

Khalsa Primary School



School Development Plan 2019-2022

Quality of Education.				
Objectives	Specific Actions (who will lead actions in school/associates/advisers/partners)	Monitoring arrangements	Implementation	Evidence
	Intent	lead		
The needs of all groups of learners will be met and demonstrated through progress from starting points.	SEND. Teachers to plan for effective differentiation from their starting points.	SENDCo SLT	Check planning has clear differentiation for both less and more- able pupils. Check planning has extension activities and appropriate levels of challenge for all. Suggest efficient ways to differentiate work <ul style="list-style-type: none"> • Ensure that all interventions are resourced and staff appropriately trained to deliver programmes. • Check that all children are able to access provision in subject/area of responsibility as appropriate to their needs. Identify resources or support as required. IEPs are accurate and monitored regularly by the SENDCo. 	IEP' s are smart and more focused to support childrens learning. SEND will make the same amount of progress as non-SEND pupils.
	Boys. To provide CPD on writing strategies to engage boys. To adapt the English curriculum to include boy friendly texts.	All leaders All leaders All leaders	Moderation across phases, other schools with a focus on more- able boys and identify provisions. Identify whole school trends and match to local and national records with a focus on Greater Depth. Gaps analysis of groups in year groups with particular focus on more able.	Data for each year group will show that we diminishing the difference between girls and boys.
	Disadvantaged	SLT	Check planning has clear differentiation for both less and more- able pupils. Check planning has extension activities and appropriate levels of challenge for all. Suggest efficient ways to differentiate work <ul style="list-style-type: none"> • Ensure that all interventions are resourced and staff appropriately trained to deliver programmes. • Check that all children are able to access provision in subject/area of responsibility as appropriate to their needs 	More Disadvantaged children will achieve greater depth.
	Higher attainers are challenged through effective questioning and by task that deepens their breadth of learning across the curriculum.	Vice Principal (JM) Assistant Head (SV) Phase Leaders (MB, GD)	Teachers systematically and effectively check pupils' understanding during direct all learning activities and act to deepen and extend learning along with clarifying any misconceptions.	Assessments are consistent across school and there is a robust evidence base showing progress <ul style="list-style-type: none"> • Staff use effective challenge to broaden and deepen children's knowledge and skill through marking. • Shared practise and development of more able in school. • Identify strengths and gaps within greater depth in core curriculum areas.

	For teachers to use progress data effectively to inform their planning. Teachers to plan from the starting points of individual groups.	Deputy Head. Phase Group Leaders.		
Reading	To develop and promote boys and reading	Phase Leaders Deputy Head Assistant Head(SF)	Teachers and leaders with pupil voice ensure that topics, and guided reading sessions will include topics that engage them.	
	Reading and Inference – Ensuring that the teaching of reading includes inference and deduction.	Assistant Head Deputy Head Phase Leaders.	Run parent workshops on how to support their child at home in reading. Comprehension needs to be taught weekly. Reading with the teacher and focusing on inference.	Evidence of this in their guided reading books, observations, pupil voice and classroom environment.
	Fluency with our readers.	All staff	PM bench marking throughout the whole school	All of children are readers by 6. 90% of children will achieve expected by end year 2. Over 95% of our children will pass the phonics test.
	SEND, children to make expected progress with non- SEND children, especially for our children with complex needs. SEND Support	SENCo	SEND children to be heard read every day focusing on fluency and inference. Reading intervention for KS2: Styles comprehension.	
Writing	To develop and promote boys writing.	All Leaders	Teachers and leaders with pupil voice ensure that topics, and guided writing sessions will include topics that engage them.	
	Ensure that activities in writing are closely matched to the needs of the most able pupils,	All Leaders	Ensure children who were assessed at greater depth in the previous year are suitably challenged to maintain this assessment, by planning opportunities with breadth and depth to allow them to apply their skills. All children to have an example of greater depth writing in their classroom which is relevant for the type of writing they are doing.	Children are able to explain what makes a Greater depth writer. Data at the end of the year will be above average and close to reading and maths.
	Encourage children to become more independent writers, (Apprentice of writers)	Assistant Head (SV)	Writing Lead to deliver staff meeting on feedback in writing, identifying when feedback in writing is most effective and how it can be provided. Writing lead to provide cpd on how to teach writing for enjoyment and seeing our children as apprentices for writing. Teachers to plan for opportunities for children to apply their skills independently in areas that interest them. Teachers to develop children's understanding of peer and self - assessment, using success criteria to pinpoint specific feedback. Writing Lead to monitor application of peer assessment.	Children will make good or better progress due to their deepened understanding of the technical skills of writing. pupils are often given choice as to the content of their writing, even when the form or genre is prescribed
	Provide more opportunities for pupils to write at length	All Leaders	Teachers to plan by choosing a class text (written or visual) and considering the writing outcomes for each unit of work. • Teachers to then plan a sequence of lessons based around the text, to teach the skills required for the genre of writing the children will complete as their extended piece towards the end of the unit. Teachers ensure that writing tasks are purposeful, through seeking 'real' audiences, through publication and display, and through the use of writing to support thought.	

	To promote the development and use of vocabulary across the school.	All leaders	Teachers to continue to use word of the day to support childrens writing. Teachers ensure that children use tier 2 and tier 3 words related to their topics. Children are verbally using those words in their speech as well as in their writing.	
Work is suitably challenging for all pupils and closely matched to the range of ability in the class, PP, More- able and SEND.	Teachers to undertake thorough analysis of teacher assessment data in order to identify the needs of different learners in class Teachers to plan explicit challenges for the more- able and differentiate tasks to match the ability of the pupils in class Conduct pupil interviews to get their views on how engaging they think their work is to gauge it from pupils' viewpoint. Set targets for SEN, FSM, MA, GD boys in writing, for the year. Plan interventions to assist pupils make at least expected progress. Teachers to adopt a system of 'guided group work' to reinforce their direct teaching to ensure that the SEND pupils understand maths concepts and skills. Appropriate intervention programmes are put into place.	SENCo SLT Teachers	<ul style="list-style-type: none"> • Provision for SEND pupils will be effective resulting in improved progress Teachers will be aware of the SEND needs of their pupils Teaching Assistants will be aware of the SEND needs of pupils they work with • Teachers through listening and gauging pupil response adapt teaching to progress pupils' learning. • In all lessons teachers monitor pupil work through reinforcing lesson objective / success criteria; having mini plenary sessions; showing / reading good examples of work; giving explanations to individuals and groups. • Triangulated observations will show work is suitably differentiated to challenge the more- able learners • Effective differentiation will result in all groups of pupils making good progress. • 100% good to outstanding lessons across the school. 	Monitoring of books will ensure that children are working on skills to ensure they make outstanding progress. All groups are challenged and develop mastery whatever year group work they are working on.
To raise the rate of progress of SEND pupils to bring them in line with national expectations	Use assessment data to provide intervention programmes to meet the needs of the Pupils. Analyse Summer Term results.	SENDCo SLT Teachers	<ul style="list-style-type: none"> • Half -Termly pupil progress meetings with teachers. • Observe TA's delivering interventions. • Link programmes to TA performance • Work alongside leaders to ensure there are links made across the curriculum and technical or subject specific vocabulary is taught and expectations in school match National age related expectations. • Children who are behind to be heard read every day by teachers and TAs • Work alongside leaders to ensure there are links made across the curriculum and technical or subject specific vocabulary is taught and expectations in school match National age related expectations. • Story telling session to support children with vocabulary. 	The gap between Non-SEND and SEND with diminish. Teachers use a variety of teaching styles to ensure that all children make outstanding progress.
To improve rates of progress and challenge for identified more-	Increase the percentage of PP children achieving greater depth at KS2.	SENDCo SLT Teachers	<ul style="list-style-type: none"> • Termly pupil progress meetings with teachers. • Focus groups for those children who are falling behind. 	More children in year 2 and 6 will achieve greater depth. The gap between boys and girls will diminish in writing and reading at greater depth.

able pupils in writing.	<p>Boys. – diminish the difference between boys and girls achieving Great depth in writing.</p> <p>To provide CPD on reading and writing strategies to engage boys.</p> <p>Pupil voice to be supporting leaders.</p>		<ul style="list-style-type: none"> • CPD on reading. • Storytelling session • Boy friendly topic to engage them. • Opportunities for more non-fiction writing type of writing. • Work alongside leaders to ensure there are links made across the curriculum and technical or subject specific vocabulary is taught and expectations in school match National age related expectations. • Continue to monitor GR across the school and ensure all new teachers are inducted in the teaching of GR. 	<p>Staff feel more confident in creating opportunities for pupils to work at mastery and mastery with greater depth across all subject areas through innovation and questioning.</p> <p>Staff foster an attitude within the school which seeks to enable all pupils to reach mastery through professional development opportunities e.g. CPD, reading tasks, planning support etc. • Pupils achieve mastery and mastery with greater depth.</p> <p>Pupils are able to explain their understanding and reasoning to others.</p> <ul style="list-style-type: none"> • Staff are able to identify pupils who are more able and plan opportunities to ensure they reach greater depth with subject leads.
To ensure the school's curriculum intent and implementation are understood by all staff.	<p>To provide CPD to staff on school curriculum intent.</p> <p>Induction to staff based on school curriculum intent</p>		<p>Introduction and trial of the Relationships and Health Education Curriculum objectives – built into revised curriculum</p> <p>CPD time on implementation and impact across the year Inset day to review coherent progression of knowledge and skills in all subject areas November 2019</p> <p>Appoint subject leaders for each curriculum subject</p> <p>Monitor impact of curriculum through evidence trails including pupil voice.</p>	

Personal Development				
Objectives	Specific Actions (who will lead actions in school/associates/advisers/partners)	Monitoring arrangements	Implementation	Evidence
	Intent	Lead		
To offer a rich, broad and balanced curriculum which promotes the personal development of pupils, developing creativity and a healthy lifestyle	Implement mindfulness throughout the school to support pupils' and teacher's mental wellbeing	RSV	To be introduced from September 2019 for all teaching staff. (Main class teachers) November 2019 for all other staff.	All staff aware of identified pupils and support identified and in place for the vulnerable pupils.
	Continue to support children with emotional needs, through ELSA, to enable them to access their learning.	Sally	Two members of staff trained on Elsa by December 2019.	By December 2019, identified children will have received ELSA support. By July 2019, children who have received ELSA support will be accessing the curriculum and making good progress
	Staff well being is a priority	Monica Nanda	Questionnaire for staff. Organise more staff outings – team building. SLT to be vigilant to staff and offer 'a listening ear' as required. Teachers provided with additional time out as well PPA. Staff meetings are kept to a minimum. Staff use phase leaders to report to LST about unnecessary demands and workloads, taking ideas to reduce paper-work.	
	Ensure all our children are well prepared for their next steps SEBDOS to provide transition support for our year 6s in summer 2020. EYS to year 1 transition visits to be extended from to weekly sessions in summer term.	Sally Monica Nanda	Children with EHCPs and their families are supported by the school to ensure they have right placement when they leave us.	
	Ensure pupils adopt healthy lifestyles and understand the need for an active life.	PE teacher (JB) Sikh Studies teacher. (MS) Assistant Head (MN)	After school clubs offer a range of activities to promote healthy lifestyles. Adults across school to be role models of a healthy and active lifestyle PSHE planned to educate pupils so they understand and to know how to adopt a healthy lifestyle. Teachers need to ensure effective and regular delivery of PE, PSHE, Science and Cooking and Nutrition. Playtimes spaces and activities are providing structure and engagement in healthy play.	
	Revise and implement a whole school PSHE curriculum	Assistant Head (MN)	PSHE lead to review current PSHE curriculum following training Continue to implement Jigsaw, making sure it relevant too our children's needs. Share with staff expectations and relevant requirements needed Monitor through observations, work scrutiny, evidence trails and pupil conversations. Act upon findings as necessary	Pupil Voice used to gauge impact.

			Training for teachers on supporting children with bereavement or changes in their family circumstances.	
	To embed mental health provision and play therapy support	Assistant Head (MN) SENDCO (ST) ELSA lead (TC)	Deliver a staff meeting raising awareness on mental health. Mental Health Awareness Day 10 th October 2019. Develop pastoral team and utilise half-termly pastoral meetings to discuss referrals and to identify appropriate provision. (ELSA, Lego therapy). Further develop classroom environments through all classrooms to have a mental health check -in wall and further ensure that the worry box are being used by the children if they have concerns and teachers are dealing with the issues arisen.	Children are able to share their worries without any prejudice by using the worry boxes in their classrooms.
	To further develop the leadership opportunities for pupils	Monica Nanda.	Student ambassador's role to promote our school core values: respect, resilience/perseverance, honesty, love, Pupil Parliament to become a greater part of school life and enjoy making their voices heard. Implement two parts to pupil parliament, well-being and behaviour as well as learning.	
	To further develop and celebrate diversity within the curriculum.		Celebrate Black History Month across the school during October by staff focussing on a specific topic within class. We need to include how our values are met through the curriculum.	
	Behaviour and Attitudes			
Objectives	Specific Actions (who will lead actions in school/associates/advisers/partners)	Monitoring arrangements	Implementation	Evidence
	Intent	Lead		
Raise Attendance for all groups across school	<ul style="list-style-type: none"> Attendance high profile across school – all staff involved Attendance Information shared with all stakeholders Attendance rewards to promote good attendance in line with policy and shared 	Welfare officer Principal Vice Principal	<ul style="list-style-type: none"> Weekly attendance trophy Targeted informal meetings with families Attendance Officer with SLT to conduct home visits and track missing pupils Parental Support Worker to work with identified families Whole school reward at the end of the year for pupils who have 97% and 100% Class teachers to be proactive in raising attendance concerns as necessary Class teachers to discuss weekly attendance with class	
Parents, staff and pupils are positive about	<ul style="list-style-type: none"> Whole School Behaviour policy shared with ALL staff Share with staff expectations and relevant requirements needed 	Assistant Head (MN)	Share behaviour policy with staff at school. Ensure that all children and staff know the policy. Implement the behaviour pupil and monitor through pupil voice.	

behaviour and safety	<ul style="list-style-type: none"> • Ensure whole school policy is followed consistently and support as required • Monitor pupil voice by use of school council • Monitor parent view by use of new OFSTED parent questionnaire 		Coffee morning to share behaviour policy to parents.	
Bullying incidents are rare	<ul style="list-style-type: none"> • Track SIMS dealing with any trends • Assemblies to educate pupils in the different forms of bullying. SEBDOS to work with school. • Displays updated to ensure pupils aware • PSHE and Computing curriculum planned to educate pupils so they understand and to know what to do if bullying occurs 	Assistant Head	SEBDOS to train 10 year 5 children on the Peer Mental Programme to support children who feel they are being bullied. Act as Anti- Bully Mentors. Use of Pupil parliament to act upon pupil voice.	

Leadership				
Objectives	Specific Actions (who will lead actions in school/associates/advisers/partners)	Monitoring arrangements	Implementation	Evidence
	Intent	lead		
Staff are empowered to take greater ownership of professional development for themselves.	Review Induction Policy and update <ul style="list-style-type: none"> • Provide a bespoke induction programme to all new staff • Provide and coordinate mentorship for teaching and placement students and support class teachers in developing their leadership skills and observation knowledge when hosting a student in their class. 	SLT	September 2019, handbooks will be ready to share with all staff. SLT and teachers will be involved in the process.	Staff are supported as they begin working at KSA and throughout their career at the school.
	<ul style="list-style-type: none"> • Review appraisal frameworks for all staff groups (teaching/support/admin/MMS) • Update CPD framework to ensure all staff know the expectations and opportunities at different points in their career. • Ensure the appraisal cycle for all teachers is implemented and runs consistently across school. Develop Appraisal and Professional Development files for individual teachers to evidence their progress towards the relevant teaching standards. Carry out moderation /work scrutiny with teachers to develop their knowledge and sustain high expectations across the curriculum. Organise Teaching and Learning Review Days each term to provide opportunity for every member of staff to develop their own teaching practice Carry out moderation /work scrutiny with teachers to develop their knowledge and sustain high expectations across the curriculum. <ul style="list-style-type: none"> • Organise logistics for teaching staff to access partnership teaching opportunities and participate in collaborative learning with colleagues. 	Deputy Head	As a school leader, partnership teaching with teaching and support staff is carried out to model good or outstanding lessons for colleagues <ul style="list-style-type: none"> • Model teaching strategies to colleagues – consistently and effectively • Ensure that all points for development as identified in feedback are actioned. • Develop knowledge of coaching and mentoring as part of partnership teaching work • Carry out observations of teaching and learning through teaching and learning review days, the appraisal cycle and learning walks. • Maintain awareness through informal day to day dialogue with staff of success and challenges in teaching and learning • Ensure that school leaders are a model of excellence by demonstrating all the qualities in the document “Expectations of School Leaders” 	<ul style="list-style-type: none"> • There are clear expectations of each role in school. • There is consistency in practice across the school. • Sustained outstanding leadership and management at all levels. Higher % of outstanding teachers • Development of staff’s own pedagogical knowledge and meta-cognition • There is clarity in judgements of the quality of Teaching and Learning across the school. • Staff have a greater awareness about their own practise. 100% of all books / profiles are deemed to be good or outstanding. Books show excellent progress over time children to operate independently.
To ensure all teaching is at least good and a significant proportion is outstanding	Monitoring of planning, teaching and marking Provide opportunities for peer observation and lesson studies. Provide training for staff development	Deputy Head/SLT	100% good to outstanding teaching. 40% outstanding teaching. Summer 2019	100% of all lessons graded as good or better for all staff • Development observations (e.g. new members of staff , NQTs) demonstrate improvement over time. Teach profiles.
Pupils are inspired by a curriculum which embeds the wider aspects of	Lead INSET training days and through induction or appraisal processes, ensure staff have the skill set to effectively plan for the wider aspects of learning <ul style="list-style-type: none"> • Adapt Medium Term planning format across Year 1- Year 6 to ensure teachers 	All Staff	July 2019 curriculum working team to have establish planning formats ready for teachers to use. Feedback from staff by November 2019.	<ul style="list-style-type: none"> • 100% of planning meets the needs of all pupils –; opportunities for shared reading, writing; high quality talk and drama are used regularly; accurate AFL and clear differentiation so that the needs of all learners are met

learning across all subjects	<p>identify and embed the wider aspects of learning across the year and produce high quality outcomes. Ensure subjects are blocked effectively to provide coverage of the National Curriculum including the softer skills</p> <ul style="list-style-type: none"> • Plan and deliver weekly whole school assemblies that link to the school's values • Carry out Pupil Voice surveys encourage children to collaborate on their learning. 			<ul style="list-style-type: none"> • 100% of planning supports all staff within the setting / year group. • Planning, teaching and learning is consistent
	<p>To ensure that cross curricular planning and enrichment opportunities embed the school's ethos, and softer skills within theme overviews/maps and long-term planning Curriculum team to promote and develop innovative and inspiring lessons which engage pupils.</p>		<p>Monitor planning, timetables, learning environments, book looks and lesson observations (including TLR day) to ensure that a school ethos and softer skills is embedded throughout school and wider aspects of learning.</p>	<p>Staff are confident planning for learning and setting outcomes which are creative, innovative and successful for all children. • Children are provided with opportunities across the whole curriculum to challenge themselves. Teachers are driven to deepen children's learning through explicit teaching opportunities and accurate assessment.</p> <ul style="list-style-type: none"> • Curriculum reflects the values and ethos of the school whilst staying compliant with statutory requirements • Staff are engaged and enthused by dynamic teaching and learning.
To develop the roles of middle and subject leaders across the school to ensure that improvement is lasting and sustainable	<p>Improve outcomes all pupil</p> <ul style="list-style-type: none"> • Ensure change is sustainable • Ensure outstanding quality of learning across the curriculum • Work in partnership with parents to support learning. <p>Skills audit for teachers</p> <p>2019-2020 curriculum focus on Art & design. Computing. PHSCE and RE and Music.</p> <p>Leaders have an in-depth knowledge of the subject they lead and how well pupils remember and acquire knowledge.</p>	Principal (RV) Vice Principal (JM)	<p>teaching staff invited to book scrutiny and pupil voice alongside leaders to support expectations of progress. leaders have a clear understanding of and high expectations for their subject which is shared throughout the school. leaders support teachers to plan at and beyond the expected academic level Subject Leaders to review curriculum areas with focus on sequencing objectives, vocabulary development and mini assessment and review sessions to help retention of knowledge.</p> <p>Performance Management targets based on areas of school focus. Performance management targets for middle leaders reflect expectations of effective leadership.</p> <p>Provide subject lead training for staff to ensure they are equipped to complete a 'deep dive' into their subject. Share expectations for subjects leaders file and monitoring of the curriculum area. Monitor to ensure consistency and act upon findings . Subject leaders to create an implement action plans based on previous year areas for development. Subject leaders complete regular evidence trails to monitor their subject to ensure they have an in-depth</p>	<p>Clear distributed leadership that has an impact on standards linked to the SDP Increase in % of children meeting Age related/more than age related expectations in line with targets. (see outcome targets). Subject leaders can evaluate the impact of initiatives/strategies to raise standards and training that has supported their development.</p> <p>Subject leaders are able to articulate and evidence standards in their area and account for their impact</p> <p>Subject leads to ensure that there is high quality of teaching across all areas of the curriculum</p>

			knowledge if their subject and how well pupils acquire knowledge.	
To engage effectively with parent	Parents are well engaged with school life and feel part of the school community.		<p>Website re-design to provide clear information through Life at KPS</p> <p>Leaders visible daily in playground and classrooms.</p> <p>Workshops to support home learning Development of reading at home learning resources for EYFS and KS1</p> <p>Reading workshop across EYFS and KS1.</p> <p>Leaders meet regularly with PTA and class reps to ensure that there is clear communication.</p>	

Teaching and Learning				
Objectives	Specific Actions (who will lead actions in school/associates/advisers/partners)	Monitoring arrangements	Implementation	Evidence
	Intent	lead		
Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.	<p>Curriculum review of Long Term and Medium Term Planning and support effective short term planning to ensure children are making links in their learning and deepening their understanding.</p> <p>Curriculum mapping format is adaptable, systematic and manageable for cross curriculum learning.</p> <ul style="list-style-type: none"> • Leaders to work in collaboration to monitor and review curriculum. <p>Leaders and teachers to be split into two teams research latest practise through weekly reading linked to school goals, use of Twitter, attending and organising Teach Meets and Local Authority sessions to inform actions - whilst ensuring the ethos of the school is placed at the forefront.</p> <ul style="list-style-type: none"> • Leaders to maintain subject portfolios tracking progress and ensuring high quality outcomes demonstrate the children's knowledge and evidence the progression across the curriculum • Learning environments are monitored and support is provided to ensure the areas are engaging, increase the children's interest in topics and promote opportunities for learning outside the classroom. 	<p>Curriculum Lead SLT Curriculum team</p>	<p>April: curriculum working team to have establish planning formats ready for teachers to use by end of July.</p> <p>Curriculum Lead to interview pupils.</p> <p>March: Visit outstanding school such as Edward Pauling.</p>	<p>Techers are able to identify pupils who are more able and plan opportunities to ensure they reach greater depth with subject leads. Staff work towards developing mastery in all pupils within curriculum areas</p> <p>Our children will show enthusiasm for their learning and will develop skills to support them in the future.</p>
Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth. Children show greater independence in learning through enquiry both in and outside of school.	<p>Curriculum Lead to ensure all staff understand the purpose of trips and enrichment opportunities Teachers are supported in ensuring trips meet the requirements of the curriculum and enrichment opportunities are offered to all children and personalised to meet their needs.</p> <ul style="list-style-type: none"> • PDMS and INSETs support and encourage staff to collaborate on creative and innovative approaches to planning, teaching and learning and input into curriculum development • Science resources are audited to meet the needs of the curriculum and children. <p>Sustainable planning creates opportunities</p>	<p>Curriculum Lead SLT Curriculum team</p>	<p>Trips are organised and link in the learning. More opportunities for children to visit local landmarks.</p>	<p>leaders are proactive and able to confidently meet their responsibilities and the National Curriculum expectations for their subjects. Staff are confident planning for learning and setting outcomes which are creative, innovative and successful for all children.</p> <ul style="list-style-type: none"> • Children are provided with opportunities across the whole curriculum to challenge themselves. Teachers are driven to deepen children's learning through explicit teaching opportunities and accurate assessment. • Curriculum reflects the values and ethos of the school whilst staying compliant with statutory requirements • Staff are engaged and enthused by dynamic teaching and learning

	<p>for children to work at greater depth and apply their learning practically.</p> <ul style="list-style-type: none">• Children contribute to the curriculum through Pupil Voice and Senior Leadership Team to ensure their contributions are valued. <p>Identify 30% of pupils within every class who are working towards greater depth in each subject area across the curriculum and create a shared database.</p>			
--	---	--	--	--

Objectives	Specific Actions (who will lead actions in school/associates/advisers/partners)	Monitoring arrangements	Implementation	Evidence
	Intent			
Ensure consistency of high quality practice across the EYFS	Induction of new Reception teacher lead. Review of planning and assessment to ensure consistent approach. Review of EYFS policy Regular training for all staff working in EYFS	Vice Principal	Support lead to visit outstanding practises which can be implemented in our school. Middle leadership course. Lead to join the EYFS network. Establish links with local school for moderation.	Consistent high quality teaching and learning across EYFS. Clarity of purpose and ambition across EYFS leads to high standards and improved outcomes for pupils
Assessment is accurate and based on high quality observations.	Baseline assessment materials trialled in Reception. Termly tracking of progress monitored within EYFS and with SLT	Vice Principal	Implementation and consistent use of tapestry to support learning. Through the use of tapestry to ensure that all groups are being monitored.	Baseline materials implemented. Termly tracking is streamlined and useful in impacting on planning and support.
Children continuously build new vocabulary enabling them to communicate and learn effectively.		English Lead (SV)	Word of the week is introduced to the children, Evidence of rich vocabulary environment inside and out. Every child will be heard read every day and stories shared with them.	Children speak with increasing fluency and confidence using their developing vocabulary to support learning
Reading and writing to be above national average by the end of EYFS for boys.	Reading and writing to be in line with national average by the end of EYFS		Reading and writing to be above national average by the end of EYFS. Environment supports boys learning and opportunities for them to mark make in areas that interest them.	
To ensure the needs of all children including those with SEND are met effectively		SEND CO (ST)	Support through speech and language. Early Help. Changing facilities installed Additional adult support – training and timetable supported by SENDCo part time placements, termly support and planning meetings with with SENDCo	Needs of SEND pupils supported enabling them to make good progress from starting points
The EYFS curriculum is ambitious, reflects the needs of our children and is planned and	Rich opportunities are provided to develop children's experience of culture and the arts	Reception Lead (SS)	Review of EYFS curriculum in line with wider school review. Ensure learning objectives across EYFS are clearly sequenced and ambitious	Curriculum offers rich experiences, supports pupil development across all areas of learning and leads to high attainment

sequenced to build knowledge and skills across the EYFS				
Safeguarding is highly effective. There are no breaches of statutory welfare requirements.	Children's health, safety and wellbeing are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.	Reception lead (SS) DSL (JM)	Actions from review shared with new staff SG training for all EYFS staff Sep 19 Paediatric first aid training/updates for all EYFS staff. Termly monitoring of accident books Safeguarding focus in AT learning walk/observations. Risk assessments reviewed with all EYFS staff to ensure practices are safe. Spot check by DSL	Referrals made appropriately Monitoring of SG shows good understanding of policy through practice Risk assessments understood and actioned by all EYFS staff
The learning environment enables independence and challenge	Learning opportunities in Outdoor area to be developed	Reception Lead (SS)	Action plan to develop outdoor learning supported by outstanding school.	Learning in the outdoor area is planned and purposeful
Provision and planning reflects the needs of the boys to ensure maximum progress, adapt to meet the needs of boys.			Data analysed to ensure boys are making progress. Pupil voice to ensure planning and provision reflects pupils interests. Regular review and monitor practice and provision. Staff act on feedback. Support staff in managing areas of provision outside and inside to ensure they engage boys in a range of activities.	

What does the school need to do to improve further? Ofsted 2011.

Ensure that all teachers take more account of assessment information to consistently challenge pupils to achieve as well as they can, particularly the more-able and those children in the Early Years Foundation Stage.

Ensure that marking is linked more explicitly to pupils' individual learning targets in literacy and numeracy to inform the next steps in pupils' learning.

Sharpen self-evaluation at middle leadership level by ensuring that subject leaders take greater responsibility for monitoring teaching and pupils' progress in their curriculum area