

Academy Improvement Plan 2023-24

Priority 1: QUALITY OF EDUCATION – INTENT/IMPLEMENTATION/IMPACT

Through a well-designed, broad and balanced curriculum, delivered through teaching, which is good, or better so pupils at Broad Chalke achieve the best possible outcomes

Success criteria:

- Provide Quality First Teaching across the school which emphasises high quality, inclusive teaching for all pupils. Key focus is consistency, scaffolding and responsive teaching
- Refine our progressive curriculum by introducing curriculum drivers to ensure it builds across the year groups and enables pupils to gain essential knowledge and skills
- All staff enable children to become independent learners through effective questioning, stem sentences and modelling and ensure children can articulate what they know and understand (metacognition).
- To further improve the reading culture within the school so children read more and ensure the teaching of reading across the school is consistent and shows fidelity to school vehicle e.g. VIPERS in Y2-6 and ULS EYFS-Y2
- Fidelity to Unlocking Letters and Sounds phonics scheme is rigorously adhered to in EYFS, Y1 and Y2 and end of year 1 phonics check data exceeds National (84%).
- Fidelity to essential spelling across the school with rigorous assessment and adaptations to meet needs of children. Teaching of spelling rigorously pulled through English (writing).
- To embed our learning journey approach to the teaching of English
- To ensure our teaching of writing is progressive and children accurately apply what is taught
- Improvement in whole school recall and retention of number facts and fluency so that the percentage of pupils meeting ARE in Maths increases to at least National.
- To embed a Maths Mastery approach across the school ensuring consistency and small step planning

Priority 2: BEHAVIOUR AND ATTITUDES

To create a positive and supportive environment for children, where they enjoy coming to school, are motivated, enthusiastic, curious and ready to learn, and where they consistently 'live' the values of the school

Success criteria:

- New behaviour curriculum (policy) is implemented across the school and high expectations maintained by all staff. Children identified as needing additional teaching and/or further practice get it.
- All staff model high expectations for all and apply these consistently and fairly including use of language
- High quality teaching strategies are employed to reduce pupil cognitive overload and encourage pupil confidence and active engagement in their learning (including PP, SEN). Consistent QFT strategies are employed by teachers to reduce cognitive load for all children.
- Instil and encourage an ethos of hope and high aspirations in learning and for life beyond the school
- Provide opportunities and direct teaching which encourage greater feelings of agency, resilience and respect for others in our pupils.
- Further improve our Personal, Social and Emotional development offer throughout the school
- Ensure whole school attendance, including disadvantaged pupils, is at least in line with the national by the end of the year

Priority 3: PERSONAL DEVELOPMENT

Within a culture of high expectations enable children to be the best versions of themselves, raise their aspirations, develop leaders and provide opportunities for them to flourish through a wide range of learning opportunities

Success criteria:

- Develop a new school vision which is underpinned by clear biblical theology and rooted in a Christian narrative.
- Curriculum development includes sequenced enrichment opportunities and enhancements which provide learners with experiential opportunities to support curriculum acquisition and experience encounters outside of the engaging with individuals who inspire.
- To prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values and able to talk about these in the context of our school vision and values
- R.E. curriculum provides opportunities to know more about diverse world views and develop empathy towards others
- Collective worship, involving all children, enables children to strengthen their ability to reflect and develop spirituality.

Priority 4: LEADERSHIP AND MANAGEMENT

To enhance the role of leadership across the school to promote a broad and balanced curriculum and ensure effective and impactful monitoring secures the best outcomes for pupils .

Success criteria:

- Through a rigorous monitoring and evaluation schedule, English and Maths subject leaders and governors will evaluate and offer feedback regarding the implementation and impact of the curriculum
- Monitoring of teaching and learning and clear assessment and tracking systems are in place and used effectively to ensure improved outcomes for all pupils
- Core subject leaders (English, Maths, Science and RE) have good knowledge of the impact of each year group's curriculum and what is needed to improve pupil outcomes.
- Subject leaders are systematically held to account for improving the quality of the curriculum, teaching and learning and pupil outcomes.
- Well planned, focussed, and looped CPL is in place through staff meetings and INSET to ensure subject and pedagogical knowledge is secure and enacted consistently in all classes.
- Leaders are outward looking and engage with all stakeholders to ensure they are held to account for the quality of education or training.

Priority 5: EARLY YEARS

Through a carefully considered curriculum and targeted provision, our EYFS pupils are given the best possible opportunities to achieve developmental milestones and 'be ready' for Year 1

Success criteria:

- Utilise on-entry data and ongoing assessment to ensure the majority of pupils achieve GLoD
- The gap on entry between disadvantaged and non-disadvantaged reduces
- A clear progressive EYFS curriculum is in place to ensure readiness for Year 1
- Continuous provision is rich with intentional activities which are effectively scaffolded to promote high pupil engagement and positive pupil outcomes
- EYFS support staff are able to confidently and effectively support pupils through careful questioning, modelling & direction
- Effectively support pupils with PSED development and promote self-regulation & resilience

Priority 1: QUALITY OF EDUCATION – INTENT/IMPLEMENTATION/IMPACT

Through a well-designed, broad and balanced curriculum, delivered through teaching, which is good, or better, pupils at Broad Chalke achieve the best possible outcomes

Success criteria:

- Provide Quality First Teaching across the school which emphasises high quality, inclusive teaching for *all* pupils. Key focus is consistency, scaffolding and responsive teaching
- Refine our progressive curriculum by introducing curriculum drivers to ensure it builds across the year groups and enables pupils to gain essential knowledge and skills
- All staff enable children to become independent learners through effective questioning, stem sentences and modelling and ensure children can articulate what they know and understand (metacognition).
- To further improve the reading culture within the school so children read more and ensure the teaching of reading across the school is consistent and shows fidelity to school vehicle e.g. VIPERS in Y2-6 and ULS EYFS-Y2
- Fidelity to Unlocking Letters and Sounds phonics scheme is rigorously adhered to in EYFS, Y1 and Y2 and end of year 1 phonics check data exceeds National (84%).
- Fidelity to essential spelling across the school with rigorous assessment and adaptations to meet needs of children. Teaching of spelling rigorously pulled through English (writing).
- To embed our learning journey approach to the teaching of English and ensure our teaching of writing is sequential and applies knowledge taught.
- Improvement in whole school recall and retention of number facts and fluency so that the percentage of pupils meeting ARE in Maths increases to at least National.
- To embed a Maths Mastery approach across the school ensuring consistency and small step planning

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			End Autumn	End Spring	End Summer
Provide Quality First Teaching across the school which emphasises high quality, inclusive teaching for <i>all</i> pupils. Key focus is consistency, scaffolding and responsive teaching	HT DHT SLT Teachers Support Staff	Walk Thru materials CPL through DSAT CPL for all staff delivered in school	Critical pathway in place which identifies CPL and monitoring cycles	High quality CPL for teachers and support staff in responsive teaching	Monitoring by SLT, RDA and AIM shows the quality of teaching and learning in Maths and English is consistent and at least 'good' across the school End of year data shows PP progress is at least in line with non-disadvantaged pupils
			Agreed consistencies for QFT in English, Maths and phonics place High quality CPL for teachers and support staff in cognitive load, modelling & scaffolding	Monitoring schedule on track and AIMS and RDA visits show improvements in the quality of teaching, language used and learning across the school (particularly in Year 1) and lowest 20% and those with SEND are supported by appropriate scaffolds.	
			Increased understanding in staff about universal, targeted and specialist provision through CPL Disadvantaged pupils are prioritised at pupil progress meetings PP strategy completed	Drop-ins show careful, small step planning and considered application of their understanding of SEND provision (universal, targeted and specialist) to ensure equal access for all, to the learning Monitoring tracking documents for disadvantaged pupils completed Mid-year pupil progress meetings completed	
			Regular meetings held with ECT and support given for planning, assessment, behaviour management etc ECT collaborative event at BC	ECT feels fully supported and her progress is on track	
Refine our progressive curriculum by introducing curriculum drivers to ensure it builds across the year groups and enables pupils to gain essential knowledge and skills	HT SLT Teachers	Purchase Plymouth Science scheme £149 Subject release time for middle leaders CPL through DSAT	Progression of skills and essential knowledge in place for all curriculum subjects Curriculum intent (drivers) can be articulated by staff and the curriculum map is refined to ensure coverage	Planning and drop-ins show teachers have a good subject knowledge of what is being taught and effectively use the subject vehicle to move the learning forward and address misconceptions Book looks show a consistent approach to knowledge organisers for Science, History and Geography	Monitoring by SLT, RDA and AIM shows the quality of teaching and learning in Science and foundation subjects is at least 'good'

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			End Autumn	End Spring	End Summer
All staff enable children to become independent learners through effective questioning, stem sentences and modelling and ensure children can articulate what they know and understand (metacognition).	HT DHT SLT	CPL (DSAT) Walk Thrus Pep Mccrea	CPL for support staff and teachers in cognitive load and lesson structure to ensure pupils have time to articulate knowledge and apply learning	Maths and English book looks show increase in opportunities for pupils to record their knowledge and understanding	Monitoring by SLT, RDA and AIM shows the an improvement in pupil independence and effective use of questioning, stem sentence and modelling in Maths and English lessons.
To further improve the reading culture within the school so children read more and ensure the teaching of reading across the school is consistent and shows fidelity to school vehicle e.g. VIPERS in Y2-6 and ULS EYFS-Y2	HT SLT English Lead	Support from St Peters (Harriet) Autumn 1 & 2	Refine the reading curriculum and ensure clear progression is in place CPL for teachers and support staff about VIPERS and support given for planning	Guided reading lesson drops-in evidence confident teaching, pace, pitch and high expectations	Monitoring by SLT, RDA and AIM shows a clear progressive approach to the teaching of reading and ambitious expectations across all year groups. End of year reading data is at or above national English reading data 2023- KS1- BC-80% (ARE+) Nat- 68.3% (ARE+) KS2- BC 72.4% (ARE+) Nat- 72.6% (ARE+) Predictions 2024- KS1- 73% ARE + KS2- 82% ARE+
			Create recommended reading lists for all year groups Opportunities to promote a 'love of books' created e.g. reading shed in playground & stay and read parent event	'Donate a book' scheme launched to ensure every class has the recommended books available	
			Term 1 NT assessments completed	Gaps in data from NT tests addressed through tutoring and adaptive teaching Early identification and specific interventions are in place for lowest 20%	
Fidelity to Unlocking Letters and Sounds phonics scheme is rigorously adhered to in EYFS, Y1 and Y2 and end of year 1 phonics check data exceeds National (84%).	Early reading lead SLT	Year 2 team to visit Sarum St Pauls (Aut 2) Intervention lead to shadow lead at St Pauls (Aut 2)	All children to be recording sentences in books so teachers can address misconceptions Agreed consistency document t in place for ULS Fortnightly meetings in place for EYFS-Y2 team to ensure accuracy and precision in delivering lessons and interventions	Monitoring through drop-ins and AIM show a consistent approach, fidelity to the scheme and misconceptions are quickly addressed ULS assessments are effectively used to plug gaps in learning	End of year phonics data is at least in line with National. Phonics data 2023- BC- 79.3% Nat- 78.9% Predicted data for 2024- 84%
			Phonic workshop held for parents (EYFS-Y2) so they fully understand this approach to reading and encourages their engagement	Monitoring shows pupils read at home at least four times per week	
Fidelity to essential spelling across the school with rigorous assessment and adaptations to meet needs of children. Teaching of spelling	English Lead Teachers		Everyone teaching essential spelling (ES) 3x week	ES adapted to meet the needs of the children. Good progress made with curriculum coverage	Essential rules focused on regularly in the world of the book through English starters/input Year 6 SPA.

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rigorously pulled through English (writing).					
To embed our learning journey approach to the teaching of English	English Lead	Designated release time (fortnightly) Support from St Peters (Harriet) Autumn 1 & 2	Monitoring of planning shows increased consistency across the school	Lesson drop ins and book looks show evidence of children practicing and applying skills. High quality text drivers used across the school	Monitoring by SLT, RDA and AIM show a clear progressive approach to the teaching of writing and lessons show pace and pitch with ambitious expectations for all pupils.
To ensure our teaching of writing is progressive and children accurately apply what is taught	English Lead	Designated release time (fortnightly) Support from St Peters (Harriet) Autumn 1 & 2	Refine our progression in writing documents to ensure teachers are effectively planning lessons to build on previous knowledge and skills	Lesson drop ins and book looks show evidence of children practicing and applying skills.	End of year writing data is in line or above national English writing data 2023- KS1- BC-63% (ARE+) Nat- 60.1% (ARE+) KS2- BC 72% (ARE+) Nat- 71% (ARE+) Predictions 2024- KS1- 67% (ARE+) KS2- 75% (ARE+)
Improvement in whole school recall and retention of number facts and fluency so that the percentage of pupils meeting ARE in Maths increases to at least National.	Maths Lead	Support from St Peters	Timetable scrutiny and INSET CPD ensures fluency is prioritised in every class	Drop-ins and support from Ollie shows effective provision and quality teaching of fluency and number facts is evident across the school.	Maths outcomes are in line or above National in all year groups, including MTC 2022-23- KS1= BC 77% (ARE+) Nat 70.4% (ARE+) -KS2= BC- 69% (ARE+) Nat 73% (ARE+)
To embed a Maths Mastery approach across the school ensuring consistency and small step planning	Maths Lead SLT Ollie M	Support from St Peters (staff training and Maths leader support from Ollie) Release time for teachers to observe lessons	CPL for all staff about Maths Mastery principles and small step planning Agreed consistencies document in lace for Maths	Monitoring shows the use of manipulatives and stem sentences is embedded and teachers quickly address misconceptions during lessons. Teachers show an increase in confidence in teaching Maths mastery Pupil conferencing shows all pupils are experiencing a range of mathematical representations and manipulatives to support learning	Predictions 2024- KS1- 73% (ARE+) KS2- 72% (ARE+) Maths observations and book looks show teaching is adaptive, engaging and the learning opportunities meet the need of all pupils
			New Maths lead shows confidence and clarity in facilitating action plan	Mock 'deep dive' shows Maths lead is and confident in articulating achievement and how they are driving forward Maths development	

Priority 2: BEHAVIOUR AND ATTITUDES

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Success criteria:

- New behaviour curriculum (policy) is implemented across the school and high expectations maintained by all staff. Children identified as needing additional teaching and/or further practice get it.
- All staff model high expectations for all and apply these consistently and fairly including use of language
- High quality teaching strategies are employed to reduce pupil cognitive overload and encourage pupil confidence and active engagement in their learning (including PP, SEN). Consistent QFT strategies are employed by teachers to reduce cognitive load for all children.
- Instil and encourage an ethos of hope and high aspirations in learning and for life beyond the school
- Provide opportunities and direct teaching which encourage greater feelings of agency, resilience and respect for others in our pupils.
- Further improve our Personal, Social and Emotional development offer throughout the school
- Ensure whole school attendance, including disadvantaged pupils, is at least in line with the national by the end of the year – Target 97%

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			End of Autumn	End of Spring	End of Summer
New behaviour curriculum is implemented across the school and high expectations maintained by all staff. Children identified as needing additional teaching and/or further practice get it.	All staff SLT	Whole school training during INSET (1.9.23) about behaviour expectations Support from DSAT 4 members of staff to attend KCA trauma informed practice training	Behaviour curriculum, The Broad Chalke Way, introduced to staff and pupils. Parents fully informed of zero-tolerance approach to low level disruption in classes	Monitoring shows improved pupil engagement in learning and improved pupil behaviour throughout school day Evidence of emotion coaching used as part of our restorative approach to behaviour	Monitoring by SLT, RDA and AIM shows fidelity to the school behaviour policy and curriculum Decrease in number of behaviour incidents logged on CPOMS when comparing 2022/23 and 2023/24
All staff model high expectations for all and apply these consistently and fairly including use of language	All staff	CPL- DSAT	CPL for all staff to clarify expectations for behaviour Visual prompts are introduced and utilised by staff to support high expectations for behaviour and shared use of language to help model expectations	Monitoring shows clear routines and expectations are in place throughout school	Monitoring shows expected routines are consistently and rigorously applied in every classroom which has a positive impact on pupil learning and wellbeing of staff and pupils
High quality teaching strategies are employed to reduce pupil cognitive overload and encourage pupil confidence and active engagement in their learning (including PP, SEN).	SLT	Release time for SENDCo CPL- DSAT reducing cognitive overload training (30.10.23)	Teachers and support staff received CPL about reducing cognitive overload in our classrooms	Monitoring shows teachers employ consistent approaches which encourages high pupil engagement	Monitoring by SLT, RDA and AIM show an increase in pupils actively engaged in lessons (including PP and SEN)

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			End of Autumn	End of Spring	End of Summer
Instil and encourage an ethos of hope and high aspirations in learning and for life beyond the school	SLT All staff	INSET training	Pupil conferencing and school council discussions focus on aspirations in school and beyond New house point system in place to encourage team work and high expectations	Evidence document shows an increase in sought opportunities to increase hope an aspiration in pupils e.g. careers fair, secondary school partnerships, skilled artists/authors to visit school etc	Pupil conferencing (summer term) shows evidence of increased confidence and aspiration in pupil attitudes
Provide opportunities and direct teaching which encourage greater feelings of agency, resilience and respect for others in our pupils.	PSHE lead HT	Jigsaw (PSHE scheme) Support from Jigsaw lead	New PSHE scheme (Jigsaw) introduced. Re-launch ready, respectful and safe as our school code of conduct	Class drop-ins and timetable scrutiny show teachers hold fidelity to the Jigsaw scheme but also maximise opportunities throughout the school day to encourage resilience and responsibility in their pupils During pupil conferencing pupils show the skills for social interaction which include listening and respecting the voice an opinions of others	Behaviour reflections tasks, completed by pupils, show an increase in feelings of agency and an understanding of the impact of their behaviour and Behaviour in class and during tests evidence an increase in pupil resilience and confidence
Further improve our Personal, Social and Emotional development offer throughout the school	PSHE lead	Support from Jigsaw adviser	New PSHE scheme (Jigsaw) introduced. PSHE policy updated and reviewed by governors	New PSHE lead effectively supported PSHE governor completed visit and shared report with ASEC	Monitoring shows Jigsaw is effectively supporting the development of positive mental health in our pupils Teacher questionnaire shows an increase in confidence for teaching PSHE and the new scheme has had a positive impact on the quality of meaningful discussions and PSHE development within their class
Ensure whole school attendance, including disadvantaged pupils, is at least in line with the national by the end of the year – Target 97%	HT Pupil Premium governor	PP lead to attend PP training support CPL through DSAT	Early identification of vulnerable families Robust monitoring of pupils at risk of falling below 90% Review and address support e.g. Ready to Shine Refine process of reporting and addressing poor attendance e.g letters/meetings	Robust monitoring in place to ensure attendance of all pupil, including PP pupils, is improved when compared to 2022/23 Evidence of positive collaboration with parents	Attendance of all groups at 97% at end of the year 2022-23- whole school= 95.72% Pupil Premium (FSM)= 94.12%

Priority 3: PERSONAL DEVELOPMENT

Within a culture of high expectations enable children to be the best versions of themselves, raise their aspirations, develop leaders and provide opportunities for them to flourish through a wide range of learning opportunities

Success criteria:

- Develop a new school vision which is underpinned by clear biblical theology and rooted in a Christian narrative.
- Curriculum development includes sequenced enrichment opportunities and enhancements which provide learners with experiential opportunities to support curriculum acquisition and experience encounters outside of the engaging with individuals who inspire.
- To prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values and able to talk about these in the context of our school vision and values
- R.E. curriculum provides opportunities to know more about diverse world views and develop empathy towards others
- Collective worship, involving all children, enables children to strengthen their ability to reflect and develop spirituality.

Actions	Responsible person	Resources/ CPD	Monitoring, where we expect to be, who will measure, how and when		
			End Autumn	End Spring	End Summer
Develop a new school vision which is underpinned by clear biblical theology and rooted in a Christian narrative.	Governors SLT All staff	Attend Diocesan SIAMs training (Sept) Support from DSAT flourishing team	Initial ideas for new vision gathered from governors, staff and pupils	DSAT church flourishing visit completed and new actions put in place Vision successfully launched and embraced by school community	Website audit shows evidence of Christian distinctiveness (flourishing) and clear narrative to support the school vision 100% pupils and staff can articulate the school vision and values
Curriculum development includes sequenced enrichment opportunities and enhancements which provide learners with experiential opportunities to support curriculum acquisition and experience encounters outside of the engaging with individuals who inspire.	HT SLT	Flourishing visit	Curriculum drivers (positive wellbeing, community & culture, hope & aspiration) are tracked through our curriculum web and additional events planned	School council meetings focus on developing enrichment opportunities Attendance at enrichment clubs is monitored	Pupil voice evidences and highlights the impact of their positive engagement in rich opportunities and encounters throughout the year
To prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values and able to talk about these in the context of our school vision and values	Safeguarding Governor PSHE lead HT	Purchase Picture News subscription	Picture News is introduced as a weekly Collective worship to increase pupil knowledge and awareness of British value, protected characteristics and life beyond our school	School council meetings focus on developing enrichment opportunities which help to prepare pupils	Pupil voice (led by AIM and/or PSHE lead) shows positive impact of Picture News and increase in awareness of BV. PC and world issues
			All children receive additional teaching focussed on personal safety and how they can stay safe online Safeguarding action plan updated and shared with safeguarding governor	Police led personal and online safety workshops have taken place in KS1 and KS2 Police led internet safety workshop for parents	Pupil conferencing shows a clear understanding and knowledge of how to stay safe and online safety Safeguarding action plan completed
R.E. curriculum provides opportunities to know more about diverse world views and develop empathy towards others	RE lead HT	Purchase Emmanuel Project Scheme to enhance our multi-faith offer	New scheme introduced Progression of skills and knowledge in place for RE	Monitoring, through drop-ins and book look, shows fidelity to both schemes (Understanding Christianity and The Emmanuel Project) Flourishing visit complete	Staff discussions show an increase in their confidence to teach world faiths and world views Pupil voice shows good knowledge of world faiths

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			End Autumn	End Spring	End Summer
Collective worship, involving all children, enables children to strengthen their ability to reflect and develop spirituality.	CW lead		New pupil-led Collective worship team established	Evidence of regular pupil led collective workshops	End of term reflections indicate an increase in pupil voice and deeper spiritual reflections when compared to July 2023

Priority 4: LEADERSHIP AND MANAGEMENT

To enhance the role of leadership across the school to promote a broad and balanced curriculum and ensure effective and impactful monitoring secures the best outcomes for pupils .

Success criteria:

- Through a rigorous monitoring and evaluation schedule, English and Maths subject leaders and governors will evaluate and offer feedback regarding the implementation and impact of the curriculum
- Monitoring of teaching and learning and clear assessment and tracking systems are in place and used effectively to ensure improved outcomes for all pupils
- Core subject leaders (English, Maths, Science and RE) have good knowledge of the impact of each year group's curriculum and what is needed to improve pupil outcomes.
- Subject leaders are systematically held to account for improving the quality of the curriculum, teaching and learning and pupil outcomes.
- Well planned, focussed, and looped CPL is in place through staff meetings and INSET to ensure subject and pedagogical knowledge is secure and enacted consistently in all classes.
- Leaders are outward looking and engage with all stakeholders to ensure they are held to account for the quality of education or training.

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Through a rigorous monitoring and evaluation schedule, English and Maths subject leaders and governors will evaluate and offer feedback regarding the implementation and impact of the curriculum.	English Lead Maths Lead Governors	CPL for English and Maths Leads	Critical pathway in place which identifies focus for CPD and monitoring cycle Maths and English governor visits and written report shared with ASEC & leads	Maths and English governor visits and written report shared with ASEC & leads English and Maths leadership reports shared with ASEC Staff meeting schedule shows regularity of Maths and English CPL for teachers and TAs	Monitoring by governors and SLT identify clear impact of Maths and English developments over the year English and Maths action plans completed
Monitoring of teaching and learning and clear assessment and tracking systems are in place and used effectively to ensure improved outcomes for all pupils	HT Pupil Premium Lead Teachers	Insight Pupil Progress meetings	Monitoring and assessment schedule document is adhered to by all teachers Pupil progress meetings utilise Insight data to identify gaps in learning and plug gaps through targeted interventions.	Pupil progress meetings and monitoring shows disadvantaged pupils are making at least expected progress in maths, reading and writing. Pupil premium governor has attended Pupil Progress meetings and carried out pupil conferencing with PP pupils focused on their attitude to learning	End of year data shows 95% of pupils, in each class, have made expected progress (including disadvantaged pupils)
Core subject leaders (English, Maths, Science and RE) have good knowledge of the impact of each year group's curriculum and what is needed to improve pupil outcomes.	DSL & DDSL	CPL subject leadership training (DSAT & Diocesan) Partnership with St Peters	Subject leader roles, responsibilities and monitoring expectation document in place to support leaders Core subject leaders to attend CPL opportunities	Completion of subject leadership monitoring document is on track	Core subject leader discussions, through AIM, HT meetings or RDA meetings show good knowledge of subject development and impact on pupil outcomes

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			End Autumn	End Spring	End Summer
Subject leaders are systematically held to account for improving the quality of the curriculum, teaching and learning and pupil outcomes.	HT DH Subject leads	CPL Support from St Peters	Subject leadership support document and monitoring and evaluation expectations are adhered to by all subject leads Subject leadership questionnaire completed to identify CPL needs, support, confidence level and/or resources needed	Subject leaders are on track with completing action plans	3/3 targets completed by all subject leads and subject leadership report has been shared with ASEC to ensure governors are fully informed with the impact of their leadership Subject leadership impact questionnaire shows increased confidence in leading
Well planned, focussed, and looped CPL is in place through staff meetings and INSET to ensure subject and pedagogical knowledge is secure and enacted consistently in all classes.		Support from St Peters	Strategic CPL plan in place to ensure teachers and support staff are receiving targeted training	Drop-ins and lesson observations show an increase in a consistent approach to questioning, modelling, behaviour management and responsive teaching.	Monitoring shows consistent expectations for learning, QFT approaches and interventions are rigorously applied in every classroom which has a positive impact on pupil learning and wellbeing of staff and pupils
Leaders are outward looking and engage with all stakeholders to ensure they are held to account for the quality of education or training.	SLT Governors	ASEC meetings	Minutes from governor reports and FGB show clear vision for school improvement and governors are fully informed of progress	Core subject governors and safeguarding governor has completed initial visits and shared reports at ASEC meeting	All governors have received subject leader reports from all subject leads and termly Head teacher reports have ensured governors are fully informed of school developments, progress and data.

Priority 5: EARLY YEARS

Through a carefully considered curriculum and targeted provision, our EYFS pupils are given the best possible opportunities to achieve developmental milestones and 'be ready' for Year 1

Success criteria:

- Utilise on-entry data and ongoing assessment to ensure the majority of pupils achieve GLoD
- The gap on entry between disadvantaged and non-disadvantaged reduces
- A clear progressive EYFS curriculum is in place to ensure readiness for Year 1
- Continuous provision is rich with intentional activities which are effectively scaffolded to promote high pupil engagement and positive pupil outcomes
- EYFS support staff are able to confidently and effectively support pupils through careful questioning, modelling & direction
- Effectively support pupils with PSED development and promote self-regulation & resilience

Actions	Responsible person	Resources/CPD	Monitoring, where we expect to be, who will measure, how and when		
			End of Autumn	End of Spring	End of Summer
Utilise on-entry data and ongoing assessment to ensure the majority of pupils achieve GLoD	EYFS lead	Insight	On-entry and baseline data complete and specific Early Learning goals are identified and shared with HT & EYFS governor Through ULS assessments, early identification and specific interventions, led by trained member of staff, are in place for lowest 20%	Drop-ins evidence the planned provision is specifically designed to address any gaps or deficits identified in on-going assessments	End of year EYFS data is in line with or above national 2023 Data= BC- 731.% GLoD Nat- 67.3% GLoD 2024 predictions- TBC
The gap on entry between disadvantaged and non-disadvantaged reduces	EYFS Lead SLT EYFS gov	Pupil progress meeting	Barriers and deficits are identified for disadvantaged and vulnerable learner through pupil progress meetings and ongoing assessment.	Interventions for number, phonics and PSED in place for disadvantaged and vulnerable learners. Monitoring show disadvantaged learners are making expected progress	GLoD data and observations show accelerated progress for disadvantaged learners
A clear progressive EYFS curriculum is in place to ensure readiness for Year 1	EYFS lead	DSAT support	DSAT EYFS curriculum document is refined to ensure clear progression of knowledge and skills	EYFS curriculum is effectively adapted to address the needs of the pupils within the class	AIM, RDA visit and SLT drop ins note pupil readiness for Year 1
Continuous provision is rich with intentional activities which are effectively scaffolded to promote high pupil engagement and positive pupil outcomes	EYFS adviser EYFS lead HT	Extend EYFS fence boundaries £2362 Mud pit/sand pit/small blocks etc £1000 Large building blocks £1000	Resources purchased to enhance the outdoor provision and ensure there is 'flow' between inside and outside EYFS DSAT review completed (Nov)	DSAT EYFS review completed and support received from DSAT teacher Monitoring and drop-ins show intentional activities directly address pupil developmental needs and pupils are engaged in purposeful play which includes child-initiated and in-the moment opportunities	Pupil conferencing and end of year data shows secure knowledge and skill development in ELGs and good progress from baseline Monitoring shows <i>all</i> pupils are independently engaging in quality provision outside and inside the classroom
EYFS support staff are able to confidently and effectively support pupils through careful questioning, modelling & direction	EYFS lead HT	Release time for support staff CPL	All EYFS support staff receive CPL through fortnightly team meetings, visiting other schools and DSAT training	Monitoring & lesson drop-ins shows the intentional activities are scaffolded through high quality adult interaction	All EYFS support staff feel confident in supporting pupil development through quality questioning and directed tasks

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			End of Autumn	End of Spring	End of Summer
		Additional hours for support staff			
Effectively support pupils with PSED development and promote self-regulation & resilience	EYFS lead	Visit to EYFS setting	A consistent approach to teaching learning behaviours, expectations and routines are prioritised by all adults in the setting	Impact of PSED interventions and support noted at AIM and RDA visit- children are more socially aware of others, improved behaviour and greater attention & resilience	Monitoring and Summer AIM identify children are more able to self-regulate and conform to behavioural expectations