



Singleton C.E. Primary School

School Improvement Plan

2020 to 2021

'Nurturing individuals to flourish and grow together, rooted by God's love'

Main Priorities 2020 - 2021

Improve pupil outcomes in Maths

Ensure teaching practices are inclusive to improve outcome of ALL pupils

Ensure there is high quality EYFS provision to improve outcomes for pupils.

Improve learning behaviours of all pupils.

Priorities for the year carried forward from 2019/21 include:

Improve outcomes in phonics and spelling for all pupils.

Ensure effective leadership of subject leadership: Geography and Art

PRORITY 1 - Quality of Education

Lead – Tara Yarahmadi

Improve the quality of teaching and learning and improve outcomes for pupils in maths.

RRSA link: Article 29: Your education should help you use and develop your talents and abilities.

Baseline

- KS2 SATS show children are not reaching National Average Standard
- Use of CPA within lessons are lacking- particularly in KS2
- Children's problem solving/reasoning skills are poor e.g. talk for maths (resilience)
- Lack of monitoring planning across school (consistency)
- GDS need challenge of depth rather than accelerating too early
- No previous CPD for Maths Mastery
- SEN children's mathematical needs were not being met
- All children have been tested (GLS assessments)

Headlines

- Year 6 SATS results over 3 years. (See Appendix 1)

2018/2019= Below national standard.

2017/2018= Above national standard.

2016/2017= Well below national average.

- Year 2 Data over 3 years (See Appendix 2)

2018/2019- Above national standard.

2017/2018= Below national standard.

2016/2017= Above national standard.

- Ofsted Comments

- 17th December 2019 'However, leaders have not ensured that all subjects are consistently well planned to meet the needs of all pupils. Consequently, not all pupils achieve as well as they could by the end of key stage 2'
- 17th May 2016 'Nonetheless, information from the school, related to expectations based on age, indicates an improving picture in pupils' reading and writing, and continued good progress in mathematics. At times the most able do not have work which is sufficiently challenging and they do not make accelerated progress in mathematics'
- GLS Maths Scores- awaiting data
- Teacher confidence as % from your Goggle form (See Appendix 3)

Milestones	December 2020	April 2021	July 2021
Y2 ARE	4/11 pupils	5/10	7/10 pupils
Y6 ARE	3/4 pupils	3/4pupils	4/4pupils

Termly evaluation of impact

Autumn

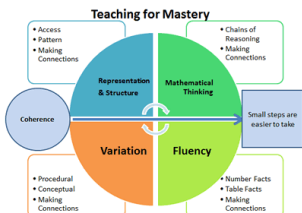
- A greater emphasis on the use of practical apparatus to engage ALL learners
- White Rose scheme effectively integrated to show small steps in objectives
- New planning format shows consistency in using small steps and in line with the White Rose curriculum
- Teachers understand sequence of learning and how it builds upon prior knowledge and understanding (observations/discussions). Links within and between learning is becoming clear to ensure children are making sense of their learning
- Pupil written work and verbal responses evidence better reasoning/problem-solving skills
- Improvement of teacher confidence in using questioning to deepen learning
- Maths Lead participating in MathsHub mastery training- Staff have better understanding of Maths Mastery 5 Big Ideas and how these could look in a lesson from CPD/staff meetings
- Working walls established in each classroom as an aid for teaching new concepts/vocabulary
- Dedicated maths area in each classroom with resources to promote pupil independence

Spring

- Most CPA resources ordered- All classrooms appropriately resourced to improve pupil understanding/independence
- A greater emphasis on the use of concrete/practical apparatus to engage ALL learners
- Higher percentage of children independently using concrete/pictorial resources to aid learning
- Concrete/pictorial resources sent home for children working at home to encourage consistency
- maths.co.uk purchased as an additional assessment tool to track progress and target children for intervention
- Feedback of positive comments from parents regarding online maths teaching during lockdown
- New maths policy ensures expectation/progression in maths is clear for all stakeholders
- Pupil voice shows engagement and confidence in maths is developing positively

Summer

- Governors have had opportunity to see Maths's policy – will invite into school 2021/22 to see in action as monitoring been limited this year
- With the return of pupils after lockdown it was important to look at the KPIs to assess pupils: reflection that online learning for maths enabled MOST pupils to continue to make good progress
- White Rose materials online supportive for families
- Progress in maths across school, for maths: 48% of pupils met or exceeded the KPIs. The 2-year groups with the weakest progress were Year 1 and 3, both of whom have had the most disrupted long term education.

Success Criteria (What this looks like)	Actions (Steps to get there)	Responsibility	Timescale	Resources	Monitoring
<ul style="list-style-type: none"> A school policy that it is in line with white rose curriculum and that it evidences progression. All staff can plan, teach review and deliver maths mastery programme All staff know how to use the methods of calculation 	<p>Review current maths policy</p> <p>Review the use of calculation methods to assess how new calculation policy is being implemented</p>	<p>Maths Lead</p> <p>SLT</p> <p>Staff (responsibility to follow maths mastery programme)</p>	<p>Ongoing</p> <p>Finalised Spring/ Summer Term</p>	<p>1 day to look at policy and research</p> <p><u>Spring Term</u> 1- 1 day to write skeleton policy</p> <p>Introduce to SLT</p> <p>1 staff meeting</p> <p>1 further day to finalise before sharing with Governor</p> <p>Guide given to parents regarding new White Rose Curriculum/expectation</p> <p>3 days' supply</p>	<p>ZOOM meeting with KE maths Governor 2/11/20</p> <p>Policy shared with SLT: 25/01/21</p> <p>Policy shared with Governors at FGB: 12/07/21</p>
<ul style="list-style-type: none"> Books across the school show evidence that White Rose planning is being followed/adapted Developed staff confidence who ensure adaption of the White Rose Model meets the needs of all children Planning shows clear progression/steps linked to White Rose being used to support learning Challenge and support for children working at GDS Challenge is offered through higher order questioning and activities that develop deeper understanding, problem solving and reasoning skills. 	<p>Monitor and assess the whole school implementation of the White Rose planning structure particularly with regards to increased opportunities for problem solving for all children in Maths using the 5 big ideas</p> <p>Maths day/Able pupil day (4 year groups) Later in year.</p> <p>Whole school maths trail.</p>  <p>The diagram is titled 'Teaching for Mastery' and features a central circle divided into four quadrants: 'Representation & Structure' (top-left, blue), 'Mathematical Thinking' (top-right, green), 'Variation' (bottom-left, orange), and 'Fluency' (bottom-right, green). Surrounding this central circle are four boxes, each containing a list of bullet points: 'Access' (top-left), 'Chains of Reasoning' (top-right), 'Procedural' (bottom-left), and 'Number Facts' (bottom-right). A double-headed arrow connects the central circle to a box on the right that says 'Small steps are easier to take'. A box on the left is labeled 'Coherence'.</p> <p>Inset Day to provide model for planning/book expectations</p> <p>Inset day- modelling higher order questioning and activities</p>	<p>Maths Lead</p> <p>SLT</p> <p>All Staff</p> <p>Training for TA</p>	<p>End of Autumn Term check</p> <p>On-going monitoring</p>	<p>Maths Lead- Mastery training- On going (4th Nov)</p> <p>Inset Day: 02/11/20</p> <p>November Planning</p> <p>Lesson Walks/Observations</p> <p>Portfolio of work to create 'best examples' for each year group</p> <p>Consistency and Progress- Learning walks, book looks</p>	<p>Lesson Observations by TY</p> <p>w/beg 12/10/20</p> <p>w/beg 17/05/21</p>

<ul style="list-style-type: none"> Teachers will have a range of resources to support their teaching. Children will be given a variety of learning experiences through CPA materials to improve understanding Teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD Dedicated classroom area of CPA resources 	<p>Staff audit of maths resources to see where gaps are</p> <p>Order of CPA materials</p> <p>Creation of any other resources within school</p> <p>Creation of area within classroom for maths resources</p>	<p>Staff- Audit resources</p> <p>Maths Lead</p>	<p>End of Autumn Term</p> <p>Ongoing (skills)</p>	<p>White Rose Logins/Premium resources (£198 for primary/infant)</p> <p>GLS Baseline (£300)</p>	
<ul style="list-style-type: none"> Maths working wall room is in line with current teaching objective Maths working wall is used by children to develop/aid understanding Working walls embedded in practice and included in planning Consistency of working walls throughout school 	<p>Maths lead to research what a good working wall looks like</p> <p>Information shared with class teacher</p> <p>Class teacher to implement working wall and change/adapt when appropriate to do so</p> <p>Class teacher to teach children how to use/interact with the working wall (COVID restrictions currently apply)</p>	<p>Staff</p> <p>Maths Lead (to monitor)</p>	<p>On going</p> <p>Autumn term 1A (all staff should have maths working wall up)</p>	<p>Resources within school e.g. paper, laminating pouches</p>	
<ul style="list-style-type: none"> Staff are confident and can make informed judgements Moderation of ARE judgements for maths is consistent across the school Judgements are made from teacher assessments over a range of work Staff are supported with 	<p>In school moderation of maths across the key stages to promote consistent judgements</p> <p>Exploration of potential for further moderation with other schools (dependent on COVID)</p>	<p>Maths Leader</p> <p>Staff</p>	<p>Ongoing moderation</p>	<p>March 10th (EGreene: $\frac{1}{2}$ Day cost)</p>	<p>In school moderation of learning for AREs 12/05/21</p>

assessments by maths lead <ul style="list-style-type: none"> • Subject leadership for maths mastery is strong and developed. 					
<ul style="list-style-type: none"> • Data shows ____% of children reaching expected standard or higher in maths • Planning and assessment shows how teachers are supporting children who are not reaching expected standard • Catch up sessions show impact for children not reaching expected standard 	In school pupil progress meetings to identify pupils not on track to reach expected standard Scrutiny of books/planning to identify what steps have been put into place for children not reaching expected standard	Maths lead Staff	Ongoing Termly checks during pupil progress meetings	Pupil progress meetings assessments	End of every Half Term

PRIORITY 2 – Leadership and management and Quality of Education

Lead – Anita Springthorpe (CHANGED TO E.GREENE JABUARY 2021)

Ensure teaching practices are inclusive to improve outcome of ALL pupils

Areas for Whole School Development: Self Evaluation 2020-2021

“Development of inclusive teaching and classrooms for ALL learners, including those with SEND”

Quality of Education:

- *Development of inclusive classrooms and intervention strategies to enable ALL children to access learning*
- *Embedding ILP cycle and use of SMART targets*
- *Understanding of Graduated Approach*

RRS: Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Baseline

No of children on SEND register 2019-2020 20%

No of children on SEND register 2020-2021 16%

Lack of in-class support – Reading Recovery Interventions teacher un-aware of reading progress for individual children in class and un-aware of book band level

No formative or summative data held for children

ILPs written by SENDCO and Teaching staff un-aware of targets for individual children

No training for staff and TAs

Impact Autumn Term

- Staff have improved understanding of how important relationships are in managing behaviour
- Classrooms now have ‘inclusive’ approach
- Pupils no longer being removed unnecessarily unless for targeted, short 1:1 intervention
- Pupils adjusting to no longer believing they ‘need’ an adult to learn
- Parents of pupils with SEN meeting with SENCO: improved relationships
- SENCO in to do PPA: able to support more meaningfully with interventions
- EHCP secured for 1 pupil
- Summative data now in place as baseline
- Tools such as SDQ’s and Boxhall profile being deployed to assess children more meaningfully
- Teachers have increased accountability through PP meetings as SENCO attends

Impact Spring Term

- SENCO moved to a new FT role. EG taken over role: training to commence Autumn 2021 (courses not available)
- Lockdown: SEN children all in school – however impact of delivering online and in school learning felt on some of the interventions
- New SENCO able to use previous SENCo for some initial support during early stages of handover

Impact Summer Term

- As pupils returned: SEMH of many pupils increased and immediate support needed across school
- Nurture provision increased to 3 afternoons a week and in Beech Class over 85% of class receiving some support
- New Senco arranging meetings to touch base with families – families continue to feel supported and communicated with
- Observation and reflection of pupils needs has driven SIP for year ahead – pupils are struggling with resilience, emotional literacy, and mental health tools
- Parental resilience and mental health affected, and this is having a direct impact on pupils
- Meetings for transition in summer held with new staff to enable them to have handle on class for September
- Acknowledgement that re-opening and staffing changes in September 2021 may be challenging for some SEMH pupils.

Milestones	December 2020	April 2021			July 2021
% ILP's in place for all children	15%	13%			18%
% ILP's in place for all SEND children (including some CFC)	13%	12%			18%
% on SEN register	19%	18%			19%
% on CFC register	10%	8%			17%
Success Criteria	Actions	Responsibility	Timescale	Resources	Monitoring
To observe good intervention strategies in every classroom so all children have barriers removed to enable progress	SENDCO to attend ILP and pupil progress meetings	AS	On-going each term	2 x PM Supply to attend task force virtual events and SENDCO leadership forums	KE met with AS to discuss SEN pupils: ZOOM meeting October 2020
	SENDCO to take note of intervention strategies used on learning walks.	EG	Spring 1 & 2		SIP visit for Disadvantaged and SEN pupil focus 03/05/21 with LA
	SENDCO to monitor cohort analysis to have knowledge of inclusive strategies for each cohort	AS/EG	Aut 2 Spring 2 Summer 2		FGB
	SENDCO to model use of challenging/reflective conversations to promote Quality First Teaching	AS/EG	On-going		

For staff to have the skills to write ILPs with SMART Targets Specific children will have targeted support as required in the Graduated response to have ILPs	AS to host a staff meeting on Smart Targets AS to review ILPs once they are written and have meetings with staff to support	AS AS/EG	Aut 1 Aut 2/Spr1/Spr2 Sum 1/Sum 2	TS to cover $\frac{1}{2}$ hour slots to meet with teachers if needed AS to be available for after school discussions with staff	For staff to have the skills to write ILPs with SMART Targets Specific children will have targeted support as required in the Graduated response to have ILPs
Staff to have improved knowledge and understanding of Graduated Approach	AS to host a staff meeting on Graduated Response	AS	Spr 1		Staff to have improved knowledge and understanding of Graduated Approach
Parents to know the SMART target their child is working on each $\frac{1}{2}$ term and how they can be supported at home	Staff to share ILPs with parents and SENDCO to collate a signed copy of ILP	Teaching Staff	Aut 2/Spr 1/Spr 2/Sum 1/ Sum 2		Parents to know the SMART target their child is working on each $\frac{1}{2}$ term and how they can be supported at home

PRIORITY 3 - Quality of Education / Leadership and Management / EYFS

Lead – Theresa Smyth

Ensure there is high quality EYFS provision to improve progress and outcomes for pupils from their baseline starting points

RRS: Article 29: Education must develop every child's personality, talents and abilities to the full

Baseline

- Outcomes 2018 GLD = 71.5% Outcomes 2017 GLD = 27.2% Outcomes 2016 GLD = 50%
- Outcomes 2018 Boys GLD 65% Girls GLD 78.4%
- Outcomes 2018 EXS Reading: 62.5% Writing: 62.5% Maths: 75%
- LD new to school and EYFS
- 6 pupils in YR: 3 from on - site Playschool
- New YR : equal gender split.

Milestones	December 2020	April 2021	July 2021
EYFS Profile Data	66 % of children on track to meet EYFS (identified SEN needs S&L 1 pupil and Autism for another)	66% on track	83% met GLD

Termly evaluation of impact

Autumn:

- New teacher settled into role: in- school coaching has provided the baseline of knowledge required to run some continuous provision.
- Planning for continuous provision monitored –improvement more evident in provision of literacy and maths
- Pupil Progress Meeting: improved awareness of boundaries and potential solutions in relation to EYFS children: has picked up on potential ASD pupil
- Teacher confidence in talking to Parents at ZOOM meetings noted and parent voice extremely positive
- Learning Walk by SLT noted respectful, kind pupil: adult relationship and excellent pupil behaviour

Spring

- EYFS teacher confidently led ZOOM monitoring meeting with Governor outlining her progress, development and needs going forward
- Increase in 'ownership' over decisions, direction and provision for EYFS children
- Successfully catered for and managed needs of EYFS children at home and in school – understanding their needs – altering provision to match
- Instigating meeting with Nursery re: transition

Summer

- EYFS teacher has made decision to move onto studying: allowed for movement and career development of an existing member of staff
- EYFS children: data shows good progress for 1 pupil since April, through targeted support
- With wider opening planned for September 2021, many experiences for current cohort have been missed: will need support with this
- Lockdowns this year and restrictions on visits to other schools has prevented LD from expanding her understanding linked to other's practice

Success Criteria	Actions	Responsibility	Timescale	Resources	Monitoring
80%+ children on track to make GLD	EYFS Pupil Progress Meeting	LD AND TS	Half termly	Observations File Tracking	Journals scrutiny: 5/05 /21
80%+ children on track to meet EXS in writing	Evaluate data and agree programme of support.	LD AND TS / AS	18/11/20 4/02/21 20/05/21	Supply x 3 ½ days : EG	ready for moderation with TS: 12/05/21
80%+ children on track to meet EXS in reading	Scrutinise Learning Journals: review planning and learning environment/ provision	TS	30/03/21 20/05/21✓	Supply ½ day EG	Evidence collected supported teacher knowledge of pupils
80%+ children on track to meet EXS in maths	In school moderation x 2	TS / LD			
LD confident in role as EYFS lead for September 2021	Weekly Coaching Sessions 1. Coaching: Observations ✓ 2. Coaching: Provision ✓ 3. Coaching: Interactions ✓ 4. Coaching: Reporting ✓ 5. Coaching Moderation ✓ 6. Coaching: Profile 2021 ✓ Re-write: EYFS policy ✓ LD to lead meeting with Governor to discuss practice and policy for EYFS ✓ Start locality WhatsApp group ✓ Teach Meets by ZOOM: locality Reading and research: EYFS LD to embed into her practice and discuss	TS AND LD TS AND LD TS and LD LD (TS support) TS to initiate TS to initiate LD - TS to pass on any relevant materials	1 hour weekly 1. 13/11/20 ✓ 2. 8/12/20 ✓ 3. 21/12/20 ✓ 4. 22/04/21 ✓ 5. 20/05/21 6. 1/07/21 7. (new EYFS lead) By 28/06/21 for FGB: 12/07/20 ✓ 29/06/21 September 2020 TBC after school Weekly	Supply X 5 ½ day: EG	JH held ZOOMJ meeting with LD and TS to look at 'journey so far' with coaching for EYFS 29/06/21 Governor filed report for FGB on 12/7/21 Governor able to see that LD a reflective practitioner with a clear understanding of her own progress, the cohort needs and what she would need to do in order to develop.

PRIORITY 4 – Behaviour and attitudes / Personal

Lead – Theresa Smyth with SLT

Improve learning behaviours of all pupils.*RRS: Article 29: Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.***Baseline**

School community un-aware of the school rules

No clarity between 'rights and respecting school' and behaviour policy

No clarity of escalation, no scaling of disruptive behaviours, reactive reactions to challenging behaviour

No common practice of positive parent communication

3 1/2 day exclusions (For two pupils)

No current training

Pupil voice regarding behaviour (sugar paper)

Staff voice regarding behaviour (sugar paper)

Milestones	December 2020	April 2021	July 2021
% of fixed term exclusion % of permanent exclusions	0 Exclusions	0 Exclusions	1 exclusion
Attendance	Over 85% attendance = 98% of pupils Over 95% attendance = 67% of pupils 100% attendance = 28% of pupil	Over 85% Attendance: 94.25% Over 95% attendance: 75% 100% attendance = 48% of pupils	Over 95%: 78% Over 100%: 34%

Termly evaluation of impact

Autumn

- Whole school INSET: brought everyone together as a team: clear message 'heard' by all: goalpost established: supportive message
- Handful of interventions by Head across term compared with previous year – Team taking responsibility for behaviour
- Interventions quickly de-escalated and increasingly by teacher
- Increase in professional discussion and solution finding in terms of behaviour
- Improved 'teacher: pupil relationships' evident during SLT walk for majority of team
- No raised voices heard in school – during Learning walks: much calmer environment
- No parental communication regarding handling of behaviour/pupil: teacher relationship
- Pupils able to talk about 'ready/respectful and responsible' during monitoring
- SLT: Behaviour Learning Walk – evidence of training being seen: great use of non- verbal behaviour management and the use of 3R's

Spring

- Excellent engagement with online learning: pupils across school – strong desire to learn
- Increased awareness among staff – professional desire to research and understand pupils with SEMH needs: several online courses completed
- Commitment to building relationships evident amongst team during lockdown – everyone on board with initiatives to reach out to families/children
- Comments from visiting teachers: feeling of positivity and 'nurturing' ethos
- Positive comments collated as part of Parent View January: 94% of parents felt the pupils behaved well at our school 16% neutral response 0% negative
- 88% of parents feel that our school manages the SEMH of our pupils well – we are recognising behaviour as communication and addressing needs
- Restorative practice has become a natural process for the majority of the team: children being given time and talking tools to restore and repair
- Pupils returning on 8th March, teaching staff pre-empting potential difficulties: considering solutions independently /professional dialogue

Summer

Success Criteria	Actions	Responsibility	Timescale	Resources	Monitoring
Staff will have understanding and knowledge of behaviour as communication	HT and SENDCO to lead an inset day on Behaviour ✓	TS AS	Aut 1	3 x TAs 1 DAY	SIP visits: 03/05/21 and SEF visit with RC from Church House 8/6/21 Progress in relationships clear across school.
Whole school community know the 3 Rs Ready, Respectful, Responsible,	All classes will have behaviour charters and a positive behaviour display ✓	Class Teachers	Aut 1		
To improve staff knowledge and governors of Social Emotional Mental Health and behaviour as communications	5 Staff Meetings 1. Calm and positive environment ✓ 2. Positive verbal feedback ✓ communication and relationships ✓ 3. Attachment Trauma (ACES) ✓ 4. Responding to Attachment & Trauma (ACES) ✓ 5. Growth Mindset	AS	Aut 2 Spring 1 Spring 2 Summer	3 X Tas for 5 Staff Meetings	
SLT can see Children and adults have mutually respectful relationships	HT To carry out a learning walk ✓ SLT To carry out a learning walk ✓ Peer observations Monitor positive interactions with Genders ✓ Monitor positive interactions with vulnerable ✓	AS	Aut/Spring 1 Spring 2/Sum 1 TBC		

	Monitor positive interactions with SEND children ✓	TS: Learning walk:	17/03/21		
Whole school community has more awareness of positive behaviour management	Communication through newsletter regarding relevant parent support groups and training. Individual links/emails tailored for parents to resources and support. SLT research resources to improve parental knowledge of positive strategies.	AS HT	Aut/Spring/Sum		

KEY PRIORITY 5: Quality of Education

Improve the quality of teaching and learning and improve outcomes for pupils in writing.
Ensure high quality planned and structured phonics/spellings taught consistently across the school.

RRSA link: Standard D: Children are empowered to become active citizens and learners

Article 29: Your education should help you use and develop your talents and abilities.

Baseline

Outcomes for Phonics Year 1 Test (red national level)

2016: 100% 81%

2017: 71% 81%

2018: 50% 82%

2019: 78% 82%

OFSTED December 2019

Leaders have not ensured that the phonics curriculum that pupil's study is sufficiently well planned and implemented. Across the curriculum, staff do not always know which books pupils are reading and why. Leaders need to ensure that the planning and delivery of the phonics curriculum improves, so more pupils have the necessary phonics skills and knowledge to help them read and write better.

Milestones	December 2020	April 2021	July 2021
Baseline: September Phonics Test Current Y2 pupils: 45%	Y2: Test: 23/11/20: 64%	Y1: Test: 03/03/21 Y1: Test: 18/03/21 Due to COVID these are being pushed back to Summer Term Read Write Inc assessments however completed and groups reorganised.	Results: Y1: 30% Y2: Retake: 60% The progress noted in RWI showed that 86% of the Year 1 children made 3 stage progress. As only 3 of the pupils were in full time during the lockdown periods and only 2 during the 2019 summer lockdown, the children have made significant progress.

Termly evaluation of impact

Autumn

- training in place for all teachers and TAs: shared language (eg: Fred Talk) to ensure consistency across KS1 and groups in KS2
- resources now available for all classes – during monitoring however not evident in all classes – return to this as team: NON negotiables
- Parents provided with full support – unable to come into school but signposted to video/support details
- Use of targeted intervention for specific pupils led to increase from 45% to 64% passing phonics test
- Stage groups enabling children to have correct 'diet' – anecdotal evidence of improved confidence in specific Year 4 pupils previously removed for phonics now working at correct stage and taking this into class with them

Spring

- due to COVID monitoring not until 17/03/21 to check on resource use. Displays now up in all classrooms with correct Speed Sounds
- pupils making progress enabling movement into higher groupings
- confidence of teaching phonics increased: including into KS2 – no longer seen as domain of KS1

Summer

- progress in RWI assessments very positive. National Test used again for pupils not previously securing pass in Y2/3/4/5
- Progress in Y1 test disappointing and not reflective of RWI assessments which showed greater progress
- Reflection that the 'blending' aspect of phonic lessons needs to be tightened for Phase 1 and 2
- Reflection that phonics for reading has had a positive impact on reading scores.
- Expectations and use of editing need to be increased for phonics into writing
- Phonics though now systematic needs to become part of the embedded practice in small steps of writing.

Success Criteria	Actions	Responsibility	Timescale	Resources	Monitoring
All teachers/ assistants understand systematic approach to teaching phonics.	Phonics training for all staff. ✓	E. Greene	28/09/20 ✓ 21/ 10/20 ✓	Supply time x 2 hours EG	EG: 30/11 01/12 Phonics in KS1 EG: 12/01/21 13/01/21 Phonics/Spelling in KS2
Year 2 and 1 achieve a good outcome against baseline in phonics screening tests with at least: 64% achieving a pass in Y2 on first attempt 50% of children passing Y2 June resit 82% by June for Y2 71% achieving a pass in Y1	Children baselined using: Phonics Screening Check and Read Write Inc Assessment and Grouping Tool. Children in groups across school: start on 5/10/20 with relevant resources	T Smyth E Greene E Greene	week beginning: 14/09/20 ✓ 05/10/20 ✓	Phonics screening materials 2 hours supply: EG Groups/materials for each phase/stage	EG to provide analysis for groupings

	Read Write Inc film to support phonics at home: website	T Smyth	07/09/20 ✓	links attached to website	
	Parent guide phonics at Singleton film	E Greene	21/09/20 ✓	filming time: EG	
	Parent guide to phonics and Reading at home	T Smyth E Greene	23/10/20 ✓	copies of 2 guides for parents for Willow Class	
	Reorganisation of Reading scheme materials to match Read Write Inc and purchase of new books	E Greene	07/09/20 ✓	Books funded by PTA	
Spelling Ages across school improve from baseline to ARE Year 1: 28% to 50 % Year 2: 45% to 70% Year 3: 27%* to 50% Year 4: 50% to 64% Year 5: 44% to 66% Year 6: 100% - 100% * 1 pupil with SEN not included in tests	Schonell Spelling Tests completed by 14/09/20 to provide reading ages Weekly spellings using spiral Shakespeare and Moore approach across school. Daily lesson and weekly test.	T Smyth to provide test materials T Smyth to provide materials: class teachers to organise spellings: on weekly website link.	07/09/20 ✓ 21/09/20 ✓	free online materials free online spelling program	Repeat Spelling Check: w/beg 15/03/21 w/beg 08/06/21 Monitoring lessons (EG) EG: 12/01/21 13/01/21 Pupil writing conferences: January 2021 June 2021
Children apply their phonic and spelling knowledge to reading and writing	Read, Write Inc materials provided, referred to and used in ALL classes	E Greene to signpost / provide links	21/10/20 ✓	Copies of materials	Learning walks by TS: to monitor use of resources to support R&W 17/11/20 18/01/21 17/03/21 18/05/21

PRIORITY 5 – Leadership and management

Lead – Emmalene Greene: Geography

To ensure the effectiveness of Subject Leadership across the school in 2 Foundation Subjects

RRSA link - Standard A: Rights-respecting values underpin leadership and management

Baseline

Where are we at – new curriculum /understanding/skills progression/confidence of team – anecdotal

Geography:

- Teachers are aware of the geography drivers within the two-year curriculum planning cycle. Teachers can identify how each National Curriculum objective will be covered and revisited within the two-year cycle. The new staff structure creates a time for the geography curriculum to be developed and implemented using our curriculum of growth.

Milestones	April 2021	July 2022
FOR GEOGRAPHY	<p>The school has a clear vision and policy for the teaching of geography.</p> <p>Teachers use sequencing and progression documents effectively to plan and teach.</p>	<p>Teachers share and are aware of what constitutes good practice in Geography.</p> <p>Teachers and children are highly engaged in geographical learning. Children begin to discuss how they are responsible, global citizens who feel connected to their community and the world beyond as a result of the learning opportunities they are provided.</p>

Termly evaluation of impact

Summer

- the action plan clearly showed detailed steps to support the implementation and progression of field work skills and knowledge across the school: excellent working model for other leaders
- teachers felt supported in developing the unit of work to show progression of fieldwork skills
- release time for co-ordinator allowed triangulation of process from audit, to planning, to implementation and feedback
- impact on how plan themes significant – altered approach to planning – important to do the ‘planting’ part to assess and then plan next steps and content
- gaps in knowledge quickly identified across school
- teachers much more confident in using geography language: children moved from confusion of history/geography to start seeing themselves as geographers
- teachers able to support others with the planning progress for Flourish: increased confidence in being more creative with the challenges
- reflections after flourish demonstrated better understanding of assessing whether challenge enables successful assessment of the skills and knowledge of pupils

Success Criteria	Actions	Responsibility	Timescale	Resources	Monitoring
<p>The geography policy outlines a clear direction and vision for the school.</p> <p>Both staff and children can discuss how geography 'looks' and 'feels' at Singleton CofE.</p>	<p>Staff complete a subject questionnaire.</p> <p>Pupil interviews elicit what they hope to know/learn before they leave school.</p> <p>Create and share policy in response to staff and pupil questionnaire.</p>	E.Greene	By Jan 2021	<p>Staff questionnaire</p> <p>Pupil questionnaire</p>	Governors attended the flourish week to see aspects of the independent learning
<p>Progression and sequencing documents enable teachers to plan and teach relevant and sufficiently challenging lessons.</p>	<p>EG creates progression and sequencing documents using the two-year curriculum plans.</p> <p>EG highlights areas of the curriculum that will require further training using staff subject audit.</p> <p>One strand of the geography curriculum e.g. 'human geography' is planned collaboratively by all staff to look at progression of skills, resources and outcomes across the school.</p>	EG All staff	April 2021	<p>Collate staff subject knowledge audits</p> <p>EG – time to create documents</p> <p>Staff Meeting x 1</p>	Summer visit: 05/05/21 by LA looked at progression of Geography, the Action Plan and implementation of steps.
<p>Teachers share good practice in geography by reflecting upon an evidence of work</p>	<p>Teachers collect a sample of work during summer 1 to reflect upon the strengths and areas for improvement in their methods, ready to make adaptations for summer 2. These reflections are shared with the whole staff team to create a culture of collaborative working.</p>	All staff	July 2021	Staff Meeting x1	Staff meeting showed how changes were made to original planning – and therefore how important it is to assess before teaching

Classrooms, the website and whole school displays reflect a buzz of learning for geography.	<p>Teachers use their classrooms and the wider school spaces to celebrate projects and discussions in geography to spark interest and reflect high levels of pupil engagement.</p> <p>Work is published on the website with parents/carers and the community.</p>	All staff	July 2021	Time	<p>Flourish week was opened up to Governors and some parents to monitor learning.</p> <p>The engagement in the learning process was noted across the school – those monitoring surprised by the independence of pupils – especially in KS1 and UKS2</p> <p>TS and EG spent time looking across the school at Flourish outcome. Pupils were excited to showcase their learning: particularly in Willow and Oak classes.</p>
Children reflect upon how their learning has connected them to the local community and beyond, to the wider world.	<p>Teachers provide time for children to reflect upon how their learning has shaped how they are closely connected to their communities and the world beyond at the end of summer 1.</p> <p>Teachers use these reflections to adapt/modify subsequent units/sessions for summer 2.</p>	All staff	July 2021	Time	

PRIORITY 5 – Leadership and management

Lead – Shelagh Nelmes: Art

To ensure the effectiveness of Subject Leadership across the school in Art as a Foundation Subjects

RRSA link - Standard A: Rights-respecting values underpin leadership and management

Baseline

A questionnaire was sent round to all staff (including TAs) to gauge confidence in teaching Art, knowledge about skills progression and requests for future CPD sessions.

Most understood that the progression of skills meant that skills are taught by developing something that has been learned previously which leads to children being able to achieve more complex outcomes as they become older. There was some need to ensure that all KS1 staff are more aware of the skills acquired in KS2. Everyone understood that the teaching of Art is important to allow children to express themselves and explore creativity, and that some less academically inclined children can build confidence through taking part in art activities.

The favourite teaching areas of staff included observational drawing when you get an insight as to how children see things as well as it being an area where children can rapidly improve their skills, mixing colours and imaginative painting, design, teaching about different artists and multi-media/digital where it is a particular strength and passion of the staff member. Planning tools use included TES website, Pinterest for ideas, various skills progression documents.

The areas where staff felt less confident seemed to mainly include sculpture and 3D work.

Future CPD opportunities requested were similar in wanting a sequence of lessons to build skills or taking a strand from EYFS and following it all the way through to understand how the skills would develop through the school.

Milestones	April 2021	July 2022
FOR ART	Staff meeting to discuss art skills and start to build our own progression document which relates to our growth curriculum.	Whole school art skills progression document adopted by all staff. Whole school Art project

Termly evaluation of impact

Autumn

Staff baseline questionnaire of teaching art and understanding of skills progression: art co-ordinator aware of areas needing development – targeted support.

Area to work on as school: 3D Sculpture

Spring

Observations of teaching: sculpture

Impact

- seeing 1 skill across a school in same week allowed coordinator to see progression clearly
- coordinator fed back that language of non-specialists strong because of HIGH QUALITY TEACHING: eg: cross curricular vocabulary, high level of vocabulary, allowing pupil choice, modelling and guiding, high expectations

- Deep Dive – excellent opportunity for SLT and Governor to practice the Professional Dialogue needed for external monitoring
- teachers felt supported by process Art Coordinator had in place over term – felt 'manageable' but enabling.
- Peer to peer observation during COVID year a positive experience for teachers beyond art
- Growth Mindset evident for staff and children!

Success Criteria	Actions	Responsibility	Timescale	Resources	Monitoring
All teachers will be able to effectively plan a sequence of lessons to develop progression of skills and knowledge for 3d sculpture.	INSET – skills progression for 1 area of art (to be decided). ✓	SN	22.2.21	Release time covered from within school.	Governor monitoring took place as part of a Deep Dive.
All teachers will understand how to assess through observation pupils art skills.	Observations of skills progression area Staff meeting ✓	SN	16.3.21 16.3.21		<i>Process of Deep Dive led to discussion about how we keep in mind foundation subjects across school when not a focus subject for half term: challenge of small schools.</i>
Pupils will improve their art skills through adult interactions based on skills progression.	Art policy review ✓	All staff	23.3.21		
	Art week ✓	All staff	29 – 31.3.21		
	Art Deep Dive ✓		31.3.21		