

Laughton All Saints C of E Primary School

Developing Excellence Plan



2021-2022

"Let your light shine." Matthew 5:16

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Review of school performance 2020/21

EYFS Progress and Attainment 2020-21 FS2

Cohort	13	SEND	2	PP	2	Summer Births	7
			15%		15%		54%

READING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	77	0	38	0				
Boys	100	0	33	0				
Girls	57	0	43	0				
SEN	50	0	0	0				
PP	66	0	0	0				

WRITING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	85	0	38	0				
Boys	100	0	33	0				
Girls	71	0	43	0				
SEN	50	0	0	0				
PP	66	0	0	0				

MATHS	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	92	0	62	0				
Boys	100	0	67	0				
Girls	86	0	57	0				
SEN	100	0	0	0				
PP	66	0	0	0				

Impact

- Good starting points on entry to FS1 with high percentages of children achieving GLD
- Starting points in line with or above national

Implications for future actions

- Accelerate the progress for all children in all areas, so that outcomes for good levels of development is in line with national (72%)
- Ensure the provision for SEN pupils is quality and ensures rapid progress is made
- Increase % pupils achieving GLD
- Accelerate attainment particularly in Reading and Writing
- Increase amount of children at GDS
- Increase attainment of boys in English, and girls in Maths
- Rapidly increase attainment outcomes for PP children

EYFS data is same as current.

Y1 Progress and Attainment 2020-21

Cohort	18	SEND	2	PP	2	Summer Births	7
			11%		11%		39%

READING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	58	6	58	6			44	17
Boys (6)	50	17	67	17			67	17
Girls (12)	64	0	55	0			33	17
SEN	0	0	0	0			0	0
PP	50	50	50	50			50	50

WRITING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	58	6	58	6			61	6
Boys	50	17	67	17			67	17
Girls	64	6	55	0			58	0
SEN	0	0	0	0			0	0
PP	50	50	50	50			50	50

MATHS	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	47	6	47	6			61	5
Boys	50	17	50	17			67	17
Girls	45	0	55	0			58	0
SEN	0	0	0	0			0	0
PP	50	50	50	50			50	50

Impact

- The % pupils passing the phonics test is well above national and has remained above 80% for two years
- Good progress made in Writing and Maths
- Amount of children at GDS has maintained or increased in all subjects, with reading making good gains
- Boys have made expected or better progress

Implications for future actions

- Accelerate the progress for all children in all areas, so that outcomes are in line with national (64% combined)
- Ensure the provision for SEN pupils results in accelerated progress
- Increase % pupils achieving GDS in Writing and Maths
- Accelerate attainment particularly in Reading
- Ensure girls make same or better progress as boys, especially in English and in particular Reading

Y2 Progress and Attainment 2020-21

Cohort	14	SEND	3	PP	3	Summer Births	6
			21%		21%		43%

READING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	35	0	64	7	57	21	57	21
Boys (11)	18	0	55	9	55	18	55	18
Girls (3)	100	0	100	0	67	33	67	33
SEN	0	0	0	0	0	0	0	0
PP	33	0	33	0	0	0	0	0

WRITING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	42	0	64	0	7	0	7	0
Boys	36	0	55	0	9	0	9	0
Girls	67	0	100	0	0	0	0	0
SEN	0	0	0	0	0	0	0	0
PP	0	0	33	0	0	0	0	0

MATHS	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	64	0	64	7	57	21	57	21
Boys	55	0	55	9	55	27	55	27
Girls	100	0	100	0	67	0	67	0
SEN	0	0	0	0	0	0	0	0
PP	33	0	33	0	0	0	0	0

Impact

- Excellent progress made in Reading
- Amount of children at GDS has maintained or increased in all subjects, with reading making good gains
- Boys have made good progress in Reading

Implications for future actions

- Rapidly accelerate the progress for all children in all areas, so that outcomes are in line with national (64% combined)
- Rapidly secure levels of attainment closer to national in Writing, including at GDS
- Ensure the provision for SEN pupils results in accelerated progress across all subjects
- Increase % pupils achieving GDS in Writing and Maths
- Rapidly secure good outcomes for disadvantaged pupils

Y3 Progress and Attainment 2020-21

Cohort	17	SEND	4	PP	5	Summer Births	5
			24%		29%		29%

READING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	63	0	83	38	63	32	50	25
Boys (5)	40	0	60	0	40	0	20	20
Girls (12)	73	0	91	55	82	45	67	25
SEN	25	0	50	0	50	0	25	25
PP	20	0	60	0	40	0	20	20

WRITING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	69	0	75	0	50	19	44	31
Boys	40	0	40	0	0	0	0	0
Girls	82	0	91	0	73	27	67	42
SEN	25	0	25	0	0	0	0	0
PP	40	0	40	0	0	0	0	0

MATHS	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	63	6	82	25	56	13	50	6
Boys	60	20	60	20	20	0	40	0
Girls	64	0	91	27	73	18	58	8
SEN	50	25	50	25	25	0	25	0
PP	60	20	60	20	20	0	40	0

Impact

- Good progress made in Reading, with excellent levels of progress for GDS
- Amount of children at GDS has maintained or increased in all subjects, with reading and writing making good gains
- Good progress to GDS secured from baseline to current attainment, for most groups especially girls
- Excellent progress made by girls in Writing

Implications for future actions

- Accelerate the progress for all children in all areas, so that attainment outcomes are in line with national
- Ensure the provision for SEN pupils results in accelerated progress
- Increase % pupils achieving GDS in Maths
- Rapidly secure good outcomes for disadvantaged pupils
- Secure good or better outcomes for boys to be more in line with girl's achievements

Y4 Progress and Attainment 2020-21

Cohort	16	SEND	6	PP	3	Summer Births	10
			38%		19%		63%

READING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	38	6	63	25	63	25	63	25
Boys (9)	22	11	67	33	78	33	78	33
Girls (7)	57	0	57	14	43	14	43	14
SEN	16	0	16	0	16	0	0	0
PP	0	0	33	0	33	0	33	0

WRITING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	31	6	56	25	69	13	63	13
Boys	22	11	67	33	78	11	78	11
Girls	43	0	43	14	57	14	43	14
SEN	16	0	16	0	16	0	0	0
PP	0	0	33	0	33	0	33	0

MATHS	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	44	19	69	19	63	25	56	25
Boys	56	22	78	22	89	33	56	33
Girls	29	14	57	14	29	14	43	14
SEN	0	0	50	0	33	0	16	16
PP	0	0	33	0	67	0	33	33

Impact

- Excellent progress made in all subjects for both expected and greater depth
- Amount of children at GDS has increased significantly, especially in Reading
- SEN progress is good within Maths
- Good outcomes for boys secured in English

Implications for future actions

- Accelerate the progress for all children in all areas, so that attainment outcomes are in line with national
- Ensure the provision for SEN pupils results in accelerated progress in Writing and Reading
- Increase % pupils achieving GDS in Writing
- Increase attainment outcomes for boys and girls in Maths

Y5 Progress and Attainment 2020-21

Cohort	13	SEND	5	PP	2	Summer Births	4
			38%		15%		31%

READING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	15	8	85	31	77	31	69	31
Boys (7)	14	14	86	29	71	29	71	29
Girls (6)	17	0	83	33	83	33	67	33
SEN	0	0	60	0	40	0	20	0
PP	0	0	0	0	0	0	0	0

WRITING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	15	8	85	23	77	31	69	31
Boys (7)	14	14	86	14	71	29	71	29
Girls (6)	17	0	83	33	83	33	67	33
SEN	0	0	60	0	40	0	20	0
PP	0	0	0	0	0	0	0	0

MATHS	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	46	23	92	15	85	23	77	23
Boys (7)	43	14	86	14	86	14	86	14
Girls (6)	50	33	100	17	83	33	67	33
SEN	20	0	80	0	60	0	40	0
PP	0	0	50	0	0	0	0	0

Impact

- Excellent progress made in all subjects for both expected and greater depth
- Amount of children at GDS has increased significantly in Reading and Writing
- SEN progress is good within English
- Good levels of attainment in Maths
- In English, similar levels of attainment made between boys and girls

Implications for future actions

- Continue to improve attainment for all children in all areas, so that attainment outcomes are in higher than national
- Ensure the provision for SEN pupils results in accelerated progress, especially in Maths
- Ensure KS2 provision results in accelerated progress from KS1 to KS2
- Girls to make accelerated progress in Math to be line or above boys
- Rapid progress required for disadvantaged pupils

Y6 Progress and Attainment 2020-21

Cohort	17	SEND	4	PP	5	Summer Births	6
			24%		29%		35%

READING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	41	17	71	24	82	29	82	41
Boys (7)	43	14	43	14	71	29	71	43
Girls (10)	40	20	90	30	90	30	90	40
SEN	0	0	0	0	25	0	25	0
PP (5)	40	20	60	20	80	20	80	20

WRITING	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	41	18	71	12	82	24	76	29
Boys (7)	43	14	43	14	71	14	57	29
Girls (10)	40	20	90	10	90	30	90	30
SEN	0	0	0	0	25	0	0	0
PP	40	20	60	0	80	20	60	20

MATHS	EYFS BASELINE		EYFS		KS1		CURRENT	
	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING	% at ARE	% EXCEEDING
Whole cohort	65	29	71	12	82	24	82	29
Boys (7)	57	43	43	14	71	29	71	29
Girls (10)	70	20	90	10	90	20	90	30
SEN	0	0	0	0	25	0	25	0
PP	40	20	60	20	80	20	80	20

Impact

- Excellent progress made in all subjects for both expected and greater depth from starting points
- Amount of children at GDS has increased significantly, especially in Reading
- Levels of attainment are good and in line or above national
- Good outcomes and progress for disadvantaged pupils, particularly in Reading and Maths

Implications for future actions

- Ensure the provision for SEN pupils results in accelerated progress, especially in Writing
- Ensure KS2 provision results in accelerated progress from KS1 to KS2
- Ensure that boys make the same progress and high attainment as girls, particularly in Writing
- SEN provision to secure good or better outcomes for those children

FS and Phonics Screening Results 2019

Foundation Stage 2018-2019

Achieved Good Level of Development	69% (70.3% /71.8%)
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(LA/National)

- Each child 6%.
- Judgements were moderated and agreed internally and externally with other schools and LA moderation all agreed.
- Average Point Score 31.8 (nat 34.6)

Progress

Baseline Current Picture on Entry – End EYFS

Reading - 37% at expected on entry. End EYFS 68.75%

Writing - 44% at expected on entry. End EYFS 68.75%

Maths – 62.5% at expected on entry. End EYFS 68.75%

Higher attainers on entry – End EYFS

Reading - 0% exceeding on entry. End EYFS 6.25%

Writing - 0% at exceeding on entry. End EYFS 0%

Maths - 0% at exceeding on entry. End EYFS 6.25%

Year 1 Phonics Screening 2018-2019

Passed	88% (79.9%/81.9%)
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(LA/National)

- 16 Y1 pupils. Each child 6%.
- 31% attained full marks. 33.8/40 ave mark. 37.4 ave pass mark. Improved trend over 8 years.
- 1 disapplied – complex SEND needs.
- 2/3 pupils who did not reach GLD passed the screen.
- A child above Y1 national figures.
- Both Y2 retested have SEND – 1 passed, 1 disapplied. (50% pass)
- Rigour of Read, Write, Inc demonstrates rapid improvement in results – 8 year trend.

'12	'13	'14	'15	'16	'17	'18	'19
36%	38%	50%	73%	76%	77%	80%	88%

2019 Prediction - 75% pass MET - 88%

(1 disapplied)

Y2 50% passed – 1 out of 2 pupils MET

(1 non verbal disapplied)

Impact

- Children enter at just below national expectations
- Good progress is made for the majority of pupils during FS, with particular gains made in Reading
- Number of children passing Phonics screening in Y1 is significantly above the national, making excellent progress
- Results improved significantly over a period of time

Implications for future actions

- Ensure the provision for higher attainers during FS results in accelerated progress across all areas

KS1 SATs Results 2019

	% at expected	% at greater depth
Reading	57% (75%)	21% (25.%)
Writing	57% (69%)	14% (15.%)
Maths	64% (76%)	21% (22%)
Science	86% (82%)	N/A
RWM	50% (65%)	14% (11%)

(National)

- 14 pupils. Each child 7%. One non verbal autistic child disappplied but still feature in the results. 6 pupils have SEND, inc SEMH. (2 EHC plans)
- Figures for non SEND 100% reading & writing, 88% maths.
- Judgements were moderated and agreed internally and externally with other schools and LA moderation. All agreed.
- 3 year average at KS1 RWM 63.6% both school and LA & all other subjects within 1 child.

Progress

	% at expected (GDS)		Exp prog. from FS2	Accel. Prog. From FS2
	End EYFS	End KS1		
Reading	57% (21%)	57% (21%)	100%	-
Writing	57% (21%)	57% (14%)	93%	-
Maths	71% (21%)	64% (21%)	93%	7%
Science	-	86%	-	-

KS2 SATs Results 2019

	% at expected	% at greater depth
Reading	100% (73.2%)	25% (26.9%)
Writing (TA)	92% (78.5%)	50% (20.2%)
EGPS	92% (78%)	42% (25.7%)
Maths	100% (78.7%)	42% (26.6%)
Science (TA)	100% (83%)	N/A
RWM	92% (64.9%)	25% (10.5%)

(National)

- 12 pupils. Each child 8%. 4 SEND. 50% summer births.
- Figures several children above national figures
- Judgements were moderated internally and externally with other schools.
- **100% of non SEND pupils attained EXS in reading, writing and SPAG out of 8 pupils.**
- SEND pupils made good progress in all subjects. LAC made very strong progress, as did higher attainers.
- Progress in all subjects for all ability groups exceeds national & LA, particularly higher ability pupils.
- GDS better than LA and National in all subjects (apart from reading - less than 1 pupil difference).
- **Progress: Reading +1.68 average; writing +3.29 well above average; maths +2.36 average.**
- **Scaled score: R 107 (104); Maths:108 (105); Writing 107 SPAG 110.1 (106).**

Developing Excellence Plan 2021/22

WHOLE SCHOOL ISSUES AND IMPLICATIONS FOR ACTION ARISING FROM OUTCOMES 2020/21:

KS1 – The detailed picture:

Areas for Development

FS2:

- Accelerate the progress for all children in all areas, so that outcomes for good levels of development is in line with national (72%)
- Ensure the provision for SEN pupils is quality and ensures rapid progress is made
- Increase % pupils achieving GLD
- Accelerate attainment particularly in Reading and Writing
- Increase amount of children at GDS
- Increase attainment of boys in English, and girls in Maths
- Rapidly increase attainment outcomes for PP children

Y1:

- Accelerate the progress for all children in all areas, so that outcomes are in line with national (64% combined)
- Ensure the provision for SEN pupils results in accelerated progress
- Increase % pupils achieving GDS in Writing and Maths
- Accelerate attainment particularly in Reading
- Ensure girls make same or better progress as boys, especially in English and in particular Reading

Y2:

- Rapidly accelerate the progress for all children in all areas, so that outcomes are in line with national (64% combined)
- Rapidly secure levels of attainment closer to national in Writing, including at GDS
- Ensure the provision for SEN pupils results in accelerated progress across all subjects
- Increase % pupils achieving GDS in Writing and Maths
- Rapidly secure good outcomes for disadvantaged pupils

WHOLE SCHOOL ISSUES AND IMPLICATIONS FOR ACTION ARISING FROM OUTCOMES 2020/21:

KS2 – The detailed picture:

Y3:

- Accelerate the progress for all children in all areas, so that attainment outcomes are in line with national
- Ensure the provision for SEN pupils results in accelerated progress
- Increase % pupils achieving GDS in Maths
- Rapidly secure good outcomes for disadvantaged pupils
- Secure good or better outcomes for boys to be more in line with girl's achievements

Y4:

- Accelerate the progress for all children in all areas, so that attainment outcomes are in line with national
- Ensure the provision for SEN pupils results in accelerated progress in Writing and Reading
- Increase % pupils achieving GDS in Writing
- Increase attainment outcomes for boys and girls in Maths

Y5:

- Continue to improve attainment for all children in all areas, so that attainment outcomes are in higher than national
- Ensure the provision for SEN pupils results in accelerated progress, especially in Maths
- Ensure KS2 provision results in accelerated progress from KS1 to KS2
- Girls to make accelerated progress in Math to be line or above boys
- Rapid progress required for disadvantaged pupils

Y6:

- Ensure the provision for SEN pupils results in accelerated progress, especially in Writing
- Ensure KS2 provision results in accelerated progress from KS1 to KS2
- Ensure that boys make the same progress and high attainment as girls, particularly in Writing
- SEN provision to secure good or better outcomes for those children

Emerging Issues (the overview)

Outcomes of self-evaluation activities from 2020 / 2021 (Previous Leadership):

Quality of Education:

- Maths Mastery Readiness training is beginning to focus on the principles. Further develop reasoning, challenge and the ability to apply skills in maths throughout school using the mastery approach.
- Spiral curriculum fully embedded across all subjects. Further develop the progression documents across all foundation subjects to ensure progression and challenge for all and breadth.
- Introduce Rosenshine's Principles, Teach Simply and AfL techniques to ensure high standards across all key stages. Whole staff programme of CPD in line with DSAT training and expectations.
- Effective use of models and scaffolds to be further embedded.
- Ensure a rigorous approach to reading and prioritise it across all subjects. Focus on reading fluency and stamina and early language acquisition. Audit provision and wider curriculum resources for LA readers throughout KS2, across the curriculum.
- Undertake moderation as a staff team and build a profile of 'Expected' achievement at each end stage, in each subject.
- Develop the use of vocabulary across school, including that of early language acquisition

Behaviour and Attitudes:

- Further develop Christian community and church links, to ensure pupils see themselves as part of their school community and the wider world.
- Further develop the answering of big questions so that pupils access higher level reasoning skills. (SIAMS 2018)
- Fully embed Learning Powers.
- Continue to tackle the persistent absence of a small number of pupils, through effective and regular communication.

Personal Development:

- Embed British Values and protected characteristics within spiral planning. What would life be like without them? Holocaust, statues and slavery etc.
- Develop the learning for healthy relationships at an age-appropriate level further down the school – healthy friendships.
- Fully embed Enterprise & monitor roles as a curriculum driver and basis for learning skills throughout school. Buddy systems, Nurture Group style mediation and House System embedded.
- Pupils' increased involvement in Eucharist & collective worship, including monthly complete responsibility.
- Strengthen School Council, P4C, Circle Time with HLTA support.

Leadership and Management:

- Review school vision with pupils with a simplified version.
- Use of CPD diaries as records of CPD.
- Staff member to complete NPQML project.
- Develop subject leader teams to involve all staff in whole school improvement and to utilise TA skills.

Additional Emerging Issues (the overview)

Outcomes of self-evaluation activities from Autumn Term 21 (current leadership):

Quality of Education:

- Engage with updated training with RWI Phonics for the synthetic and systematic teaching of phonics and reading for all pupils assessed as not yet cracking the phonic code to ensure a tight, consistent and expert approach is taken to teaching phonics. Engage with the programme lead to further improve, including improving pace.
- Introduce and embed the Teach Simply model, providing high-quality CPD for each strand within it and having a focus on metacognition and children knowing and remembering more.
- Introduce a structured reading comprehension programme for all those off the RWI phonic programme
- Introduce a reading cycle for the discreet teaching of reading for KS2, and ensure all aspects of reading are being taught (e.g. fluency, comprehension, speaking and listening)
- Introduce and embed a structured spelling programme for Y2-Y6, taught in class during the day, with TAs differentiating the programme for year groups
- Modelling training to be delivered to ensure all teachers show an excellence in modelling learning using a variety of strategies.
- Staff to observe practise outside of Laughton so that challenge and pitch can be improved in some classes, and staff to engage with up to date initiatives and be supported by others (link to leadership target)

Behaviour and Attitudes:

- Ensure that all staff work together on promoting excellence in every day, including through smartness of uniform, calm environments and children trying their best
- Introduce and embed a clear, consistent behavior policy that all staff are trained on and promotes shame free and courageous classrooms
- Instill a culture of excellence and pride throughout school (every day in every way) including having decluttered, welcoming and inspiring learning environments
- Introduce and embed use of CPOMs across school for all staff and pupils, creating a robust system to record and track safeguarding, behaviour and discriminatory behaviours
- Further develop the House system and introduce Heads of Houses to incorporate a democracy system in to school, prompting aspiration and responsibility
- Update attendance policy to ensure it is tight and track attendance robustly. Tackle the persistent absence of a small number of pupils.

Personal Development:

- Ensure school and Church links are rebuilt and traditional Church routines are supported by school. Work closely with key members of the Church to enrich the children's development and spiritual opportunities.
- Introduce a structured programme for the teaching of PSHE to ensure new expectations are being met and a consistent approach is taken by all.

Leadership and Management:

- Middle leaders to be supported in writing action plans for their subject responsibilities to ensure a clear focus on the excellence of teaching and learning
- Leadership to seek out opportunities for staff to observe excellent practice in other settings, and support staff in engaging with the wider trust team
- Tight, consistent systems for school life are introduced and followed by all to ensure calm, purposeful and safe learning experiences for children

KEY PRIORITY 1: - The Teach Simply Model of Teaching and Learning (Quality of Education)

Improvement Priority 1	Create a culture of teaching excellence and a common language, whereby staff gain the pedagogical expertise required to drive standards so that all pupils make very good progress with their learning and ‘know and remember more’.
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> 🕒 All cohorts and groups make at least good progress 🕒 Provision raises standards and teaching and learning in school is at least 100% good or better, with much excellent practice embedded 🕒 Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple: the ‘DSAT Teach Simply’ model is embedded 🕒 Teaching strategies used help children know and remember more, and, as a result, the % pupils who gain mastery across the curriculum is increased

Objectives	Milestones	Timescale	Monitoring and Evaluation							
			What	By whom	When	Outcome				
<p>Improve the quality of teaching and learning, enabling children to know and remember more, by ensuring pupils revisit and review learning.</p> <p>Lead person: JCB / subject leads</p>	<p>Revisit/ Review</p> <p>Deliver staff training to ensure staff are equipped to build the following into their daily teaching practice:</p> <p><u>Generative learning</u></p> <ul style="list-style-type: none"> • INSET training 1 Sept to improve teacher understanding of generative learning in order to improve pupils’ abilities to know and remember more. • Build regular opportunities for pupils to generate learning by sorting, organising, integrating their learning. • Build into daily teaching opportunities for all children to generate their own learning, drawing from long term memories into working memories prior learning (think it, say it, teach it). Continue to embed talk partners as a tool for supporting this. • Explore summarising strategies, particularly in KS2, using pupil jotters/notebooks as a tool for recording this. Teach pupils to summarise key learning following coverage of an area of learning by organizing their ideas into a summary table: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">Questions: ?</td> <td style="padding: 2px;">Notes: Xxxx</td> </tr> <tr> <td colspan="2" style="padding: 2px;">Summary:</td> </tr> </table> <ul style="list-style-type: none"> • Incorporate drawing and mapping into regular teaching practice as a tool for generating learning. 	Questions: ?	Notes: Xxxx	Summary:		<p>End of year</p>	<p>Monitor use of jotters (sample for monitoring including pupil interviews)</p> <p>Monitor the effectiveness of generative learning strategies in lessons</p>	<p>Subject leaders</p> <p>SLT</p>	<p>Termly</p> <p>Ongoing- at least termly</p>	<p>Jotters are used effectively to support generative learning, including the use of summarizing (KS2)</p> <p>Children are able to remember some key concepts as a result of summarising</p> <p>The quality of teaching and learning improves across school as a result of generative learning / retrieval strategies being deployed.</p>
Questions: ?	Notes: Xxxx									
Summary:										

Objectives	Milestones	Timescale	Monitoring and Evaluation			
			What	By whom	When	Outcome
	<p><u>Spaced retrieval practice</u></p> <ul style="list-style-type: none"> • INSET training 1 Sept to improve teacher understanding of retrieval practice to support pupils to know and remember more. • 'Can you still?' strategies embedded in every classroom ("What did we learn yesterday/ last week/ last month that will help us with our learning today?") • Long term and medium-term planning revisits areas of learning in a spaced way in order to optimise retrieval, with objectives spaced rather than 'chunked' over the year, thus enabling learning to be retrieved from the long-term memory and to be built upon. In Maths and English, objectives are returned to in a meaningful way regularly throughout the year. In the wider curriculum, concepts are returned to over time, to build understanding and create links (schema building). Reading materials in class library areas allow pupils to read about prior learning, therefore revisiting, reviewing and building on their knowledge over time. • Plan for spaced repetition (ie, study, recall, recall, recall, recall - rather than study, study, study, study, recall). Support children to learn and remember more by ensuring teaching builds on what children already know and recalls this in a spaced timetable over time (planned repetition), therefore guarding against cognitive overload and enabling 'sticky' knowledge, where new knowledge is linked to old knowledge. <p><u>The science of memory (schemas/cognitive theories/theories of memory)</u></p> <ul style="list-style-type: none"> • INSET training 1 Sept to improve teacher understanding of schemas and theories of memory, to support pupils to know and remember more. • Develop teacher understanding of how to develop 'preparedness' in the revisit/review section of lessons, therefore reducing cognitive overload in working memories of pupils and preparing them to build on prior knowledge. • Develop teacher understanding of how to create meaningful links (schema building) when planning lessons. • In revisit/ review sections of lessons, use notebooks/ jotters as a tool for recording ideas, so that staff are able to sharpen understanding and correct misconceptions where schemata is incorrectly learned and embedded in long term memory. • Ensure that 'concepts' form an integral part of wider curriculum planning documents, therefore enabling pupils to revisit and review concepts over time, building more links between information learned (schema building) and as a tool for recovering gaps in learning following lockdown (key concepts revisited over time: identified important building blocks) • Ensure staff understand how to plan sequences of lessons which do not overload working memory, particularly for pupils in the lowest 20%. 	<p>End of year</p> <p>Oct 21</p> <p>End of year</p> <p>Sep 21</p> <p>Aut term</p> <p>Oct 21</p>	<p>Monitor the effectiveness of retrieval practice in teaching.</p> <p>Monitor long term planning/curriculum planning to ensure spaced retrieval strategies are used. Monitor: 1/ spaced retrieval in place in documentation and practice 2/ planning and delivery uses the study, recall, recall, recall, recall strategy.</p> <p>Monitor lessons for 'preparedness'</p> <p>Monitor curriculum documentation to ensure concepts are included.</p>	<p>SLT</p> <p>Subject leads</p> <p>SLT</p> <p>SLT / subject leads</p>	<p>Ongoing, at least termly</p> <p>Termly</p> <p>Termly</p> <p>By end of Aut 1</p>	<p>Children know and remember more over time.</p> <p>Outcomes improve for all year groups, particularly in the year groups where gaps have developed due to lockdown.</p> <p>Pupils, including vulnerable pupils and those in the lowest 20%. Make rapid progress and outcomes improve for pupils in each year groups over time.</p> <p>The quality of teaching improves, with lessons demonstrating teacher understanding of how to identify and address misconceptions.</p> <p>Concepts are included in curriculum documentation.</p>

Objectives	Milestones	Timescale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>Improve the quality of teaching and learning, enabling children to know and remember more, by ensuring teachers teach simply, breaking down learning into small steps.</p> <p>Lead person: JCB / subject leads</p>	<p>Teach <u>Modelling and narrating thought processes:</u> Revisit modelling process, including narrating thought processes, breaking down into steps. Staff training for all adults, including TAs, to improve their knowledge of how to model for all groups of pupils, including modelling writing for pupils in KS1 and pupils in KS2 with SEN need who are at the early writing stage and need to access modelled writing within their phonic grasp.</p> <p><u>Small steps of learning (S Planning):</u> Break teaching down into small steps (components/ small step planning/ 's' planning): -Build 'S' planning maths documents (DSAT Maths Hub) into regular practice within classrooms, supporting teacher subject knowledge to break objectives down into small steps. Staff training. -Training to support staff to break steps into small parts in the planning of a writing sequence (planning backwards). Create 's' plans for writing genres for each year group with staff in training, as a method for improving staff subject knowledge (Basic structure: Introduce, read and respond to the model text; Analyse the text content (fiction) and analyse the text structure and organization (non-fiction); Analyse the text structure and language (fiction) and analyse the text purpose and language (non-fiction); Plan to write (talk for writing); Write (including talk for writing); Improve, edit and share the writing. -Ensure all curriculum documentation for wider subjects demonstrates a step-by-step approach in line with composite (objective) / component (small steps and building blocks) planning. Curriculum plans for all wider curriculum subjects to be detailed enough and refined so that concepts, knowledge, disciplinary knowledge (skills) and vocabulary are broken down into small steps and sequenced logically. -CPD for staff to develop expertise in using productive questioning (Cold calling; Say it again better; Think pair share; Whole class response; Probing questioning - ask 3 or 4 questions rather than 1, checking for understanding, adding challenge, starting simple and building complexity (scaffolded questioning); That's interesting, what makes you say that? Why? Are you sure? Is there another explanation? Is that always true or just in this example? -In order to deepen understanding of complex ideas, teach what something is by showing what it isn't. Build into curriculum planning meaningful examples of where society has been impacted when a protected characteristic or British Value have been taken away (eg protected characteristic 'faith and religion', holocaust). •Additional training for staff and support staff on the use of scaffolds (Rosenshine p 22/ 75) in order to support the lowest 20% pupils to access teaching and make progress.</p>	Autumn term	Monitor T+L to ensure modelling is effective.	Subject leads / SLT	Termly	<p>Children are able to confidently practise and apply skills as a result of clear, simple modelling.</p> <p>S plans are used to inform planning and break learning down into small steps. Teacher subject knowledge improves as a result of the training.</p>
		Ongoing	Monitor T+L to ensure small step planning is embedded.	Subject leads / SLT	At least termly	Curriculum documents are improved and clearly identify small steps (components).
		Ongoing	Monitor all curriculum documents by the end of the year to check KSV planning is not so broad as to allow teachers to be precise about content to be delivered.	Subject leads	June 2022	Teaching and learning improve as a result of high-quality questioning. Pupils have to 'think' more, which results in improved outcomes over the year.
		By the end of the year	Monitor T+L to ensure questioning techniques are used effectively.	SLT	At least termly	Complex concepts are clearly understood by pupils. School exemplars/ standard files evidence increased coverage of protected characteristics and British values.
		Autumn term	Monitor work samples	SLT	Termly	Pupils in the lowest 20% in each year groups make progress and the % pupils achieving below expected is reduced in all year groups.

Objectives	Milestones	Timescale	Monitoring and Evaluation							
			What	By whom	When	Outcome				
<p>Improve the quality of teaching and learning, enabling children to know and remember more, by ensuring children have opportunities to practise applying new knowledge and skills in a wide range of contexts across the curriculum.</p> <p>Lead person: JCB / subject leads</p>	<p>Practise</p> <p>Deliver staff training to ensure staff are equipped to build the following into their daily teaching practice:</p> <p><u>Guided practice</u></p> <ul style="list-style-type: none"> Plan for guided practice + independent practice to build fluency. Ensure all teaching sequences incorporate guided practice opportunities (whole class being slowly guided through a process within a lesson or guided practice groups led by an adult) as well as opportunities for independent practice. Ensure EYFS vehicles for learning are rich in curriculum-linked opportunities for pupils to practise their new skills independently in provision following guided practice opportunities, where activities are modelled by an adult. Link these opportunities in play tightly to the teaching focus. <p><u>Generative learning (as Revisit/ Review objective)</u></p> <ul style="list-style-type: none"> INSET training 1 Sept to improve teacher understanding of generative learning in order to improve pupils' abilities to know and remember more. Build regular opportunities for pupils to generate learning by sorting, organising, integrating their learning. Build into daily teaching opportunities for all children to generate their own learning, drawing from long term memories into working memories prior learning (think it, say it, teach it). Continue to embed talk partners as a tool for supporting this. Explore summarising strategies, particularly in KS2, using pupil jotters/notebooks as a tool for recording this. Teach pupils to summarise key learning following coverage of an area of learning by organizing their ideas into a summary table: <table border="1" data-bbox="1217 1068 1559 1239"> <tr> <td>Questions: ?</td> <td>Notes: Xxxx</td> </tr> <tr> <td colspan="2">Summary:</td> </tr> </table> <ul style="list-style-type: none"> Incorporate drawing and mapping into regular teaching practice as a tool for generating learning. 	Questions: ?	Notes: Xxxx	Summary:		End of year	Monitoring of lessons in all year groups.	SLT		<p>Outcomes improve for all pupils as a result of increased opportunity for pupils to practise skills</p> <p>Children know and remember more as a result of generative learning strategies being used. Outcomes improve across the curriculum, particularly in subjects and year groups with identified gaps due to lockdown.</p>
		Questions: ?	Notes: Xxxx							
		Summary:								
Sept 21	Monitoring of lessons in EYFS	SLT	At least termly							
By end of year	Monitoring of T+L	SLT	At least termly							

Objectives	Milestones	Timescale	Monitoring and Evaluation			
			What	By whom	When	Outcome
	<p><u>Improve opportunities to practise reading in a wide variety of contexts and across the broad curriculum</u></p> <ul style="list-style-type: none"> To develop strong foundations for early reading, incorporate opportunities within EYFS provision to practise speech and language acquisition. Early Years practitioners to identify specific vocabulary/ language to develop weekly in vehicles for learning and plan for all pupils to practise their developing language in these vehicles, supported by an adult (guided practice within the vehicles for learning: planned language acquisition practise). Plan for a considered approach appropriate to the needs of individual children as well as staff training for good implementation. Equip adults with the subject knowledge to support language acquisition through quality talk: <p><i>Commenting: Child, "Look at what I found!" Adult, "Wow, that is a hairy spider!"</i> <i>Extending: "Child, "My car was the fast." Adult, "Yes, your red car was the fastest".</i> <i>Recapping: "First we did...then we...finally we..."</i> <i>Implicit corrections: "Child, "I hided the dinosaur in the box." Adult, "You hid the dinosaur in the box."</i> <i>Imagining: "What might it be like to..."</i> <i>Pondering or asking open questions: "I wonder why.." or "What could happen next?"</i> <i>Explaining: "When it is cold outside, we wear more clothes to keep warm."</i> <i>Posing questions: "Maybe there's a way of..."</i> <i>Suggest ideas: "We could try..." or "Perhaps..."</i> <i>Modelling your thinking: "I think I'm going to use the small paint brush so I can carefully add the eyes."</i> <i>Reminding: "Remember when you had this problem before? What did you do to fix it?"</i> <i>Make links: "It's just like when you..."</i></p> <ul style="list-style-type: none"> For early readers/children still cracking the phonic code, ensure that children practise reading in the following ways: <ul style="list-style-type: none"> - Books taken home for children to practise their reading skills are decodable with phonemes linked to those learned - A quality book is taken home for an adult to read to early readers so that language acquisition is developed -Children have opportunities at school and home to re-read texts read aloud -Every phonics lesson includes opportunities for pupils to decode and encode For pupils in Y2 – Y6, children continue to practise reading widely through: <ul style="list-style-type: none"> - Reading lessons give all children opportunity to read aloud (silent reading kept to a minimum) - Opportunities to practise reading across the curriculum are improved, with texts appropriate to reading age and linked to areas of learning being taught (resource reading material linked to wider curriculum to allow pupils with SEN to practise reading across the wider curriculum too) - Dictated sentences form a daily part of lessons, allowing pupils to practise their phonic and 	By Oct 21	Lesson visits in EYFS	SLT/ EYFS lead	Every half term	Gaps in language acquisition are recovered as a result of a more robust provision and approach to language acquisition in early years.
		By Oct 2021	Phonic lesson visits/ reading lesson visits/ reading with children	English lead/ SLT	Every half term	Reading outcomes improve for all year groups over the year, in particular where there are gaps identified due to lockdown.

Objectives	Milestones	Timescale	Monitoring and Evaluation			
			What	By whom	When	Outcome
	<p>spelling skills and also language comprehension. Dictated sentences include those linked to the wider curriculum to include rich vocabulary content.</p> <p>-Class library areas are developed so that texts link to subject areas being taught, books are reading age appropriate and support pupils to practise both their reading skills as well as retrieve information taught.</p> <p><u>Improve opportunities to practise writing in a wide variety of contexts and across the broad curriculum</u></p> <ul style="list-style-type: none"> • A greater focus is applied to the quality of writing opportunities across the broad curriculum, enabling pupils to practise their writing skills and writing at length in all subject areas. • Children have planned opportunities to write dictated sentences across the broad curriculum, therefore allowing them opportunity to practise their developing grammar, vocabulary and spelling skills. • Children edit and improve writing across the wider curriculum, so that writing is at the same high standard in all subjects. <p><u>Incorporate 'concepts' into all wider curriculum subject planning</u></p> <ul style="list-style-type: none"> • Key concepts identified for all wider curriculum areas • Key concepts built into wider curriculum planning • Complex and abstract ideas are taught through repeated encounters with meaningful examples: ensure our curriculum allows pupils to be taught a key event/ story/ idea through key concepts to enable them to access it and build understanding over time • Build schema through repeated encounters with the concepts over time • Allow for gaps following lockdown to be filled by returning to key concepts over time 	<p>Oct 21</p> <p>Ongoing – embedded over the year</p> <p>By end of Autumn</p>	<p>Learning walk</p> <p>Lesson visits Work scrutiny</p> <p>Lesson visits Curriculum planning monitoring</p>	<p>English lead</p> <p>SLT</p> <p>SLT</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>Children read widely across the breadth of the curriculum.</p> <p>Improved outcomes in English all year groups</p> <p>Gaps are recovered Outcomes improve over the year</p>

Objectives	Milestones	Timescale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>Improve the quality of teaching and learning, enabling children to know and remember more, by ensuring children have opportunities to apply new knowledge and skills in a wide range of contexts across the curriculum.</p> <p>Lead person: JCB / subject leads</p>	<p>Apply</p> <p>Deliver staff training to ensure staff are equipped to build the following into their daily teaching practice:</p> <ul style="list-style-type: none"> • Incorporate opportunities for intelligent practice in maths lessons. Staff training on strategies for developing intelligent practice. • Incorporate opportunities for pupils to apply their knowledge of mathematical facts, strategies and methods using goal free problems, therefore allowing pupils more time to 'think' deeply and process learning. • Ensure children apply their growing knowledge of writing/ grammar/ spelling to writing across the broader curriculum. Incorporate writing from the wider curriculum into moderation of writing opportunities. • Staff training to understand how to schema build, incorporating the principles of 'compare, contrast, categorise to build schema'. Planning to make links (schema build) with other areas of learning, therefore enabling children to know and remember more. 	<p>By end of year</p> <p>Embedded by end of Aut term</p> <p>End of year</p>	<p>Lesson visits Book scrutiny</p> <p>Lesson visits Book scrutiny</p> <p>Planning scrutiny/ lesson visits</p>	<p>Subject leads / SLT</p> <p>Subject leads / SLT</p> <p>SLT</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>The % pupils achieving expected in maths across school improves</p> <p>The % pupils achieving GDS in maths across school improves.</p> <p>The % pupils achieving expected in writing across school improves</p> <p>The % pupils achieving GDS in maths across school improves.</p> <p>Staff subject knowledge is improved, and they are able to plan lessons which build on schema.</p>
<p>Improve the quality of teaching, learning and assessment, enabling children to know and remember more, by ensuring staff expertly assess pupil knowledge and skills across the curriculum in order to understand precisely gaps in learning and plan provision to meet the needs of all pupils.</p> <p>Lead person: JCB / subject leads</p>	<p>Assess</p> <p>Deliver staff training to ensure staff are equipped to build the following into their daily teaching practice:</p> <ul style="list-style-type: none"> • Improve the quality of formative assessment by embedding the use of notebooks/ jotters into daily lessons. Jotters/ notebooks to be used as a scholarly approach to learning, enabling pupils to make notes and summarise, with notes not marked to allow pupils freedom and ownership and to develop their confidence. Notes and summaries provide opportunities for staff to assess any misconceptions identified (including incorrect misconceptions in schemata). • Improve the quality and accuracy of summative assessment in writing. Standardisation across the trust introduced, with writing exemplars built up over time and regular opportunities built into the school calendar for staff to collaborate trust wide and moderate writing assessments. • NTS tests continue to be used and embedded, with a consistent approach to access arrangements. SHINE interventions are used effectively to plan activities to address any gaps in learnings for individuals. 	<p>Embedded by end of Aut term</p> <p>By Dec 2021</p> <p>Ongoing</p>	<p>Lesson visits, pupil interviews and book scrutiny</p> <p>Pupil progress meetings/ moderation events</p> <p>Pupil progress meetings</p>	<p>Subject leads and SLT</p> <p>Assessment lead/ SLT</p>	<p>Termly</p> <p>Termly</p>	<p>Notebooks/ jotters are embedded. Children grow in confidence and scholarship. Teacher formative assessment improves and they are able to identify misconceptions for individual pupils.</p> <p>Assessments are increasingly accurate</p>

Objectives	Milestones	Timescale	Monitoring and Evaluation			
			What	By whom	When	Outcome
	<ul style="list-style-type: none"> Pupils with gaps in language acquisition/ language comprehension are tracked across schools and assessed to ensure progress is being made. The quality of questioning is developed in teaching. Staff training with a focus on the types of questioning (Rosenshine p28): <ul style="list-style-type: none"> Cold calling Say it again better Think pair share Whole class response Probing questioning - ask 3 or 4 questions rather than 1, checking for understanding, adding challenge, starting simple and building complexity (scaffolded questioning): <ul style="list-style-type: none"> That's interesting, what makes you say that? Why? Are you sure? Is there another explanation? Is that always true or just in this example? Does anyone agree with that? Why? Does anyone disagree? What would you say instead? Staff training - metacognition. Begin to improve pupils' ability to think about their own thinking and learning by increasing staff awareness of strategies used to develop this (to include some of the following: self-questioning, reflection, awareness of strengths and weaknesses, awareness of learning styles, mnemonic aids, thinking aloud, writing down/ summarising how they achieved something in jotters). 	<p>Ongoing</p> <p>By the end of the year</p> <p>By the end of the year</p>	<p>Data tracking monitoring/ pupil progress</p> <p>Lesson visits</p> <p>Lesson visits</p>	<p>EYFS lead/ SLT</p> <p>SLT</p> <p>SLT</p>	<p>Half termly</p> <p>Termly</p> <p>Termly</p>	<p>Gaps in language acquisition narrow over the year for pupils</p> <p>Quality of teaching and learning improves as a result of training</p> <p>Pupils begin to develop a stronger awareness of how they learn and this begins to impact of individual pupil progress. Staff are more confident to talk about how they develop metacognitive skills.</p>

KEY PRIORITY 2: An Ethic of Excellence

Quality of Education

Improvement Priority 2	Create a culture of teaching and learning excellence, whereby excellence becomes the norm, to drive standards within the school community so that children are proud of their school and their achievements
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> ⌚ Classrooms and public school areas show a commitment to excellence through the high standards and quality work ⌚ Children articulate their learning well, beginning to show pride and determination in their learning, and can critique others respectfully to develop each other ⌚ A sense of community transcends beyond school and includes the Church, neighbours and other schools ⌚ Standards are continuing to improve across school, including in the Early Years

Objectives	Milestones	Times cale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>Create a culture of teaching and learning excellence, whereby excellence becomes the norm, to drive standards within the school community so that children are proud of their school and their achievements</p> <p>Lead staff: JCB / Whole staff team</p>	<ul style="list-style-type: none"> • Undertake a programme of training to the whole school staff regarding high expectations and standards, ensuring a shared vision and commitment to excellence • Ensure all displays sing with the children's learning and work is celebrated and promoted throughout school – make work public • Develop conditions throughout school to ensure beautiful learning is produced and shown to the children • Ensure that all planning shows consideration to learning that matters to the children – give purpose and a goal to achieve • Ensure learning environments are uncluttered, welcoming and inspiring – inductive to quality learning • Resources should be high-quality • Build portfolios across the year with examples of excellence across areas of work and share these with staff and children, continue to build these • Build a 'culture of critique' with the children. Agree rules and formats with staff to ensure dignity and language. • Ensure that children have plenty of opportunities to draft and re-draft their work, improving each time with critique • Ensure regular opportunities throughout the year is made for public presentations of learning • Involve parents regularly by inviting in for events, lessons, communicating and celebrating with Dojo • Teachers to regularly share their current reading material and celebrate their findings within set meeting time • Ensure the website promotes and celebrates the pride and quality of achievements from children 	Aut term				
		Sep 21	Learning walk	SLT / subject leads	Ongoing	Children are proud of their learning and it is publically celebrated at every opportunity
		Aut term	Planning scrutiny	Subject leads	Termly	High-quality portfolios of excellent work and beginning to be built up
		Sep 21	Portfolios	SLT	Termly	Standards of learning continue to improve and are high
		By end of year	Book scrutiny	SLT / subject leads	Half-termly	
		Spr term	Website audit	SLT	By end of year	27

KEY PRIORITY 3: Behaviour and Attitudes

Improvement Priority 3	Develop a strong focus on attendance and punctuality and create a culture where children show they have the skills to face difficulties with confidence
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> 🕒 <i>Pupils conduct throughout the school, at all times of the day, is good or better.</i> 🕒 <i>Pupils are supported to develop the necessary life skills to cope with 'failure'; difficult times; stressful situations</i> 🕒 <i>Whole school attendance is 96% or higher, with poor attendance by individuals improved and persistent absenteeism decreased</i> 🕒 <i>Pupils take responsibility for their attitude/behaviour</i>

Objectives	Milestones	Times cale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>To ensure the school policy is applied consistently and fairly and ensure a culture of respect across the school, with improving levels of attendance and punctuality</p> <p>Key staff: JCB / teachers / attendance officer</p>	<ul style="list-style-type: none"> • Ensure the uniform policy is adhered to by all, with children who are smart and ready for the learning • Introduce and embed a consistent behavior policy across school, with a focus on public praise and private sanctions • Introduce and embed use of CPOMs across school for all staff and pupils, creating a robust system to record and track safeguarding, behaviour and discriminatory behaviours • Introduce Heads of Houses to incorporate a democracy system in to school, prompting aspiration and responsibility • Regularly monitor learning to ensure productivity is high, quality is of an excellent standard and fluency is developed, with children knowing and remembering more. • Fully embed Learning Powers across school. • Tackle the persistent absence of a small number of pupils, through effective and regular communication and the use of external agencies • Track and promote good attendance across school, working with families to support if needed • Ensure all children throughout school understand E-Safety at an appropriate level. • Embed Conflict Resolution throughout school. • Embed British Values and protected characteristics within spiral planning. What would life be like without them? Holocaust, statues and slavery etc. 	Sep 21	CPOMs use and policy	SLT	Ongoing	Behaviour is good, with increasing levels of record keeping and tracking
		Aut term	Learning walks / book scrutiny	SLT / subject leads	Half termly	Children have increased levels of responsibility and chances to develop leadership qualities
		Ong oing	Attendance monitoring	SLT / Attendance officer	Weekly	Attendance is above 96% and punctuality is good. PA figures have fallen.

KEY PRIORITY 4: Personal Development

Improvement Priority 4	To enhance learners' spiritual, moral, cultural and social understanding through the further development of their character education, emotional wellbeing and mental health.
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> 🕒 <i>All children, no matter what their circumstances, are progressing well personally, socially and emotionally</i> 🕒 <i>Opportunities for children developing talents are provided and nurtured in a variety of different vocations</i> 🕒 <i>Stakeholders speak positively about the opportunities provided</i> 🕒 <i>Wellbeing is embedded and not just a 'buzz word'</i> 🕒 <i>Our pupils make a positive contribution in society</i>

Objectives	Milestones	Times cale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>To prepare our pupils for making a positive contribution in society, through developing their understanding and appreciation of diversity and fundamental British Values and provide opportunities for learners beyond the academic</p> <p>Lead staff: JCB / whole staff team</p>	<ul style="list-style-type: none"> • Further develop community and church links, to ensure pupils see themselves as part of their school community and the wider world. • Further develop the answering of big questions so that pupils access higher level reasoning skills. (SIAMS 2018) • Embed British Values and protected characteristics within spiral planning. What would life be like without them? Holocaust, statues and slavery etc. • Develop the learning for healthy relationships at an age-appropriate level further down the school – healthy friendships. • Revisit the steps to conflict resolution and embed its use in school • Further develop British Values/ Equality Act protected characteristics across school – what would life be like without each one? • Revisit the Learning Powers to ensure that all pupils are articulate and specific when discussing their learning. Embed a 'Can't do it yet' / Can we still? / Can you clarify? culture. • Ensure that all learning projects/visits have a clear purpose and outcome. • Pupils' increased involvement in Eucharist & collective worship, including monthly complete responsibility. • Strengthen School Council, P4C, Circle Time with HLTA support. • Improve the sense of pride amongst children and increase their levels of responsibility • Pupils' increased participation in community, collective events i.e. family walks, charity. • Increase the amount of child participation in volunteering, eg church cleaning. • Develop success criteria, evaluation and independence at KS1. • Develop independence at EYFS, including through outdoor environment. • Increase amount of participation in musical lessons and drama lessons • Compete in the CILIP's Shadowing Poetry scheme nationally 	End of year	Visits / Church events	Teachers / SLT	Half termly	Children see themselves within society and challenge their thoughts to understand others
		Aut term	Planning scrutiny	SLT / subject lead	Termly	
		Sep 21	Lesson observation	Teachers	Ongoing	Learning Powers are established and impact positively on the learning made by children
		Ongoing		SLT	Termly	
Spr term	Learning walks / lessons observation	SLT	Ongoing, at least termly			

KEY PRIORITY 5: Leadership and Management

Improvement Priority 5	To further develop the school's approach to sustainable leadership, including the development of middle leaders; identify talented and potential leaders, providing opportunities and professional development to ensure the school has an intrinsic leadership resource.
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> 🕒 <i>Teachers receive focused and highly effective professional development. Improvements in the teaching of the curriculum are consistently made.</i> 🕒 <i>Highly effective and meaningful engagement takes place with leaders and staff at all levels and that issues are identified.</i> 🕒 <i>Staff consistently report high levels of support for well-being issues and feel supported in their development</i>

Objectives	Milestones	Times cale	Monitoring and Evaluation			
			What	By whom	When	Outcome
To develop the role of ALL leaders in monitoring curriculum provision and outcomes Lead staff: JCB / subject leads	<ul style="list-style-type: none"> • New Headteacher to settle in to the school, conducting a range of deep dives and continuing the school improvement journey • New Head to begin NPQH • School staff's mental health and well-being is maintained as a priority and promoted • New SENCo to be established and supported in the role – source an experienced SENCo to support with role and train the new person • Assistant Head to engage with Trust as a potential LPD to provide support for other schools • Review school vision with pupils with a simplified version. • Introduce use of CPD diaries as records of CPD. • ES to complete NPQML project. • Develop subject leader teams to involve all staff in whole school improvement and to utilise TA skills. • Middle leaders to be supported in writing quality action plans, focused on driving standards in teaching and learning • Subject leaders to create standard files in the subject, evidencing where key curriculum documents have been taught and learned • Rigorous monitoring calendar in place, linked to SIP priorities; with prompt and incisive feedback given • SLT regularly evaluate the impact of initiatives and drive the school improvement priorities • Termly pupil progress meetings continue to take place and are fully focused on identifying children not making progress; teachers held to account for low progress • Subject Leaders use their release time to monitor learning and teaching in their subject, providing feedback to staff 	Sep 21	Monitoring proformas	JCB	Ongoing	New leadership know the school and is clear about its improvement priorities
		Aut term	LPD support	CL / An	Termly	
		End of year	School vision	JS	Sum term	Staff feel supported and nurtured within their professional lives
		Aut term				Middle leaders are increasingly more confident in talking about their subject, with progress and impact evident
		Sep 21	Action plans	JCB / subject leads	Termly	Pupils are making good or better progress across school
		Aut term	Standard files	SLT	Ongoing, half termly	
		End of year	Pupil Progress evidence	SLT / teacher	Termly	

KEY PRIORITY 6: Quality of Education in Early Years

Improvement Priority 6	To ensure ALL children make accelerated progress towards a good level of development at the end of the early years, through an ambitious curriculum and quality first teaching.
Success Criteria:	<p>We will know we are successful when ...</p> <ul style="list-style-type: none"> 🕒 Proportion of children with good level of development (GLD) moves closer to national 🕒 Writing attainment improves 🕒 Disadvantaged children make progress that is at least equal to their non-equivalent peers, with the majority making better progress. 🕒 Identified individuals make accelerated progress

Objectives	Milestones	Times cale	Monitoring and Evaluation			
			What	By whom	When	Outcome
<p>To ensure quality first teaching for ALL, within an ambitious curriculum, focused on improving early reading skills and purposeful language acquisition</p> <p>Key staff: JCB / NC</p>	<ul style="list-style-type: none"> • Develop independence in FS1 and FS2. • Ensure that all non-SEND pupils are leaving Class 1, able to read words and simple sentences. • Ensure all reading books are in line with phonic learning and knowledge, with books taken home for children to practise their reading skills, decodable with phonemes linked to those learned • A quality book is taken home for an adult to read to early readers so that language acquisition is developed • Children have opportunities at school and home to re-read texts read aloud • Every phonics lesson includes opportunities for pupils to decode and encode • Planned opportunities for language acquisition, especially in F1, where learning is not left to chance • Ensure environments are rich with language with carefully planned resources • Ensure we are providing parents with enough information about their child's development and how they can support at home. • Develop learning environments which excite and encourage a love of learning through exploration • TA involvement – Learning intentions are to be made explicit. (Development Matters statements.) Baseline assessment and steps to expected/exceeding understood by all staff so they know how to ensure learning intention challenges. • Develop outdoor environment with alternative resources to indoor and opportunities to use resources in different ways, driven by the learning intention. • Ensure disadvantaged pupils benefit from a rich learning environment and adult interaction to close the gaps in learning & across subjects rapidly. 	Aut term	Lesson observation	SLT / EY lead	Ongoing	Increasing numbers of children are cracking the phonic code
		Sep 21	Pupil voice / parent view	EY lead	Ongoing	Opportunities for planned, rich language acquisition are resources and carefully structured
		Aut1 term	Learning walk	SLT / EY lead	Half-termly	Communication levels and language abilities of the children are increasing, with more children reaching the ELGs
		Aut term	Learning walk / lesson obs	SLT / subject leads	Ongoing, at least termly	
		Spr term	Learning walk	SLT	Termly	

Maths Action Plan 2021/22

Appendices:

- Staff tasks towards DEP implementation
- Summary SEF 2020/21
- Sport's funding report 2021/22
- Pupil premium action plan 2021/22

Staff tasks towards DEP Implementation

Jenny Birks

- Perform responsibilities as Headteacher
- Act as Team Leader and manage appraisals and performance for all staff
- Organise and lead INSET days and staff training CPD
- Monitor:
 - Teaching and learning
 - Planning and assessment
 - Targeted support
- Work alongside Governors to develop roles and to improve the effectiveness of their monitoring of DEP priorities
- Continue to work with the school's partners (DSAT), including creating stronger links with Emmanuel Junior Academy
- Develop leadership of JS and middle leaders
- Improve communication with parents, including writing regular newsletters
- Lead safeguarding
- Plan and deliver further parent workshops in line with DEP
- Perform responsibilities as Pupil Premium Lead, including monitoring Pupil Premium pupils
- Ensure website is inviting, informative, current and compliant

Jess Stowell

- Teach effectively in Y5/6
- Take on responsibilities associated with the Assistant Headteacher role.
- Support JCB with leadership tasks and driving school culture
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Organise Y6 interventions to enable all pupils have equality of access to the full curriculum. Monitor the impact of this throughout the year.
- Lead Maths effectively across the school
- Lead Assessment across the school
- Deputise as Safeguarding Lead when necessary
- Update your class page on the website regularly

Emma Sabin

- Teach effectively in Y3/4
- Lead SEND across school
- Lead English effectively across the school
- Lead Geography effectively across the school
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning

- Monitor planning and standards in own subject area, including coverage of long- term planning.
- Update your class page on the website regularly

Zoe O'Connor

- Teach effectively in Y1/2, alongside Rachel
- Lead PE across school
- Work alongside PE coach to raise standards
- Lead Science across school
- Engage in being Pupil Premium Lead and driving standards for vulnerable pupils
- Monitor planning and standards in own subject area
- Monitor LTP in PE
- Plan Sport's day
- Write Sports Premium report
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Continue with the role of Designated teacher for LAC
- Update your class page on the website regularly
- Ensure strong phonics outcomes are maintained

Rachel Whittaker

- Teach effectively in Y1/2, alongside Zoe
- Lead History, Music, Art and DT across school
- Monitor planning and standards in own subject area, including coverage of long- term planning.
- Engage in CPD and coaching in order to further develop outstanding Teaching and Learning
- Work alongside Maths lead and Maths Specialist to ensure mastery in Maths
- Update your class page on the website regularly
- Ensure strong phonics outcomes are maintained

Nicki Chapman

- Teach effectively in FS1/2
- Work alongside TA's to ensure standards are high in EYFS
- Lead EYFS
- Ensure good EYFS outcomes are maintained
- Coordinate Assessment including implementing new Reception Baseline assessment procedures
- Engage in CPD and coaching programmes in order to further develop outstanding Teaching and Learning
- Act as team leader for TB

Summary SEF 2020-21



LAUGHTON ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL SCHOOL SELF EVALUATION 2019-2020 Updated: Summer 2021

Context

- See ASP/ IDSR summary below. (Previous year's data.)
- **DISADVANTAGED pupils:** Lower than average proportion of Pupil Premium pupils at around 18%. There are two looked after children in school, one post LAC and one SGO. LAC pupils have made very strong progress.
- **SEND Support:** Higher than average proportion of pupils with SEND (23% SEND and 40% SEND and Inclusion combined), including with EHCs – 5 with 8 pending.. Strong local reputation as highly inclusive school which celebrates diversity of need. LA recommends us and generations of families come to the school. As a result, high ratio of TAs, who are well qualified/experienced. Progress trend for SEND good and pupils with complex needs prepared for specialist settings to meet their needs.
- **EXCLUSIONS:** There were no permanent exclusions in the last 3 years. 2 pupils have received fixed term exclusions, one of which is now at a specialist provision.
- **ETHNIC GROUPS:** Much lower than average proportion of pupils with EAL. Predominantly white British. Pupils need planned access to multicultural nature of UK in order to ensure they have this opportunity.
- **ATTENDANCE:** Post COVID review currently pending. (June 2021) All families are back in school.
- **SIZE:** Smaller than average LA maintained Anglican primary school (c.120 pupils). Growing reputation has increased numbers and appeals in 6 years from 90 pupils. FS1 established June 2018. Village in ex mining community. The school is in the lowest 20% of all schools for the number of pupils. Small cohorts – 15 maximum to ensure statutory class size at KS1. Four mixed age classes, plus daily Nurture Group, which is well regarded within Rotherham LA. School trains in Nurture provision for EP service.
- **Head teacher's first headship:** in post 7 years. Previous head teacher 17 years. 75% teaching staff change since, providing stability & increased rigour in teaching and learning. 'GOOD' overall Ofsted in July 2018 (GOOD in all areas) and 'EXCELLENT' SIAMs inspection in March 2019. School has received the bronze STARS award for promoting active travel.
- Joined DSAT (Diocese of Sheffield Academy Trust) , October 2019.
- Breakfast Club runs daily. Existing staff members fulfil this role, TA, SMSA and cleaning role ensuring high level of consistency for pupils. All staff members and pupils know each other well, leading to a strong ethos and sense of community.
- Moderated in KS2 writing in 2018 and EYFS and KS1 in 2019 – all judgments agreed. LA monitoring of KS2 SATs testing took place in 2019.
- Average teaching costs compared with trust, but higher support staff costs. (High SEND compared with other trust schools.)

Areas to improve from the previous inspection

Ofsted report (July 2018)

Continue to improve the attendance of individual pupils

Increase opportunities for pupils, especially the most able, to be further challenged in mathematics.

Progress

Attendance:

Return to Attendance Pathway model post COVID.

Maths:

Continue maths mastery readiness and embed actions into school. (Disrupted re COVID.)

MATHS: KS2 SATs 2019 saw 100% of pupils achieving age-related expectations in maths. 42% achieved the Greater Depth standard.

		<p>MATHS: KS1 2019, 78% of non-SEND pupils achieved the Expected Standard while 33% achieved GDS. Over time attainment in line with national figures at KS2, despite fluctuations in cohorts and SEND. (50% SEND/ 58% summer births in 2018 cohort.)</p> <ul style="list-style-type: none"> • Key Stage 2 – well above average progress in writing for 2 years (average progress in 2017) and three year trend of average progress for reading and maths. Reading/writing/maths combined attainment 3 year trend: Expected standard 65% (National: 63%); Greater Depth 12% (National 10%) in a setting with higher than average SEND. • Key Stage 2 – improved numbers of children working at Greater Depth Standard in 2019. Above national in all subjects and RWM combined - 25% (National 11%). • Key Stage 1 – 3 year trend of at least expected progress for 93% of pupils (all but 1 child) and 100% in some subjects. 3 year trend of attainment in line with national for writing and maths. • Year 1 Phonic Screen - 8 years of continuous improvement in results through rigorous system of phonic teaching and learning (from 2014: 50% to 2019: 88%). • EYFS - 3 year trend of good progress across Foundation Stage 2. GLD in line with national last 2 years and within 1 child off in 2017. (Small cohorts: 1 child = 7%.)
<p>School Self Evaluation Grades</p>	<p>Overall Effectiveness: GOOD Quality of education: GOOD Behaviour and attitudes: GOOD Personal development: GOOD Leadership and management: GOOD Quality of education in the Early Years: GOOD</p>	
<p>Current school improvement priorities 2020-2021</p>	<ol style="list-style-type: none"> 1. To evaluate the curriculum content that has been missed or taught remotely in order to have an accurate picture of what will need to be re-taught and what to le. 2. To produce a plan for curriculum recovery which identifies key concepts that will need to be re-taught as well as how and when we will do this. 3. Empower all subject leaders to monitor standards in their subject, including monitoring the impact of the recovery plan for the curriculum. 	
<p>Previous school improvement priorities 2019-2020 –</p>	<ol style="list-style-type: none"> 1. The curriculum is skills-based, coherently planned and delivered well to ensure a deep response to rich, first-hand experiences and achievement for all. 2. Specific vocabulary is explicitly taught throughout the curriculum to ensure pupils use higher order skills to access challenging learning opportunities. 3. To continue to improve the attendance and punctuality of individual pupils, including vulnerable groups, through established systems. 	

Suggested School Improvement Plan Priorities:

1/ Priority 1

Improve the quality of teaching and learning to ensure that children know and remember more as a result of pedagogy based on current research (the Teach Simply model).

2/ Priority 2

To further refine curriculum documentation to allow for small step planning, with objectives broken down into composites (to include small step planning in maths, planning backwards in writing, further refining of wider curriculum documentation).

3/ Priority 3

To narrow gaps in attainment for pupils in each cohort in failure to read (to include language acquisition catch up in EYFS, tracking of language comprehension in ks1/2, further practise of reading strategies in the wider curriculum).

Notes for Focus

1. Maths Mastery – 2 staff AHT and KS1 teacher completing readiness. Disrupted by COVID.
2. Staff CPD Rosenshine/ Teach Simply etc. DSAT supported.
3. Language acquisition through EYFS and school developed.
4. RWI refresher. TA training on early reading.
5. Audit and address the experience of LA readers through school and broader curriculum resourcing.
6. TA training review SEND – successional planning. SENDCo established and programme of support.
7. EYFS and outdoor learning environment particularly language acquisition, rich first hand experiences, all staff engaged in systems for efficient operation and real life models at all times.
8. Attendance post COVID – pick up work on Attendance Pathway. LV re-establish Attendance Club.
9. Complete spiral curriculum – PE, MFL, Computing – resourced?, PSHE & Citizenship, RE, embed maths, music with Charanga post COVID.
10. Revamp whole school ethos activities – confirmation/ conflict resolution/ anti-bullying/ Tribe Time house/ Enterprise system/ school council/ worship committee/ Kindness Kidz, Power Cadets etc. Draw together fragmentation of values post COVID & issues with last year's Class 4 cohorts.

OFSTED Grade Descriptors: Good

Strengths

INTENT

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. **NOT ALL SUBS YET**
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

- Spiral curriculum and associated documents are being developed to ensure progression and challenge for all.
- Back to basics approach to staff CPD of subject knowledge and skills sequencing & progression
- Work scrutiny shows increasing rigour, accuracy and progress within lessons & over time across the curriculum.
- Maths mastery readiness is beginning to be developed.

IMPLEMENTATION

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. **NOT ALL SUBS YET**
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. **BECOMING EMBEDDED TEACH SIMPLY MODEL**
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer. **UNDER CONSTANT REVIEW – USE TRUST CPD 28/5/21.**
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

- All teaching is considered to be at least good.
- CPD and peer observations increasingly share best practice between staff in a supportive culture.
- Phonics through RWI has shown an 8 year improving trend. 88% in 2019.
- Pupils with SEND access a curriculum in a bespoke manner to meet their needs.
- Where focus pupils need support, bespoke programmes address very specific issues, which are under constant review in order to meet pupils' needs on a personalised level.
- We provide 'a good quality of education' (Ofsted 2018). Teachers plan 'good quality lessons which stimulate and encourage pupils' learning and progress'

QUALITY OF EDUCATION

IMPACT

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. **BECOMING EMBEDDED TEACH SIMPLY MODEL**

- EYFS: 69% achieved GLD in 2019. (73% of non-SEN)
- Phonics screening check: 87.5% in 2019 with 5/16 (31%) achieving full marks. Average over the last 3 years 81.5%. In the past three years of Year 2 phonic screen retests 6 out of 11 pupils passed at Year 2 and 3 others were disapplied each time.
- KS1: 100% made expected progress R, 93% - W & M.
- 3 year average at KS1 RWM 63.6% both school and LA & all other subjects within 1 child.
- KS2: 100 of pupils working at EXS in reading and maths. 92% in writing and SPAG. 42% GDS maths Positive progress in all subjects and for all groups.
- SEND, PP and particularly LAC strong progress trend.
- KS2 reading $\frac{3}{4}$ converted from L2a and all L3 to GDS. All L2 converted to at expected inc 2c LAC.
- KS2 writing All but one pupil converted from L2a to GDS and all L3 converted. All L2b+ converted to at least EXC and 2/3 2c pupils.
- KS2 maths $\frac{3}{4}$ converted from L2a and all L3 to GDS. All L2B converted to EXC
- *Teachers and support staff work closely together to make sure that each pupil has a highly personalised plan of work. School progress information shows that these pupils are making strong progress towards their targets. (Ofsted 2018)*

Actions from previous year:

Staff are beginning to spiral plan and build up schemes of work using KSV documents to ensure coverage and progression throughout school in some foundation subjects. (All areas of English, science, art, DT, geography, history and some elements of maths.)

Assessment documents are being developed to demonstrate where skills learning fits into the bigger picture and provide teachers with a tool for tracking progression across school.

Spiral curriculum mapping is being developed with cross curricular links, designed for progression in skills, knowledge and vocabulary.

Staff subject knowledge in maths improved and have begun to access maths mastery principles.

TO EMBED

Impact of actions:

Teachers are gaining awareness of the sequential nature of coherent planning & skill building.

pupil interview & work scrutiny. Staff CPD is improving consistency of practice between Key Stages. (KS2 strong practice disseminated.)

Testing The Mission commented on very high expectations for investigative maths across KS2 and highly independent pupils choosing the maths they needed. 100% EXS at KS2. 42% GDS.

The beginnings of shared practice is increasingly ensuring consistency of methods across school.

Pupils are using a range of physical objects, models and images to view problems in different ways and develop fluency with more consistency.

TO EMBED

QUALITY OF EDUCATION

Priorities for Improvement:

- Maths Mastery Readiness training is beginning to focus on the principles. Further develop reasoning, challenge and the ability to apply skills in maths throughout school using the mastery approach.
- Spiral curriculum fully embedded across all subjects. Further develop the progression documents across all foundation subjects to ensure progression and challenge for all and breadth.
- Rosenshine, Teach Simply and AfL principles ensure high standards across all key stages. Whole staff programme of CPD in line with DSAT training and expectations.
- Effective use of models and scaffolds is embedded.
- Lesson observations and planning scrutiny show that lessons are pacy, correctly differentiated and pupils are engaged on learning tasks, which challenge them and develop independence.
- Ensure a rigorous approach to reading and prioritise it across all subjects. Focus on reading fluency and stamina and early language acquisition. Audit provision and wider curriculum resources for LA readers throughout KS2, across the curriculum.
- Moderation as a staff team and build a profile of 'Expected' achievement at each end stage, in each subject.
- Skill progression across all subjects focuses on depth of learning to ensure consistency, high standards, fully embedded learning over time & high cultural capital.
- Develop the use of vocabulary across school (see priority action plan)
- Develop peer observation to increasingly share best practice between staff.
- Continue to embed pre teaching intervention programmes to challenge pupils at an individual level. Gaps and misconceptions addressed.
- Support staff CPD (LSP staff, share expertise, use of HLTA expertise, SENDCo shadowing/ modelling/ scaffolding, independence). Develop TA SEND CPD to ensure successional planning.
- Continue to embed Learning Powers and foster independence and autonomy of decision making in directed time and during enterprise activities. Embed a 'Can't do it yet' / Can we still? / Can you clarify? culture.
- A risk taking culture is embedded, with pupils regularly investigating, arguing, theorising etc. throughout the curriculum.
- Directed time behaviours are embedded – pace etc.
- Sports Funding used with the aim of participation for all and sustainability of provision.
- PP funding impact is evidenced clearly and specifically at an individual level.
- Peer coaching amongst staff.

To be Outstanding (1)...

The school's curriculum intent and implementation are embedded securely and consistently across the school.

It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.

Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.

The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Pupils' work across the curriculum is consistently of a high quality.

Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

OFSTED Grade Descriptors: Good

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. **ON AN INDIVIDUAL LEVEL. TO REVIEW POST LOCKDOWN – ALL FAMILIES RETURNED.**
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Strengths

- Racist/ LGBTQ discrimination incidents are rare & dealt with directly & through specific cohort education where appropriate.
- Attendance issues are addressed on a bespoke level, inc. collecting pupils to ensure attendance.
- Consistent behaviour systems are in place. Tribe Time encourages pupils to reflect on their own behaviour and earn involvement in enrichment activities. Pupils talk about their learning behaviours and see themselves as self regulating individuals as part of a school community, in their tribes.
- Zero-tolerance approach to bullying. SIAMS & Ofsted evidence this.
- Bespoke systems are in place for pupils who struggle with behaviour.
- Attendance: Attendance Club. Arrangements made for drop off/pick-ups to ensure pupils attend school. Staff collect certain pupils as part of bespoke support. No fixed term or permanent exclusions since this year.
- Staff and pupil relationships are respectful. Pupils feel safe and have key adults in school whom they can go to if needed.
- Ofsted 2018 reported that pupils are '*curious, inquisitive and enjoy learning.*'
- Pupils who have been excluded from other settings thrive in school & those with SEMH needs are prepared for their next stage of education through EHC plans and specialist provisions where necessary. No permanent exclusions have been undertaken in the last 20 years.
- Diversity and protected characteristics explored through collective worship Spring/Summer 2021. Big Questions, Black Lives Matter, statues and representations of history and celebration of all of our cultures through the flags. Inclusion as a diversity strength in school.

Actions from previous year:

Since the peer review, a focus on urgency in learning and productivity in lessons. Learning environments throughout building have been renewed (carpets, furniture, Ludlam Library, hall flooring) & pupils respect the environment and resources. Now focus on outdoor learning environment throughout grounds, including veg beds, FS sensory garden and FS outdoor learning environment.

Behaviour logs, anti-bullying/ potential bullying, HBT and racist incident too logs are in place.

Attendance and punctuality are more high-profile through communication & display.

RENEW POST COVID

Four pupils on PT timetables – 2 with SEND, building up to FT (one under 5 years). Two with medical needs, in line with Medical Needs Policy. Reviewed regularly with parents

Impact of actions:

This has encouraged pupils to take more responsibility and pride in their school. Behaviour in classes and around school is good. Where inappropriate behaviour does occur, leaders take swift and meaningful action to ensure that it does not recur. (Ofsted 2018)

Individual case studies demonstrate improvements in attendance on an individual level.

Small number of children with SEMH needs supported through appropriate care plans, risk assessments, handling plans and EHC plans, as appropriate. Other children supported to understand they have consequences, but they are different ones.

BEHAVIOUR AND ATTITUDES**Priorities for Improvement:**

- Further develop community and church links, to ensure pupils see themselves as part of their school community and the wider world.
- Further strengthen the links with the local Christian community, so that the excellent worship programme within school shines light on the whole community. (SIAMS 2018)
- Further develop the answering of big questions so that pupils access higher level reasoning skills. (SIAMS 2018)
- Continued monitoring of books to ensure productivity and developing fluency.
- Fully embed Learning Powers.
- Continue to tackle the persistent absence of a small number of pupils, through effective and regular communication.
- Ensure all children throughout school understand E-Safety at an appropriate level.
- Embed Conflict Resolution throughout school.
- Full celebration of diversity, cultural opportunities, SMSC and British Values and possibly twinning.
- Keep promoting confirmation.
- Directed and Undirected time expectations are embedded and monitored throughout school.
- Embed British Values and protected characteristics within spiral planning. What would life be like without them? Holocaust, statues and slavery etc.

To be Outstanding (1)...

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, **difference is valued and nurtured**, and bullying, harassment and violence are never tolerated.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

BEHAVIOUR AND ATTITUDES

OFSTED Grade Descriptors: Good	Strengths
<ul style="list-style-type: none"> • The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality. • The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. • The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. • The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them. • The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. • The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. • Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. • The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. 	<ul style="list-style-type: none"> • SIAMs inspection March 2019 Excellent grade overall. Excellent collective worship and Good teaching and learning. • SMSC and British Values are becoming threaded throughout the curriculum. Stereotyping and discrimination work in KS2 on Rosa Parks, Anne Frank, MLK Jr, and Desmond Tutu etc. • Learning powers are becoming embedded to encourage pupils to reflect on their learning and behaviour and to become resilient and self-motivated learners. • Ofsted 2018 reported that pupils feel safe and know how to keep themselves healthy. • Pupils are involved in Eucharist and collective worship. This includes planning, delivering and evaluating worship. • Debate Club is able to run autonomously. Extra-curricular clubs run in termly blocks, providing a wide range and ever changing opportunities. • Pupils have access to a wide range of enrichment activities through Tribe Time. • School Council is set up and running well. Pupils feel that they have a voice within school. • Pupils know how to keep themselves safe through sessions with external agencies on road safety, fire safety, online safety and relationships education (Real Love Rocks). Crucial Crew and puberty sessions in Y6. <i>'Pupils have a high level of understanding of how to keep themselves safe in and out of school and online.'</i> (Ofsted, 2018) • <i>Pupils carry out extra roles with empathy and maturity.</i> (Ofsted 2018) • <i>Parents say that their children are safe at school.</i> (Ofsted 2018)
<p><u>Actions from previous year:</u> Developed RE curriculum to encourage pupils to consider own religious journeys. Learning Powers introduced across school with weekly celebrations. STILL? Steps to Success document used at open evenings. Homework menus in KS2 allow pupils to choose their homework; bespoke adaptations for pupils with SEND. HA encourage to create and drive their own Enterprise opportunities. Project Time has been implemented at break times to encourage pupils to work on independent ideas and projects and develop Enterprise. Kindness Kidz now a robust system run with the guidance of HLTA trained TA. REVISIT All pupils are familiar with the 'STOP' signs of bullying – Several Times On Purpose.</p>	<p><u>Impact of actions:</u> Excellent SIAMS inspection judgment. Pupils receiving a good quality RE curriculum which encourages questioning and theorising. A number of pupils were confirmed and took their first communion 2019. (COVID SINCE) Pupils in UKS2 are more able to talk about their learning skills and what they need to improve. They spot these skills in others and most can explain their learning. Parents are more aware about how they can support their child at home. Open-door policy means issues are dealt with swiftly. Increased parental engagement as they can work homework around busy home lives. Children encouraged to use independence and creativity. Project Time successful so far with improved behaviour at break times as some choose to read or complete homework inside. Power Cadets and Eco-Warriors have used the time to independently lead team meetings and arrange events. NOT DURING COVID</p>
PERSONAL DEVELOPMENT	

Priorities for Improvement:

- Further develop the answering of big questions so that pupils access higher level reasoning skills. (SIAMS 2018)
- Embed British Values and protected characteristics within spiral planning. What would life be like without them? Holocaust, statues and slavery etc.
- Develop the learning for healthy relationships at an age-appropriate level further down the school – healthy friendships.
- Fully embed Enterprise & monitor roles as a curriculum driver and basis for learning skills throughout school. Buddy systems, Nurture Group style mediation and House System embedded.
- Ensure that we still meet the Common Commitment, including all pupils visit a variety of places of worship, including a cathedral at least once.
- Revisit the steps to conflict resolution – Anti-bullying week each year.
- Further develop British Values/ Equality Act protected characteristics across school – what would life be like without each one?
- Revisit the Learning Powers to ensure that all pupils are articulate and specific when discussing their learning. Embed a ‘Can’t do it yet’ / Can we still? / Can you clarify? culture.
- Ensure that all learning projects/visits have a clear purpose and outcome.
- Pupils’ increased involvement in Eucharist & collective worship, including monthly complete responsibility.
- Strengthen School Council, P4C, Circle Time with HLTA support.
- Peer coaching amongst staff.
- Pupils’ increased participation in community, collective events.
- Volunteering, eg church cleaning.
- Develop success criteria, evaluation and independence at KS1.
- Develop independence at EYFS, including through outdoor environment.

To be Outstanding (1)...

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 talents and interests are of exceptional quality.

There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school’s offer.

The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others.

PERSONAL DEVELOPMENT

OFSTED Grade Descriptors: Good

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure 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.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Strengths

- Leadership: Ofsted 2018: *'The school is led with determination and dedication.'* Staff are given *'freedom and professional responsibility'*. *'They work as a team with high levels of communication.'* Staff well-being is prioritised and appreciated.
- CPD: Staff are encouraged to reflect on practice and develop their CPD through external courses and sharing of best practice within school. Staff attend all statutory training for safeguarding and assessment.
- Safeguarding: *'Safeguarding is effective. All safeguarding arrangements are fit for purpose'* (Ofsted, 2018) The school has a culture of safeguarding that supports effective arrangements to identify pupils who may need Early Help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help and manage safe recruitment. Staff understand responsibilities. Safeguarding team in place with two deputy designated safeguarding leads. Robust systems in place for staff/visitor sign in, reporting and training updates. The site is more secure with gate systems and governors carry out regular health and safety checks of the premises.
- Parents: Three open evenings a year with 'Steps to Success' documents informing parents of their child's progress, attainment and next steps. Open-door policy. Parental workshops for statutory assessments, Maths Passports, phonics, TT Rockstars, family learning sessions with computing.
- Community: Close links with church as pupils arrange and lead aspects of services.
- Governance incorporates a broad skills base and is used to support and challenge the SLT in order to effect constant school improvement.
- School Improvement Plan shared with all staff and action planning undertaken by subject leaders. Small school: each teacher has several subject leader roles.
- Policies: Policies are in place and updated on a planned cycle. They are accessible on the school website and in a hard copy in the main entrance.

<p>Actions from previous year: Secure governing board with broad skills base. Assistant head teacher appointed. The Chair of Governors has regular meetings with all leaders & priorities are continuously refined. Governors have carried out governor enquiry visits throughout school. The SIP has been a collaborative job between teachers & SLT. Pupil progress meetings have been completed between teaching pairs. Performance management of TAs and School SEND parental reviews undertaken by all teachers. JS to completed NPQML project, to highest standard, on whole school improvement, focusing on embedding key skills in maths.</p>	<p>Impact of actions: Governors are increasingly effective as critical friends and hold staff to account. Distributive leadership is developing with AHT and clarity of subject leader roles in light of spiral curriculum. Improving picture of teaching & learning throughout school, as evidenced by lesson observation, pupil interview & work scrutiny. Staff CPD is improving consistency of practice between Key Stages. (KS2 strong practice disseminated.) Leaders in school <u>feed back</u> school improvement impact to governors through meetings & enquiry visits. Staff are aware of the school priorities, how we are working towards them and their part in the whole school picture. Pupil progress meetings inform future planning and interventions while moderating levels across school so that assessment information is shared.</p>
<p>LEADERSHIP AND MANAGEMENT</p>	
<p>Priorities for Improvement:</p> <ul style="list-style-type: none"> Review school vision with pupils with a simplified version. Use of CPD diaries as records of CPD. ES to complete NPQML project. Develop subject leader teams to involve all staff in whole school improvement and to utilise TA skills. 	<p>To be Outstanding (1)... 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. 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. Staff consistently report high levels of support for well-being issues.</p>
<p>LEADERSHIP AND MANAGEMENT</p>	

OFSTED Grade Descriptors: Good

Strengths

INTENT

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

- Phonics is taught systematically and shows an 8 year improving trend in Y1 pass rate.
- EYFS: 69% achieved GLD in 2019. (73% of non-SEND) from a baseline of 37% age related in RW&M.
- Progress from Baseline – end of EYFS good trend.
- FS1 established and thriving, post COVID.

IMPLEMENTATION

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other.
- They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

IMPACT

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. **Children develop their vocabulary and use it across the EYFS curriculum.** By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their **resilience to setbacks** and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

Actions from previous year:

Staff swap KS1/EYFS. All three teachers know statutory assessment duties.

Establishment of a Foundation Stage 1 unit.

Learning environment adapted to meet needs of more children/ toilet in classroom, purchase of furniture/ begun to develop outdoor learning environment. Layout audit and restructure to promote independence.

Impact of actions:

Oversubscribed EYFS in some years – appeals.

Moderation of EYFS and KS1 2019 – all judgements upheld.

FS1 numbers back up post COVID lull.

Priorities for Improvement: X

- Develop independence in FS1 and FS2. Moderate and decide what this looks like.
- Ensure that all non-SEND pupils are leaving Class 1, able to read words and simple sentences. Are all reading books in line with phonic knowledge?
- Ensure we are providing parents with enough information about their child's development and how they can support at home. Potential for a Class 1 passport?
- Develop learning environments which excite and encourage a love of learning through exploration.
- TA involvement – Learning intentions and to be made explicit. (Development Matters statements.) Baseline assessment and steps to expected/exceeding understood by all staff so they know how to ensure learning intention challenges.
- Develop outdoor environment with alternative resources to indoor and opportunities to use resources in different ways, driven by the learning intention.
- Ensure disadvantaged pupils benefit from a rich learning environment and adult interaction to close the gaps in learning & across subjects rapidly.
- EYFS independence & opportunities for reading & writing, specifically using outdoor area.
-

To be Outstanding (1)...

The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes. Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

QUALITY OF EDUCATION IN EARLY YEARS

OVERALL EFFECTIVENESS – GOOD (2)

OFSTED Grade Descriptors: Good

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good.
- Safeguarding is effective.

Actions from previous year:

As above.

Impact of actions:

As above.

Priorities for Improvement:	To be Outstanding (1)...
As above.	<ul style="list-style-type: none"> All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement. Safeguarding is effective.

EVIDENCE TO SUPPORT SUMMARY EVALUATION

Ofsted inspection report:	July 2018 Ofsted inspection GOOD - https://files.api.ofsted.gov.uk/v1/file/50022732 Previous inspection 2014: Good SIAMs inspection March 2019 – Excellent Evaluation through 'Testing the Mission' and LA & DSAT peer review. LA Pupil Premium review, LA visits.
Quality of education:	KSV documents, schemes of work, cycle plans (on the school website), medium term plans, lesson observations, statutory assessment data, internal assessments, staff meeting records. SIP action plans, S plans, progression through school documents – reading etc. Art Deep Dive – DSAT February 2021.
Behaviour and attitudes:	SIAMs inspection report, behaviour logs, racist incident/HBT logs, anti-bullying/ potential bullying logs, attendance records, policies (attendance, bullying, behaviour) Pupil interviews, lesson observations, learning environments uniforms, birds-eye view notes, work scrutiny.
Personal development:	Pupil voice, learning powers celebrations, whole school roles (Kindness Kidz, Power Cadets, JRSO, tuck shop, school council, servers), displays, lesson observation, plans and timetables for Real Love Rocks, Crucial Crew, Active Travel, collective worship, sports competitions, clubs, Tribe Time, curriculum plans for visits, visitors and enterprise, residential visits, attendance at open evenings, home/school organisers and reading records, parental surveys, letters.
Leadership and management:	Safeguarding records, governors meeting notes and reports to governors, staff meeting agendas, staff CPD Our vision and values.
Quality of education in early years:	Planning, learning walks, lesson observations, pupil observation records on 2simple, EYFS profile. Photos.
Overall effectiveness:	All of the above. Stakeholder interviews, stakeholder surveys etc.

ASP Summary Report – Laughton All Saints' CofE Primary School Summer 2019

(IDSR little information due to small cohort. Red – concern. Green – positive.)

Pages 1 and 2

KEY STAGE 1

Reading - 64% met the Expected Standard or above (lower than national and LA averages). 29% achieved Greater Depth (above national and LA averages). High SEN in this year group, including 2 pupils with EHC plans who will eventually move onto a specialist provision.

Writing - 64% met the Expected Standard or above (lower than national and LA averages but less than one pupil due to small cohorts – one pupil is 7%). 29% achieved Greater Depth (well above national and LA averages).

Maths - (lower than national and LA averages but less than one pupil due to small cohorts – one pupil is 7%). 21% achieved Greater Depth (slightly below national and LA averages).

Pages 3 and 4

KEY STAGE 2

Progress in maths and reading is average. Writing progress is well above average.

Reading, writing and maths combined 92% (well above LA (59%) and National (65%)). Those achieving combined Greater Depth 25%, also above national and LA.

Average scaled scores in reading and maths were above LA and national.

Page 5

EYFS

75% achieved a good level of development (slightly more than LA and national).

Page 6

KS2 Reading

This graph shows individuals by gender, based on their levels from KS1. We had higher attaining females who were also higher at KS1.

Page 7

Grammar, Punctuation and Spelling Test – Attainment - KEY STAGE 2

92% achieved the expected standard compared with 78% nationally. Greater Depth was also above national. The average scaled score for the cohort was 110 (Greater Depth).

The average spelling mark was above national. There were no pupils in the lower attainment group this year.

Page 8

Maths Test – Progress and Attainment - KEY STAGE 2

Maths progress (2.27) is well above national (0.03) and girls' progress was well above national. Every group demonstrates progress better than the national average, especially higher attainers in KS1 who made good progress in KS2.

100% met the Expected Standard so this is better than the national for all groups. The Greater Depth standard was above. The average score was higher than all groups except for SEN support but this was less than one scaled score point.

Page 9

Reading Test – Progress and Attainment – KEY STAGE 2

Progress exceeded national averages for all groups

100% met the Expected Standard so this is better than the national for all groups. The Greater Depth standard (25%) was slightly below national (27%). The average score was higher than all groups except for SEN support but this was less than one scaled score point

Page 10

Reading, writing and maths combined

School was above national % for all groups.

Page 11

KS2 results over 3 years

A progress score of '0' represents expected progress.

Progress in reading has remained average but is an improving picture, going from -0.47 to 1.85 over the three years.

Progress in writing remains high and has been well above average for the last two years.

Progress in maths remains average but improves from -0.35 last year to 2.27

Page 12

Reading, Writing and Maths combined over 3 years

EXS - 2017 was in line with national. 2018 saw a dip, which we are aware of. 2019 is well above national and LA.

GDS - 2017 was above national. 2018 saw no combined GDS. 2019 was well above national and LA.

Page 13

KS2 Average Scaled Scores

A scale of 100 represents the Expected Standard for Year 6.

In the reading and maths tests 2019, we exceeded the national and LA averages with 107 in reading and 108 in maths.

Page 14

KS2 Science Attainment (reported through teacher assessment)

100% achieved the expected standard.

Pages 15 and 16

KS2 Writing Attainment

Writing progress is above national for all groups. School exceeded the national with 92% EXS (only one pupil did not meet). 50% met the Greater Depth Standard.

Pages 17 and 18

KS2 3 Year average

As a 3-yearly average, we are above the national and LA for the Expected Standard and Greater Depth.

Average scaled scores over the 3 years are 1 point below for EXS and on a par with national and LA for GDS.

The 2018 results would bring the average down while the 2019 results brought it up.

Pages 19 and 20

KS2 Question Level Analysis Year 5

Reading - Our correct responses exceed that nationally for all reading content domains but inference remains a focus due to the number of available marks and the lowest % correct responses.

The bar graph shows that each domain (area of reading skill) is above national.

Pages 21 and 22

KS2 English Grammar and Punctuation

Our correct responses exceed all areas nationally except for 'Functions of sentences' and 'Verb forms, tense and consistency'. Word classes should also be a focus due to the large number of available marks with only 65% correct responses.

The graph shows that spelling scores exceeded the national.

Pages 23 and 24

KS2 Maths Papers

All combined - Exceeded national in all areas. Weaker areas as a school were properties of shape and ratio and proportion.

Paper 1 - Arithmetic - Number and place value were strong (100%). We were 14 points above the national on fractions, decimals and percentages.

Pages 25 and 26

These are the reasoning papers.

Maths Paper 2 - On this paper, we were slightly below national for number and place value. JS to do a detailed analysis to find out which question styles these were. We were 12 points ahead for measure and 17 above for statistics.

Maths Paper 3 - We were above national in all areas except for statistics on this paper. We were above for shape.

The analysis of these papers show that we were strong in shape for one paper and not for another. It is best to look at page 23 to see the results of the papers combined.

Page 27 **PHONICS**

80% achieved a pass - slightly less than national and LA but this equates to less than one pupil.

Average score is above national and LA and is an improving trend as a school.

One pupil was disapplied and makes up 7%

Pupil Premium action plan 2021/22