## *Context*

*There is an exceptionally positive ethos and climate for learning across the school. Pupils behave well. Although our attendance remains inline with national figures we must continue to work hard with our EWO to discourage parents from taking pupils on holiday during term time. We will continue to issue letters from the EWO and also penalty notices where attendance does not improve. We will also continue to challenge parents early on if a pupil’s attendance falls below an acceptable level (94%), so they are encouraged to develop positive attitudes to attendance and punctuality and not allow bad habits to form. Pupils have excellent manners. Pupils make a good contribution to a safe and positive learning environment. Their conduct demonstrates a pride in themselves and in school. They understand moral codes from their own and others’ traditions, though due to the lack of a diverse ethnic community, we continue to work hard to offer our children experiences outside of our school community in order to develop a greater understanding of minority ethnic groups. Pupils show respect for, courtesy and good manners towards each other and adults. Their behaviour in and outside of lessons is good. Lessons flow smoothly and any disruption is dealt with swiftly. Pupils’ attitudes to learning are good but key pupils with (Emotional and Behavioural Difficulties) EBD do need additional support from learning support assistants and the pastoral system at times. A minority of pupils have significant challenges to overcome and need the support daily in some cases of the head teacher and assistant head teacher to support them in the choices they make. This support is to ensure the learning for other pupils is not affected.*

*Systems are robust and secure to keep our pupils safe. We need to work with a very small proportion of our school community, including parents on what constitutes bullying behaviours. We review our behaviour policy every year and our children are integral to this process, to ensure that they have ownership of this policy.*

*This year we are welcoming some pupils with significant special needs into our school – we are confident that that addition of these pupils will enhance our school community.*

***IN ORDER TO IMPROVE FURTHER WE NEED TO: -***

* **To ensure our playtime spaces and activities are providing structure and engagement in healthy play**
* **To continue to ensure all our pupils are staying safe (inc those with SEND)**
* **To continue to reduce the % of persistent absentee pupils and pupils with irregular attendance**

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| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2020 | Spring 2021 | Summer 2021 |
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| **To continue the review of the foundation curriculum focusing on ICT, Music, PE and MFL to ensure the III is effective for all year groups.** | ICT, Music, PE and MFL leads to review long term plans for each year group and check coverage for each year group | Summer 2/Autumn 1/spring 1 | KS/RP/DM/NO | 1 afternoon releaseThurs PM (PR to cover) | HT |  |  |  |
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| To visit lessons in all 3 key stages focusing on access to the curriculum for all learners | Summer 2/Autumn 1/ spring 1 | KS/RP/DM/NO | 3 lesson visits per term | HT and Gov learning walk |  |  |  |
| To share full report of subject review with staff and governors including next steps for the subject. | Summer 2/Autumn 1/ spring 1 | KS/RP/DM/NO | 1 afternoon releaseThurs PM (PR to cover) | HT and Full GB |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring |  |

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| **Ensure our curriculum offer is ambitious for all including our SEND pupils and more able pupils** | To develop “Breakthrough to Literacy” approach for all non-independent writers’ summer EYFS/KS1 | April 2020 | Literacy lead KS1/Y1 teacher | One session for TA to construct folders and word cards | HT and literacy lead |  |  |  |
| NOFANS approach to be introduced across all independent writing lessons | October 2020 | Literacy leads KS1 and KS2 | N/A | HT and literacy lead |  |  |  |
| To train all staff on the use of technology/learning aids to allow SEND pupils full access to curriculum offer | May 2020 | SENCO | Apps for Ipads | SEN governor |  |  |  |
| Design a personalised curriculum offer for all pupils with complex needs including SEB.  | Sept 2020 | SENCO/learning mentor | 2 sessions learning mentor support each week | SEN governor |  |  |  |
| Inclusion programme for the Hub pupils to now include modelling lessons by the specialist teacher | April 2020 | Lauren Cook Specialist Teacher/Debbie Sweet head of Highbury | Planning time with CTs 30 mins per week | SEN governor/HT |  |  |  |
|  | To research the B-Squared assessment tool for evidencing progress of SEND pupils. After visiting schools and evidence shows definite impact to implement from Sept 2020 | June 2020 | SENCO/HT | £1500 | SEN governor/HT |  |  |  |
| To research the use of BOP approach to feedback for SEND pupils (Behaviour/Objective/Prompt) | June 2020 | SENCO/HT | 1 session release SENDCO | SEN governor/HT |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring |  |
| **To ensure all teaching staff and new to year group and new to school are confident in the 5 key aspects of maths mastery** | Staff meeting CPD time assigned to the 5 key areas of mastery refresher training | 1 staff meeting assigned per half term  | Maths Lead | SLT x1 per ½ term to prepare materials and delivery | HT and Full GB |  |  |  |
| Gap tasks set for each of the 5 key areas | Sept onwards | Maths Lead | SLT x1 per ½ term monitoring of gap task and support for CTs | HT and Full GB |  |  |  |
| Fluency policy developed and shared with staff and governors | Sept 2020 | Maths Lead | SLT 1 PM release and 1 staff meeting | HT |  |  |  |
| CPD sessions for both teaching and support staff on effective use of stem sentences | Jan 2021 | Maths Lead | SLT 1 PM release and 1 staff meeting | HT |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | ImpactSummer 2020 Autumn 2020 Spring 2021 |
| **To ensure recall and recap opportunities are built into all medium term planning for all subjects**  | Knowledge organisers introduced at beginning of all units of work and shared with pupils | April 2020 onwards | All teaching staff | N/A | HT and subject leads |  |  |  |
| Flashback resources purchased through premium resources WRMH. Built into daily starters for each year group | April onwards | SH/NO | 95 for all year groups | Maths lead |  |  |  |
|  | Termly activity planned to allow opportunities for pupils to draw on previous knowledge and skills in a cross curricular way.  | April onwards | All class teachers | N/A | HT |  |  |  |