3.1 Recovery/Review of former PD offer	School to arrange and deliver the following across the school year: Additional forest School activities for all year groups. Additional PE and sports clubs for all year groups. Healthy Schools Week. E-Safety Day. CIN celebrated.	Sports Premium Pupil Premium FOS Budget	Agreed and Reviewed termly	RR		The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<p>Children’s mental health week activities.</p> <p>Weekly Mile.</p> <p>401 challenge</p> <p>Curriculum celebration days to be agreed.</p> <p>Year 6 team building day.</p> <p>Year 4/5 Barton Camp.</p> <p>Year 6 to Morfa Bay.</p>					<p>talents and interests are of exceptional quality.</p> <p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p>
<p>3.2 Cultural Diversity</p> <p>Diversity/Equalities objectives</p>	<p>Opportunities to develop a deeper cultural understanding are embedded within the curriculum including assemblies, school trips and visitors a range of trips to religious and cultural places of interest and worship.</p> <p>Language of the term established.</p>	<p>PP support for families with trips</p>	<p>Agreed and planned termly</p>	<p>LS/SBS</p>		<p>Children develop a wider cultural understanding through enrichment activities, trips and visitors as well as the assemblies programme that reflects the diversity of the world around us and our own community.</p>
<p>3.3</p> <p>Involvement in wider community</p>	<p>All children across the school are involved in a wide range of activities throughout the year which involve the wider community and give them a sense of community where they live</p> <ul style="list-style-type: none"> • Ben Smith 401 USA challenge • Carnival • Lantern parade/Victorian fair • Portishead Winter Wanderland 	<p>n/a</p> <p>Time to plan as required in staff meetings.</p>	<p>Add to calendar and staff meeting Oct, Jan, May for the terms ahead.</p>	<p>LS</p>		<p>The school is actively engaged in the local community, promoting the visibility and reputation of the school and providing opportunities for children to develop the 4 pupil attributes of the school vision.</p>



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<ul style="list-style-type: none"> • Writing to community members (care homes) • Food bank collection • Christmas gifts for disadvantaged local families • Swimathon • Sports competitions • Links with LSP/Gordano • Marathon run • Be more Ben • Summer library challenge • HSBC money matters 					
3.4 Mental Health	<p>Mental health and wellbeing opportunities are embedded in the life of the school.</p> <ul style="list-style-type: none"> • World Mental Health Day • Mental Health Week • NSPCC assemblies for 5 and 6 • 5 ways to Wellbeing • Forest schools' activities for all classes (See timetable) <p>Support and links to advice are shared with parents in newsletters and on the school website. Best practice is shared from the NS – Mental Health network to continue to develop our offer.</p>	Regular updates in staff meetings as required to plan and cascade information based on network meetings	October Feb Sep and updated termly	RR		<p>Opportunities to support mental health are embedded in the curriculum for all pupils. The school actively promotes and awareness of positive mental health strategies. Staff, parents and carers know how to access support for children who require additional in school support or signposting to professionals.</p>

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
3.5 Relationships Health and Sex Education	School is meeting the new requirements for RHS Education (funding available for self-audit)	1 x staff meeting and release time	March	DS		School audit shows that provision for RHS is strong and progressive. Action plan to address areas for development in place.

Area for Improvement: 4 Leadership and Management

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
4.1 Leadership of Teaching and Learning	a) Professional development activities are selected through LSP Professional Development centre		Sep	RR		Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. The school has accurate self-evaluation across the curriculum which informs staff development and next steps.
	b) School Leaders attend master classes instructional coaching and develop plan for implementation in school in 22/23.			RR		
	c) Staff meetings are carefully sequenced to ensure professional knowledge builds over time.		Sep, Dec, May	RR		
	d) Middle leaders lead the professional development of staff in their subject area and provide quality feedback on next steps for development	HLTA cover and supply as required	See staff meeting overview for self-evaluation activities	LS		

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	following monitoring activities. Focus on Maths, Science, Assessment, Early Reading, History and Geography as priority to be coached by LS.		LSP standards visit days.			
4.2 Safeguarding	<p>a) Complete annual safeguarding audit in term 1.</p> <p>b) Weekly safeguarding team check in's doe DSL team, attended termly by Safeguarding governor, including review of SCR.</p> <p>c) LSP safeguarding update for LGB</p> <p>d) Update of CPOMs with new users, review categories, transfers and reminder to staff of expectations.</p>	<p>2 hours Inset day</p> <p>1 X staff meeting</p> <p>Updates as required in staff meetings across year and info sharing with staff</p>	Term 1	RR/LS/CH		Safeguarding practice is exemplary. All staff have attended statutory training and are well informed of local and national safeguarding priorities and topics through updates from DSLs.
	e) Safeguarding training in place for Term 1 covering school year and statutory requirements within KCSIE, added to with contextual needs training from NSSB.	<p>1 x staff meeting</p> <p>£70</p>	Term 1	RR		

Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<ul style="list-style-type: none"> f) Safer recruitment training update for RR and DS. g) Review Induction Policy and processes 					
4.3 Health and Safety	<ul style="list-style-type: none"> a) Regular review of COVID-19 RA and shared with all stakeholders. b) Covid contingency plan as required. c) Update staff handbook so that all staff are clear about shared responsibility for HS, reporting and actions on accidents. d) Agree dates for HS committee meetings e) Update on staff first aid training as required and book in. 	0.5 INSET day £500	Sep Ongoing	RR/DS		All arrangements in school are regularly reviewed to ensure COVID-19 safe practice. School has appropriate number of first aid trained staff at the required level. All staff contribute to culture of health and safety that protects all stakeholders.
4.4 Staff well-being/Workload/ Career opportunities	<ul style="list-style-type: none"> a) Teaching staff are still encouraged to work from home during their PPA and for any online training to enable them to manage their own workload where appropriate b) SLT being more proactive at stepping in to challenge/support people if 		Sep Ongoing	SLT		Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<p>we believe their workload is becoming unrealistic.</p> <p>c) All strategic changes are made with staff wellbeing and workload at the forefront of our minds- we consult widely with staff and allow time for changes to be embedded before moving on.</p> <p>d) Reduction in expectation around written marking (Staff meetings planned T1/2)</p> <p>e) Reduction in amount of data to be collected/recorded about pupil assessments. This has been reduced to 2x per year. Where we can, we will ask support staff to complete gaps analysis tasks so that teachers can spend more time analysing the data rather than entering it.</p> <p>f) Staff are encouraged to participate in the LSP Opportunities register.</p>					<p>Staff consistently report high levels of support for well-being issues.</p>
4.5 Governance	<p>a) Governors are provided with high quality information to be able to evaluate the effectiveness of provision through SIA reports, the use</p>	n/a	Sep and Termly	RR/HD (C of G)		<p>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure</p>



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<p>of the LSP questions for analysis of data drops and regular visits for monitoring.</p> <p>b) Succession planning is secure. Governor vacancies filled through advertising – skills match to identified gaps in our skills audit.</p> <p>c) New named roles mentored and attend LSP training.</p> <p>d) School to add actions from CEO/Chair of Trustees review and self-audit – reviewed with LG to plan priorities at away morning.</p>	<p>Time off in lieu for staff governors</p>	<p>Sep</p> <p>Sep onwards</p> <p>Feb?</p>	<p>HD/RR</p> <p>HD</p>		<p>that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>

Areas for Improvement 5 Early Years



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
5.1 Early communication Communication and Language	a) Following staff training on early communication (provided by English hub and network) school identifies the main changes in their classrooms that they need to make in practice to ensure the very best provision for all pupils and especially any disadvantaged pupils.		Term 3 when training available	SBS		All staff know and understand the implications of developing high quality communication across the setting, with particular reference to disadvantage pupils in their class and make deliberate decisions to improve provision.
	b) Whole-school phonics training c) School implements any further actions from Early Reading and Phonics Audit which will be arranged in term 1.	£700	3 rd Sep Sep	SR		The provision for early reading and phonics is exemplary and ensures the very best start for all pupils.
	d) Consideration of other resources e.g.: • NELI: evaluate if resources will enhance provision at the school and proceed as required. • Can Talk					
5.2 Tackling excessive workload 5.2.1 Shared progression in planning	a) Skills based progression documents developed in LSP support the review of the school's EYFS curriculum so that the school's curriculum is clearly sequenced culminating in the ELGs enabling all			EYS lead working with network		Teachers use the progression in learning documents to help inform formative assessment and plan subsequent teaching.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	children to access the year one curriculum. This information is available to staff and parents					
	b) The school works with the new Boolean Hub programme for YR-Y2 to support the very best maths teaching in Reception classes	£540		RR		The teaching of early maths is exemplary and provides a very strong basis for mastery in Year 1
	c) A full curriculum is taught and progression is secure. Appropriate and rapid intervention given where needed to ensure this.			SBS		High quality interventions are in place which build on quality first teaching. These are led by the most appropriate person. Pre and post teaching considered before specific interventions that are not linked to classroom
5.2.2 Accurate use of assessment	a) Undertake baseline assessment in the first three weeks of term. This is completed by teachers.	n/a	Oct 21	SBS		Baseline is completed in a timely manner.
	b) Formative assessment is closely linked to the LSP progression documents	Leadership time Peers obs as required	Termly learning Walks	SBS		Assessment should be useful (informative) Identifying the composites and components will help inform useful assessment.



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
	<p>Assessment is as time efficient as possible and does not detract from powerful interactions with children. Observations are limited to key indicators of success. For example when a child has grappled with learning and can now demonstrate secure understanding of their next steps.</p>					<p>Effective assessment can reduce the likelihood of a child falling behind.</p> <p>Workload is improved and more focus on direct teaching and intervention rather than observation</p>
<p>5.3 Promoting equal life chances. (Supporting the lowest 20%) Keep up not catch up teaching agenda</p>	<p>a) Formative assessment is used to personalize the curriculum for the lowest 20% in response to their needs.</p>					<p>The EYFS provides the foundation for learning which leads seamlessly into year one.</p>
	<p>b) Diagnostic assessment is used to identify key gaps and leads to the implementation of systematic catch up sessions, for example in phonics.</p>		<p>Termly PPMs</p>	<p>SBS/LS</p>		<p>The curriculum is used as a progression model. Disadvantaged gap is narrowed before it has chance to grow.</p>
	<p>c) Practitioners are engaged in playing, conversation and learning to the greatest possible extent, including how to effectively scaffold learning: scaffold up not differentiate down.</p>			<p>SBS</p>		



Key Area of Development	Actions	Budget	Dates and Milestones	Responsibility	Monitoring	Evaluation and intended impact
<p>5.4 Promoting children’s health.</p> <p>Oral health</p> <p>Breadth of access to gross motor skills: opportunity for pupils to engage in activity which leaves them breathless.</p>	<p>a) Staff audit current provision and identify opportunities for the specific teaching of oral health</p>			SBS		<p>Progression curriculum allows all practitioners to understand the importance and plan for opportunities which develop fitness and stamina.</p>
	<p>b) Staff consider their continuous provision and opportunities for children to engage in activities that will build strength and be energetic.</p>					