

**St Wilfrid's
SCHOOL
DEVELOPMENT
PLAN**

2019/20

Main areas for development from School Self Evaluation

Aspect 1: Quality of Education – Intent, Implementation and Impact

To continue to clarify intent, implementation and impact of the curriculum for greatest impact on outcomes and experience.

To raise attainment in writing for all groups of learners

To develop reading and comprehension skills to enable maximum progress for all groups of learners

To develop pupils' speaking, listening and language capabilities to support their reading and writing

To ensure high quality maths provision for all groups of children

To ensure that attainment and progress of key groups is monitored and accelerated

To ensure that assessment is used continuously and consistently to inform teaching and learning, and improve outcomes for all groups

To ensure the progress of children with additional needs

Aspect 2: Behaviour and Attitudes

To reduce levels of pupil absence and persistent absenteeism

Aspect 3: Personal Development

To raise the profile of Christianity within the school environment

Aspect 4: Leadership and Management

To establish and develop the effectiveness of the new leadership team

Early Years

To implement 'In the Moment Planning' whilst maintaining GLD and raising parental involvement

Aspect: To continue to clarify intent, implementation and impact of the curriculum for greatest impact on outcomes and experience.

Aim: To improve attainment and progress in all areas.

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To establish the intent, implementation and impact through a clear curriculum statement	Identify OfSTED expectations Hold staff curriculum review Seek pupil and parental voice Draft curriculum statement Identify key actions within classrooms to add detail to curriculum statement	SB KN	Staff meetings SLT meetings Observations Planning	OfSTED framework National Curriculum	Curriculum review held Clear statement drafted Issue parental questionnaire Hold pupil voice groups	Statement adapted and monitored as required	Curriculum reviewed and evaluated Adaptations made for following year
To establish intent, implementation and impact of all core and foundation subjects	Identify OfSTED expectations Hold staff curriculum review Draft curriculum and subject statements	SLT	Staff meetings SLT meetings Observations Planning	OfSTED framework National Curriculum	Curriculum review Learning walks and obs conducted Improvement steps identified	Consistency of teaching approaches based on agreed intent/ implementation	Improved cross curricular links Impact on outcomes for all, including key groups
To review curriculum coverage, focusing on progression of skills learnt	Curriculum coverage check Adaptation of curriculum Mapping of key skill progression	SB KN	Staff meetings SLT meetings Observations Planning	OfSTED framework National Curriculum	Review current curriculum and map against national curriculum	Adapt curriculum as required/ desired for greater impact on skill development	Thorough skill coverage and development-clear progression
To enhance life opportunities through first hand experiences	Source trips Staff to book trips Purchase EVOLVE for risk assessments	SB KN	Curriculum review Visit forms and bookings	National Curriculum School curriculum document	Quality trips and visits booked and attended Quality work produced linking to experiences	Quality trips and visits booked and attended Quality work produced linking to experiences	Quality trips and visits booked and attended Quality work produced linking to experiences
To build further cross curricular opportunities for application of skills	Identify OfSTED expectations Hold staff curriculum review Draft curriculum statement Identify key areas for cross-curricular learning opportunities	SLT	Staff meetings SLT meetings Observations Planning Book scrutinites Discussions with pupils	National Curriculum School curriculum document	Curriculum review held – identify further opportunities to link maths and English across the curriculum subjects Review use of texts as stimulus Review use of timetables	Cross-curricular learning more frequent and evident Look at opportunities for child's interest to lead the learning	Cross-curricular learning frequent Impact on outcomes, especially writing, evident

Aspect: To raise attainment in writing for all groups of learners

Aim: To improve attainment and progress in writing, especially for boys and disadvantaged learners

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To ensure consistently good quality first teaching of writing	Review/ revisit cycle for teaching writing – staff meeting Clarity of need for purpose and audience Timetables reviewed to ensure adequate fit of English Ensure curriculum is followed consistently	SC	Planning Lesson observations Book scrutinies Paired/ triad teaching evaluations	REAL Trust training INSET	Staff training delivered – writing cycle Timetables received and reviewed	Evidence of the cycle being used well across classes Amended timetables implemented	Impact on attainment Clear established process for teaching writing
To ensure opportunities for proof reading and editing of work	Timetables reviewed to ensure adequate fit of English Ensure curriculum is followed consistently Purchase editing resources	SC	Staff meetings Planning Lesson observations Book scrutinies	REAL Trust training INSET Editing resources	Implement editing resources Evidence of purple pen editing	Evidence of editing for impact – with support	Impact of editing on writing
To ensure that writing is modelled, scaffolded and that good quality texts are used	Purchase/ use good quality texts Utilise English cycle Opportunities to correct and redraft Scaffolding provided	SC	Staff meetings Planning Lesson observations Book scrutinies Paired/ triad teaching evaluations	REAL Trust training INSET	Good quality texts selected and used as example Impact on writing standard	Ongoing	Ongoing
To increase opportunities for children to write at length and cross-curricular	Curriculum review and cross-curricular opportunities identified	SLT	Staff meetings Planning Lesson observations Book scrutinies Paired/ triad teaching evaluations	REAL Trust training INSET National curriculum	Identify opportunities for strong CC writing Evidence of support and scaffolding Evidence of CC work being marked with English focus Timely longer pieces of writing, evident at the end of a teaching cycle	Ongoing	Ongoing

To ensure assessment effectively aids planning	Simplified assessment procedures/ criteria Intro to FFT assessment process	SC SB	Staff meetings Planning Lesson observations Book scrutinies Paired/ triad teaching evaluations PP meetings Data input sessions	REAL Trust training INSET FFT tracker	Develop simplified assessment for writing Establish data input sessions/ training	New assessments trialled – adapted as required	Assessments established
--	---	----------	--	---	--	--	-------------------------

Aspect: To develop reading and comprehension skills to enable maximum progress for all groups of learners

Aim: To improve attainment and progress in reading, and impact on writing outcomes

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To restructure guided reading sessions to ensure maximum effectiveness	2 week carousel/ 1 week whole class (discrete spelling) Staff meetings Modelling Monitoring	SC	Lesson Obs Book scrutinies Pupil progress meetings Planning/ discussions Data analysis Track PP/boys/ HA	GR books	Current basic GR cycle taking place regularly, effectively and consistently	Introduce and implement/ review whole class approach	All GR sessions effectively structured – carousel and whole class
To develop assessment of GR	Ensure regular formative assessment of target group using agreed method	SC	Pupil progress meetings Book scrutinies Assessment checks	GR books Assessment tools Trackers – FFT/ SIMs/ Cornerstones	Research possible assessment tools/ tracking systems	Decide on/ develop assessment appropriate to new cycle	Assessment procedures used across school effectively
To match resources to children's needs	Jointly conduct English hub audit on phonics Act on recommendations	SC English hub auditor	Reading book monitoring RWI assessments and observations Track PP/boys/ HA	Decodable books	Purchase and roll out decodable books	Decodable books used at appropriate levels, including take home books	Decodable books used at appropriate levels, including take home books – fully embedded
To ensure phonics teaching is of quality and consistent	Identify staff requiring training/ modelling Team teaching and coaching sessions	SC	Lesson Observations RWI review	RWI resources	Key staff to attend training	Any additional staff to attend training Review of practice Quality lessons observed post training	All lessons observed to be effectively following RWI structure
To ensure adequate and balanced time given for effective application of English skills	Collect/ review/ adapt timetables and coverage approaches Monitor time allocated to English/ use of cross-curricular opportunities	SC SB	Timetable scrutiny Observations and drop-ins Discussions with staff Staff meetings Track PP/boys/ HA		Review and implement effective timetable structures	Monitor effectiveness of timetables/ discrete/ cross-curricular coverage and tweak as required. Appeal to all key groups and progress clear.	Fully embed with clear opportunities to apply English skills across the curriculum – all groups making good progress

Aspect: To develop pupils' speaking, listening and language capabilities to support their reading and writing

Aim: To improve attainment and progress in English

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To develop pupils' spoken language structures	Key staff to be P4C trained	SC	Observations Team teaching and modelling opportunities	P4C training		P4C training for key staff	Trial P4C initially, leading to team teaching and roll out
To develop vocabulary and language to support reading and writing	Timetabled slots for teachers to read to classes Slots for spelling programme to be taught Timetable review	SC	Observations Timetable review Book scrutiny Pupil voice	Quality texts	All timetables in place ensuring ample time given for all aspects of English	Classes to have agreed list of titles for each year group and are currently reading a text	Routines established and working effectively
To develop tier two language use	Staff INSET Plan 400 words for each class – curriculum link	SC	Staff meeting Observations Timetable review Book scrutiny Pupil voice	Hub audit		INSET to intro tier two language	Structure known by staff and trialled

[Link to English Hub action plan outcomes for vocabulary development](#)

Aspect: To ensure high quality maths provision for all groups of children

Aim: To improve attainment and progress in maths

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To enhance staff subject knowledge and pedagogy	CPD opportunities Opportunities to share good practice/ share within staff meeting Action research groups Sourcing alternative teaching methods – bar modelling/ part-part whole Team teaching opportunities/ skills sharing	JC SB	CPD log Staff meetings	REAL Trust Additional training providers	Staff enrolled on maths related training Good practice and feedback observed and shared in staff meetings	Maths INSET Beginning teaching triads Courses ongoing	Maths action research group opportunities highlighted Teaching triads established Courses ongoing
To ensure staff have clear knowledge of prior and current attainment of cohort and expectations for end of year.	Gather accurate baseline data Evaluate tracking systems and select most effective Train staff in system Identify children in key groups Track/ monitor – PP meetings/ discussions Work scrutinies Highlighting pupil premium children and key groups	JC SB	PP meetings/ discussions Tracking data Observations Book scrutinies Data input sessions	Tracking system Books	Key children identified Tracking systems evaluated and selected Staff supported in initial data input/ analysis. English and maths subject leaders present in PP meetings.	Key children tracked/ progress challenged at PP meetings. Staff tracking key children/ analysing data with greater independence.	Improved outcomes for majority of children in key groups. Staff taking ownership of data and analysing independently.
To provide a curriculum which is effective, broad, challenging and cross-curricular	Curriculum review Clear curriculum and subject statements Monitoring Cross curricular opportunities	SLT	PP meetings/ discussions Tracking data Observations Book scrutinies Data input sessions Curriculum plan review	Curriculum schemes to review National curriculum	Knowledge gathered about maths coverage and approach throughout school. Curriculum intent clear/ maths curriculum intent clear.	Adaptations made to maths curriculum as identified – using current resources or alternative resources	Review of curriculum, changes and impact
To ensure challenge within the curriculum	Mastery challenges from Abacus Varied mastery challenges Sharing good practice	SLT	PP meetings/ discussions Tracking data Observations Book scrutinies Data input sessions Curriculum plan review	Book scrutiny resource Abacus resources Mastery resources	Monitor current level of challenge – book scrutinies, discussions with pupils and staff	Challenge increasingly evident for all groups	Challenge embedded for all groups Children able to articulate challenge set

To ensure children are secure in basic building blocks	Times table teaching approach consistent Use of resources including TT Rockstars Evidence of consistent mental maths teaching	JC	PP meetings/ discussions Tracking data Observations Book scrutinies Data input sessions Curriculum plan review	TT Rockstars Numicon Concrete resources	Review use of TT Rockstars Lessons observed and good practice identified ID resources to support mental maths teaching	Monitor use of TT Rockstars Monitor mental maths teaching	Incentives for TT Rockstars Monitor mental maths teaching Evidence of embedded mental maths knowledge
Development of maths subject leader	Maths cluster meetings NPQML/SL	JC	Staff and SLT meeting feedback Project	Alliance of Leading Learning	Attending meetings Applying for NPQML or SL Conducting project	Attending meetings Applying for NPQML or SL Conducting project	Attending meetings Applying for NPQML or SL Conducting project

Aspect: To ensure that attainment and progress of key groups is monitored and accelerated

Aim: To improve outcomes for key groups, including boys, disadvantaged and prior high attainers

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To raise attainment of key groups – PP/ boys/ high attainers	Identify children in key groups Track/ monitor – PP meetings/ discussions Work scrutinies Early targeted intervention Upskilling staff in reading data	SB SC/JC	PP meetings/ discussions Tracking data Observations Book scrutinies	Tracking system Books	Key children identified Quality first teaching observed Feedback evident Interventions beginning Data analysis with staff	Quality first teaching targeted at key groups Targeted intervention established Data analysed with greater independence	Improved progress and attainment for majority of children in key groups
To ensure differentiation and intervention are established and effective	Identify children in key groups Track/ monitor – PP meetings/ discussions Work scrutinies Early targeted intervention Upskilling staff in reading data TA training and observations	SB SC/JC	PP meetings/ discussions Tracking data Observations Book scrutinies	Tracking system Books	Groups identified from data Interventions beginning Effective lessons with clear differentiation	Interventions running alongside quality first teaching Impact from intervention evident	Accelerated progress for children in key groups/ receiving intervention
To ensure rigorous tracking of key groups/ individuals causing concern To ensure that teachers have ownership of class data	Gather accurate baseline data Evaluate tracking systems and select most effective Train staff in system Identify children in key groups Track/ monitor – PP meetings/ discussions Work scrutinies	SB	PP meetings/ discussions Tracking data Observations Book scrutinies Data input sessions	Tracking system Books	Key children identified Tracking systems evaluated and selected Staff supported in initial data input/ analysis	Key children tracked/ progress challenged at PP meetings Staff tracking key children/ analysing data with greater independence	Improved outcomes for majority of children in key groups Staff taking ownership of data and analysing independently
To ensure that subject leaders have ownership of data	Gather accurate baseline data Train staff in system Identify children in key groups Track/ monitor – PP meetings/ discussions Work scrutinies	SB SC JC	PP meetings/ discussions Tracking data Observations Book scrutinies Data input sessions	Tracking system Books	Chosen system used with support to identify key groups English and maths subject leaders present in PP meetings	Greater independence in gathering subject data and analysing, especially key groups Targets and trends beginning to emerge.	Data gathered and analysed for purpose. Outcomes feeding in to improvements for following year.

To research ways to use best practice to remove barriers	Research good practice Visit other schools with similar catchment areas/ needs/ demographics Share and apply good practice	All staff as designated	Independent research sessions; action research project Staff meetings	Research texts Other schools	Research commences with key individuals	Strategies researched applied within key classrooms	Effective research applied – impact evident through outcomes
--	--	-------------------------	--	---------------------------------	---	---	--

Aspect: To ensure that assessment is used continuously and consistently to inform teaching and learning, and improve outcomes for all groups

Aim: To improve outcomes for all learners and key groups, including boys, disadvantaged and prior high attainers

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To establish assessment cycle	Build in cyclical assessment PP meetings Time to input and analyse data prior to meetings, supported as required	SB SC/JC	SLT reviews	Tracking system	Establish assessment cycle for year Outline expectations Share cycle through google calendar	Maintain assessment cycle	Maintain assessment cycle
To review the effectiveness of the current tracking system	Research alternative tracking systems Attend training sessions Select new tracker as needs are met	SB SC/JC	Discussions System analysis	Tracking system Alternative tracking systems	Review of Cornerstones Other systems researched and reviewed - introduced	New system increasingly embedded	New system fully embedded
To train staff to conduct basic analysis on cohort data	INSET time allocated to data entry/ analysis/ support of other staff	SB	INSET Data entered	Tracking system	Key children identified Staff supported in initial data input/ analysis	Key children tracked/ progress challenged at PP meetings Staff tracking key children/ analysing data with greater independence	Improved outcomes for majority of children in key groups Staff taking ownership of data and analysing independently
To use targeted intervention based on assessment data	Identify children in key groups Track/ monitor – PP meetings/ discussions Work scrutinies Early targeted intervention Upskilling staff in reading data TA training and observations	SB SC/JC	PP meetings/ discussions Tracking data Observations Book scrutinies	Tracking system Books	Groups identified from data Interventions beginning English and maths subject leaders present in PP meetings	Interventions running alongside quality first teaching Impact from intervention evident	Accelerated progress for children in key groups/ receiving intervention
To ensure TA deployment is effective and has impact	Train staff to analyse cohort data. Upskill TAs through training and INSETS Select interventions through need and impact	SLT	PP meetings/ discussions Tracking data Observations Book scrutinies	Tracking systems	Teachers and TAs identifying key groups/ individuals Interventions becoming increasingly focused and based on ongoing areas of need as identified.	TAs deployed by need/ skillset and increasingly where the need is greatest across cohorts. Reactive intervention increasingly evident.	TAs deployed by skillset and where the need is greatest across cohorts. Intervention based on analysis of need clear.

					English and maths subject leaders present in PP meetings		
To ensure challenge for all pupils, especially more able.	Tracking pupil groups – SLT and class teachers Use of mastery challenges and open-ended tasks Extension opportunities available Clarity of/ establish differentiation/ intervention	SB SLT	PP meetings/ discussions Tracking data Observations Book scrutinies	Tracking systems Mastery resources	English and maths subject leaders present in PP meetings Identify children in key groups and set targets	Progress evident with key children/ groups	Progress evident with key children/ groups Impact on number of children attaining 'expected' and 'GD' across year groups
To track combined outcomes for children throughout the school.	Combined outcomes worked out/ shared with staff Use of FFT target setting and tracking system	SB SLT	PP meetings/ discussions Tracking data Observations Book scrutinies	Tracking systems	English and maths subject leaders present in PP meetings Identify children in key groups and set targets Identify children missing/ on the cusp of gaining combined	Progress evident with key children/ groups Quality first teaching/ intervention in place for borderline children	Progress evident with key children/ groups Impact on number of children attaining combined 'expected' and 'GD' across year groups

Aspect : To ensure the progress of children with additional needs

Aim: SEN children to make significant progress in relation to starting points and needs/ to access appropriate provision

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To develop the use of provision mapping in school To evaluate the impact of current intervention approaches	Scrutiny of class provision Analysis of intervention Investigate effective use of provision maps – research Develop staff skill in writing provision maps	KN	Observations Scrutiny Books and outcomes	Time (staff) Staff meeting Training Research time	KN discuss provision with teachers Identify current interventions	Research more effective use of provision maps Source training for staff	Share research outcomes and processes with staff – monitor impact of amended approach
To monitor the progress and attainment of children with additional needs	Ensure SEN children are matched to appropriate assessments	KN	Observations Scrutiny Books and outcomes PP meetings/ outcomes	Time	KN to check children taking appropriate tests Support staff	Ongoing	Ongoing
	Analyse data gathered	SLT	PP meetings	Time	Analyse progress of children with additional needs	Ongoing, and measure impact More support offered to those making limited progress	Ongoing, and measure impact More support offered to those making limited progress
To promote independence skills for children with special educational needs	Develop use of practical resources in the classroom and across the curriculum Ensure access to Hub for key chn	KN	Evaluate resources Data analysis Staff referrals	Time	KN to conduct resource audit KN to monitor planning and provision in the learning hub	Ongoing – ensure established resources and use	Ongoing

Aspect: To reduce levels of pupil absence and persistent absenteeism

Aim: Improve attendance and pupil outcomes

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To review incentives for good attendance	Ask children/ families about incentives for good attendance Implement changes – staggered reward system	SB PM	Questionnaire outcomes SIMs reports	SIMs Incentives/ rewards	Review current rewards – questionnaire/ pupil voice	Implement new incentives	Review impact of new incentives
To monitor children who have poorer attendance/ are persistent absentees	Monitor SIMs reports Encourage relationship with target families	SB PM	SIMs attendance reports	SIMs	Highlight focus children with potential for poor attendance	Increased relationship with target families	Strong relationships and higher attendance figures for target children
To increase parental involvement/ investment in school	Re-establish PTA Increase social events to encourage parents into school	SB PM	SIMs attendance reports	SIMs	Canvass parents for interest in PTA Establish PTA and hold first meetings	Host events to encourage parental involvement	Target key families to encourage investment in school
To identify commonalities in absentees/ persistent absentees	Identify children who are/ could become persistent absentees Analyse similarities Identify possible ways to overcome barriers	SLT PM	SIMs attendance reports	SIMs	Identify persistent absentees and analyse	Track lower attenders and focus on parental partnerships	Track lower attenders and focus on parental partnerships Assess impact of approach

Aspect: To raise the profile of Christianity within the school environment

Aim: To enhance the whole child, thus impacting positively on attainment, progress and attendance

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
<p>To highlight and promote the Christian ethos of the school</p> <p>To widely promote Christianity, through the website, policies and classroom environment</p>	<p>Intro big frieze Clear vision/ theme Add into school environment Create worship and reflection areas Establish worship committee Select biblical verse Include on website/ documents Promote with children/ implement in classrooms</p>	SB	<p>SIAMs SEF Learning and environmental walks Lesson Observations Book scrutinies</p>	SIAMs framework	<p>Choose and add biblical quote Intro big frieze Create worship and reflection areas</p>	<p>Create display of big frieze Establish worship committee</p>	<p>Pupil voice to ascertain increased impact Self-assessment</p>
To develop and share/ highlight a Christian vision	<p>Discuss biblical stories as potential theme Display vision and add to website Share vision with staff/ parents/ children</p>	SB VP	<p>SIAMs SEF Learning and environmental walks Lesson Observations Book scrutinies</p>	SIAMs framework	<p>Choose and add biblical quote Intro big frieze Create worship and reflection areas</p>	<p>Create display of big frieze Establish worship committee</p>	<p>Pupil voice to ascertain increased impact Self-assessment</p>
To create a 'Big Frieze'	<p>Introduce big frieze and story to children over sequence of assemblies Split focuses amongst classes Share examples Each class creates aspect of frieze Frieze used as focus for worship</p>	SB VP	<p>SIAMs SEF Learning and environmental walks Lesson Observations</p>	SIAMs framework	Intro big frieze – discuss and show examples	Create display of big frieze	Use big frieze within worship and RE lessons
To review worship topics and cycle	<p>Plan assemblies against Christian themes Add additional Monday assembly</p>	SB SC	<p>SIAMs SEF Learning and environmental walks Lesson Observations Book scrutinies</p>	SIAMs framework Fruits and Roots	Purchase 'Fruits and Roots' to guide assembly focus and projection	Use Christian values as themes and make links to classroom worship	Use Christian values as themes and make links to classroom worship

Aspect: To establish and develop the effectiveness of the new leadership team

Aim: To enhance all pupil outcomes, including attainment and progress

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
To review leadership responsibilities/ skills/ distribution/ priorities	Role review Succession plan SDP written Clear expectations and deadlines Cycles set in advance	SB	SLT meetings		Identify current roles and responsibilities Review and adapt	Plan for succession – new business manager - and roles reallocated	Handing over of key roles and responsibilities Efficient deployment of SLT responsibilities
To establish effective communication	Regular SLT meetings/ staff meetings Clear agendas Weekly briefings Google calendar setup Increased use of email for information sharing	SB	SLT meetings Staff meetings	Google calendar GMail	Calendar set up Increased email use to communicate key information Set up regular SLT meetings/ subject leader time and meetings	Increasing use of calendar/ email communication Actions from meetings increasingly evident in daily practice	Calendar and email established Actions from meetings acted upon with positive impact on intent, implementation and outcomes.
To deploy SLT effectively to improve standards	Utilise skill-sets Deploy SLT members to support KS1/2 as identified Data analysis Use data and observations as starting points	SB	SLT meetings PP meetings Data tracking	FFT data tracking Cornerstones	Target years and groups identified for SLT support Data analysed in detail and actions outlined	Evidence of progress in targeted groups Gap analysis	Clear impact on outcomes for all groups, particularly target groups
To establish a clear monitoring cycle	Set cycle Agree on tracking and monitoring systems Build in opportunities for formative and summative assessment Build staff ownership of data	SB	Calendar PP meetings	Google calendar	Assessment cycle reviewed and implemented New tracking system sourced Staff trained in data input/ reading PP meetings set and expectations clear	PP meetings – staff input and track children with greater independence Staff identify gaps/ intervention required and implement	PP meetings – staff input data and track children Staff outline how gaps have reduced/ impact of intervention improved outcomes, especially for target groups

To establish a strong working relationship with governors, building support and encouraging challenge	Meetings with chair/governors Inviting governors into school Sharing key priorities Governor training opportunities	SB	Governors meetings REAL Trust		Meeting with chair Governors' meetings Conduct governor skills audit Introduce training opportunities	Governor presence evident in school	Governor presence evident in school Governors' training attended Plan of development set for following year
To provide further training opportunities to enhance SLT knowledge and skill	Join REAL Trust NPQH/SL opportunities Training sessions	SB	Project plans and outcomes Data outcomes	REAL Trust	Source SLT training opportunities, including national qualifications/mentoring and coaching	Implement knowledge and skills learnt and monitor impact	Implement knowledge and skills learnt and monitor impact Measure impact of new strategies

Aspect : EYFS - To implement In The Moment Planning whilst maintaining GLD and raising parental involvement

Aim: To improve outcomes for all groups, including boys and disadvantaged

Priority	Strategies/ Actions	Lead	Monitoring/ Evaluation	Resources	Autumn Milestones	Spring Milestones	Summer Milestones
Lead staff (ST/JK) to be confident in modelling the principles of ITMP	Become fully familiar with the ethos and strategies used by researching and reading current articles and books	ST JK	Teacher knowledge in discussion with SLT Principles cascaded to all unit staff with confidence	Anna Ephgrave – Planning in the Moment with Young Children (book) Various online articles	Initial research completed	Ongoing research using new publications (hard copies and online)	Ongoing research using new publications (hard copies and online)
	ST/JK to attend Saturday course	ST JK	Course completed and staff able to cascade principles.	£75 x 2	Course attended and outcomes cascaded to unit staff and then whole school	Outcomes ongoing	Outcomes ongoing
Empower all unit staff to be confident in delivery of ITMP	Series of unit staff meetings to cascade the main messages using Anna Ephgrave and other articles	ST	In-house and SLT observations of ITMP interactions to monitor effectiveness	Staff meeting time for unit staff	Main focus Adult Role Paperwork	Main focus Enabling Environment	Reflection
Develop paperwork to support ITMP that is both necessary to track and monitor progress, but is manageable and supports rather than obstructs	Use Anna Ephgrave model as a starting point and develop our own that suits the needs of our staff and our children.	ST	Paperwork scrutiny Observation Monitoring of impact	Printing materials	Ensure all staff understand and are able to use new paperwork effectively. Trial new paperwork.	Monitor impact of paperwork and make adjustments if necessary	Measure impact
Measure and monitor carefully impact of ITMP	Weekly discussion of progress made by focus children. Termly summative assessments	ST SLT	Tracking of progress of individual children and groups.	Tracking software Currently Cornerstones Individual tracking booklets (printing costs)	In-house moderation Pupil Progress meetings	Cluster moderation Pupil Progress meetings	External moderation for Rec Pupil Progress meetings
Improve parent partnership and their understanding	Reception welcome meeting including PowerPoint to	Unit Staff	Monitor attendance	PowerPoint	Initial meetings	Follow-ups linked to monitoring	Final parent voice

of and involvement in ITMP	inform parents of ITMP principles and what it will look like in practice		Parent voice/feedback				
	Weekly meeting with parents of “focus children”	ST/JK	Parent attendance and parent voice	Time to meet	Reflect on parental involvement	Make any changes in response to monitoring	Ongoing
To further develop Tapestry usage by parents.	Parents’ workshop which shows parents how to use Tapestry sharing benefits and expectations.	ST	All parents to be invited and receive training on how to use Tapestry Usage monitored	Tapestry PowerPoint Parent instruction booklets for Android and iPhone	Workshop for Rec Autumn 1 Workshop for Nursery Autumn 2		
	All parents to be set up with accounts and passwords	ST	Use of Control Panel on Tapestry to monitor parent activation and activity.		Set up accounts Monitor activity	Further workshop if needed.	Ongoing monitoring
	Homework is set that requires uploading photos etc to Tapestry.	Unit staff	Monitoring of individual children’s accounts to view homework.		Initial setting monitoring	Ongoing	Ongoing
	Tapestry display that gives a visual “taster” of what can be accessed on Tapestry.	ST/JK	Environment learning walk Observation of parents	Display materials Colour printing of photographs	Ongoing	Ongoing	Ongoing
	Plan weekly sessions where the children’s Tapestry is shared with the class and uploaded pictures are shared.	Class teachers	Weekly session incorporated into timetable to share Tapestry.	Timetable	Ongoing	Ongoing	Ongoing
Focus on the Enabling Environment to best facilitate ITMP	Audit of area usage including timed observations – who is using and level of involvement and engagement.	ST/JK	Outcome of audits	Timetabling	Initial audit of area usage and engagement		

	Re-organise indoor areas that are identified following audit, using existing resources	EYFS Team	Learning walks Audit of engagement and usage		Re-locate reading area to create a cosier and more quiet space. Re-stock and reorganise investigation station.	Ongoing following observation and audits	Ongoing following observation and audits
	Re-organise outdoor area using resources that we already have	EYFS Team	Learning walks Audit of engagement and usage		Move den building and crates to create space for stage and performance area Donate giant Connect 4 to yr 1	Ongoing following observation and audits	Ongoing following observation and audits
	Develop new areas outdoors to further enable ITMP and to introduce more challenge and risk taking.	EYFS Team	Learning walks Audit of engagement and usage Tracking to measure impact	Autumn – set of outdoor musical instruments (£20) 2-4 pallets, depending on size (free?) Shower curtains Cushions for “reading boats” Spring – woodwork bench (£175) Tools - tbc	Create a music and performance area outdoors Create a safe digging area Create “reading boats” using large red meat crates that are unsafe to use as loose parts.	Create a woodworking area Contact timber yard that provides cutting service to request periodic collection of offcuts. Risk assessment completed	TBC following observations and auditing
	Research and look at implementing a “message centre” using Greg Botteril model	ST	Ethos understood by all staff	Purchase podcast training by Greg Bottrill – £20 Staff meeting time?	Staff meeting to watch podcast Possible relocation and rebrand of writing area	Impact measure	Impact measure
	Introduce Helicopter Stories (story scribing and acting out scribed stories)	ST	Formal and informal observation Pupil voice	Purchase of inviting “special” A5 scribing books Purchase of Trisha Lee’s Princesses, Dragons and Helicopter stories	REAL trust course “Story Scribing for reluctant writers” Cascade to unit staff	Impact measure	Impact measure

