



# Barrowby Church of England Primary School

## School Development Plan 2022-2023

6<sup>th</sup> Edition: June - July 2023 - Next Steps

*Make your light shine, so that others will see the good that you do and will praise your Father in heaven.*

*Matthew 5:16*



Large School's Athletics Tournament - June 2022

### Key

1<sup>st</sup> Edition  
2<sup>nd</sup> Edition

4<sup>th</sup> Edition  
3<sup>rd</sup> Edition

5<sup>th</sup> Edition  
6<sup>th</sup> Edition

Next Steps



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## **Introduction – Our Church School Vision**

As a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society.

## **Our School**

Barrowby Church of England Primary School is a large, average sized co-educational school situated within a large semi-rural village, adjacent to All Saints' parish church.

The school has eight classes, two mixed age Reception/Year 1 classes, two mixed age Year 1/Year 2 classes, a Year 3 class, a Year 4 class, a Year 5 class and a Year 6 class.

It is anticipated that numbers on roll will remain stable. Governors are exploring various options secure the school's future including: creating a Pre-School on site, reducing the school's PAN as well as exploring the possibility of setting up or joining a Multi Academy Trust.

There are nine full time teachers, including the Headteacher, and three 0.5 part-time teachers. Non-teaching/support staff include: 7 Teaching Assistants, 2 x 1:1 Teaching Assistant, 8 dinner supervisors, a School Business Manager, 2 x Administrators, a full time Caretaker, 1 part-time Cleaner and 2 part-time Breakfast Club and After School Club Supervisors.

The school accommodation has been significantly developed over the previous years. All other accommodation and facilities are continually refurbished and maintained to a high standard.

The outdoor classroom has recently been extended to include a 'Forest School' area, we also have a sensory garden, Cabbage Patch Garden, Jubilee Garden and Eco-Greenhouse as well as our playgrounds and extensive grounds which feature adventure playgrounds, outdoor gym equipment, Trim Trail, games field, wild life areas, pond, Earth Loom, story circle, Tree House and camp fire area all provide an excellent outdoor environment, for all our pupils.

## Target Setting 2023 - TBC

### Key Stage 1

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2023</u>
Reading	Expected	80%
	Greater Depth	24%
Writing	Expected	80%
	Greater Depth	24%
GAPS	Expected	80%
	Greater Depth	24%
Maths	Expected	80%
	Greater Depth	24%
Science	Expected	85%

### Key Stage 2

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2023</u>
Reading	Expected	80%
	Greater Depth	24%
Writing	Expected	75%
	Greater Depth	10%
GAPS	Expected	85%
	Greater Depth	24%
Maths	Expected	85%
	Greater Depth	20%
Science	Expected	85%

## Strategic Plan-3 years

### Quality of Education:

Ensure high quality teaching which is consistently good and often outstanding to raise pupils' achievement and supports progress.

- Ensure teachers use their expertise to develop skills, knowledge and understanding in English and Mathematics and other subject areas across the curriculum.
- Teachers to consistently evaluate and provide a creative curriculum that excites and motivates children, provides a rich variety of first hand experiences and fosters pupils curiosity.
- Ensure teachers' high expectations are reflected through curriculum planning and extend pupils' prior knowledge, skills and understanding to consistently challenge all groups e.g. vulnerable, gifted, boys, girls etc so that all pupils reach their potential
- Consistently provide good and outstanding quality teaching and fully engage all pupils in this process to enable them to be partners in their own learning
- To enhance further the use of AFL strategies including use of questioning and discussion, to support and engage pupils in their learning.
- Through the effective use of:
  1. feedback teachers will engage with pupils so that they understand how to improve their own learning
  2. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step
- Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.
- Continue to evaluate, adapt and use effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.
- Use ICT effectively to enhance and extend learning for all pupils.
- Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills.
- All pupil learning environments to be vibrant, inspirational and interactive.
- Continue to sharpen the level of challenge so that at the end of EYFS, Year2, 4 and 6 more pupils attain standards in Reading, Writing & Maths which are well above age related expectations and those found nationally.
- Narrow the gap between the performance of various groups of pupils in school and compared to pupils nationally, relevant to school data analysis and findings e.g. good or better progress to be attained by all pupils, irrespective of age, ability, gender or starting points by the end of Key Stage 1 and by the time they leave school at the end of Key stage 2, in reading, writing and mathematics.
- Develop further pupils' range of skills including communication, reading, writing and mathematical skills and their application across the curriculum
- Ensure all pupils including SEN/D pupils make good or better progress relative to their starting points.

### Behaviour & Attitudes:

Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.

- Further communicate School values to all stakeholders, so that all understand their part in promoting respect, independence and creativity through their conduct, behaviour and attitude.
- Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.
- Continue to refine E-safety curriculum, documentation and procedures so that stakeholders e.g. staff, parents understand how to keep pupils safe

### Personal Development:

Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.

- Ensure all Safeguarding documentation and procedures are up to date.
- Ensure that all Health and Safety documentation and procedures are completed as appropriate.
- Ensure relevant, new staff and governors have attended appropriate training in Safer Recruitment, Safeguarding Children, Child Protection, E-safety, Outdoor Educational Visits and First Aid training
- Continue to promote pupil voice.

### Leadership & Management:

Ensuring that there is a clear, strong ambition and drive for improvement of outcomes for all children in all areas of school life.

- Ensure School Leadership is up to date with implementation of national agenda.
- Share vision, aims, values and priorities with all stakeholders ensuring they understand the whole school Development/Improvement plan and their own role in supporting and achieving good or better progress and achievement for all of our pupils.
- Improve school leadership capacity e.g. SENCO, SLT, Subject Leaders, HLTA to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs, for example training for new staff: Head Teacher, Deputy Head Teachers, NQT, administrative team, caretaker, cleaner and including Governor induction training and any further needs.
- Maintain and build on the Governors' experience and skills to utilise these for the benefit of school improvement e.g. Health and Safety, Fire Warden Training, ICT and financial guidance/expertise.
- Evaluate and strengthen existing collaborative partnerships for the benefit of pupils and staff.

# The Quality of Education

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Curriculum								
Teachers to consistently evaluate and provide a creative curriculum that excites and motivates children, provides a rich variety of first hand experiences and fosters pupils curiosity.	Subject Leaders	LS	Review the changes to the school's Long-Term Planning and ensure the subject intention is clearly communicated through the subject specific Curriculum Documentation.	<ol style="list-style-type: none"> <li>1. Update Curriculum Stepping Stone Documents <b>Sept 22</b> <ul style="list-style-type: none"> <li>• Incorporate Key Vocabulary</li> <li>• SLT Review Curriculum Documents</li> </ul> </li> <li>2. Review and update school's Long Term Planning to reflect changes to Curriculum <b>Sept 22</b></li> <li>3. Revise Curriculum Section of the School Website and ensure information uploaded is accurate <b>Oct 22</b></li> </ol>	Govs	N/A	School Leaders will ensure the school's curriculum Intent, Implementation and Impact is clearly communicated and is visible to all stakeholders.	<p><b>Sept 22</b> Middle Leaders provided with support to review Curriculum Documents incl. Subject and Year Group LTP, Stepping Stone Documents and ensure all are linked.</p> <p><b>IMPACT</b> Curriculum is well designed and ensures clear planned progression from EYFS to Y6 in all subject areas.</p> <p><b>Oct 22</b> DHT liaised with HT to discuss layout of Curriculum section of the website.</p> <p><b>IMPACT</b> Website updated and Curriculum is communicated to all stakeholders.</p> <p><b>15<sup>th</sup> May:</b> SLT reviewed planning and advised leaders to review:</p> <ul style="list-style-type: none"> <li>• Subject Long Term Plans</li> <li>• Year Long Term Plans</li> <li>• Stepping Stones in readiness for Sept 23</li> </ul> <p><b>IMPACT</b> Curriculum ready for next academic year and ensures clear progression</p> <p><b>14.7.23-Revised Curriculum Maps</b> with SEND adaptations including uploaded to the school website. <b>IMPACT</b> School Curriculum updated for 2023-2024.</p> <p><b>Next Steps</b> - continue to refine school's Curriculum Maps.</p>

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	<p>SB TW KG</p> <p>LS LS LS LS KG IL LS</p>	<p>LB</p>	<p>Evaluate and review Policies to reflect changes and in accordance with the Policy Renewal Schedule:</p>	<ul style="list-style-type: none"> <li>• Art &amp; Design</li> <li>• Arts</li> <li>• Geography Oct 22</li> <li>• Drugs in Education</li> <li>• Homework Policy</li> <li>• Learning Policy</li> <li>• Monitoring &amp; Evaluation Policy</li> <li>• Outdoor Learning Policy</li> <li>• SEND Policy</li> <li>• Teaching Policy Jan 23</li> </ul>	<p>Govs</p>	<p>N/A</p>	<p>School Leaders will ensure school Policy reflects the subject and curriculum.</p>	<p>17<sup>th</sup> October 2022: Following Curriculum Policies presented and ratified by Governors:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• PE</li> <li>• Physical Education</li> <li>• SEND</li> </ul> <p>IMPACT Leaders ensure that Policies are updated and in line with new developments in the curriculum.</p> <p>31.1.23-Policy reviews continue to be completed by the relevant member of staff.</p> <p>March 23-DHT reviewed Homework Policy with SLT to refine Homework offer. Draft Policy created-further research needed.</p> <p>10.7.23 - Homework Policy presented to the Governors and agreed. IMPACT Pupils supported to reduce expectations of work at home, supporting mental health and wellbeing.</p> <p>Next Steps: Continue to refine and update policies in accordance with research and best practice.</p>
<p>Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills.</p>	<p>LS</p> <p>TL</p>	<p>LB</p>	<p>Refurbish and reinstate school pond</p>	<ol style="list-style-type: none"> <li>1. B&amp;B Tree Specialist remove trees and clear areas - Aug 22</li> <li>2. Create Pond Design Brief to include: <ul style="list-style-type: none"> <li>• Pond Dipping</li> <li>• Platforms</li> <li>• Seating</li> <li>• Boards</li> </ul> Nov 22 </li> <li>3. Arrange volunteers to come into school and clear area - Dec 22</li> <li>4. Engage Contractors and obtain tendered quotes to: <ul style="list-style-type: none"> <li>• Re-design pond, clear pond and</li> </ul> </li> </ol>	<p>Govs</p>	<p>£750</p>	<p>Provide pupils with the opportunity to conduct Outdoor activities without the need for leaving site, thus enhancing pupil experience.</p>	<p>26<sup>th</sup> September 2022-B&amp;B Tree Specialists contracted to undertake tree works in pond area.</p> <p>IMPACT Pond area has been cleared of debris and fallen tree in readiness for next works.</p> <p>31.1.23-Business Manager engaged contractors to provide quotations for work. Will be presented to Governors as part of the next Budget.</p> <p>28<sup>th</sup> May: FGB confirmed approved contractor and works. IMPACT: Works can go ahead.</p> <p>Next Steps: Works conducted in September 23.</p>

				<ul style="list-style-type: none"> <li>• install 2 pond dipping platforms</li> <li>• Create hard landscaping area and reinstate path</li> <li>• Strengthen existing fence/replace gate</li> </ul> <p><b>Nov 22</b></p>				
				5. Plan and conduct agreed works - <b>Feb 23</b>			<b>£4,000</b>	
				6. Explore/research seating and various other resources for Pond Area and purchase e.g. <ul style="list-style-type: none"> <li>• Chalk Board</li> <li>• Seating</li> <li>• Pond Equipment</li> <li>• Storage Area</li> </ul>			<b>£2,000</b>	
	TL	LB	Create a 2 <sup>nd</sup> Reading Den on the school field so pupils have the opportunity to read a wider range of texts when outdoors.	<ol style="list-style-type: none"> <li>1. Create a Design Plan for the newly positioned Reading Den - <b>Sept 22</b></li> <li>2. Gain contractor tenders - <b>Oct 22</b></li> <li>3. Plan works and install new Reading Den - <b>Mar 23</b></li> </ol>	<b>Govs</b>	<b>£1,000</b>	Ensure pupil have the opportunity to further develop/enjoy reading when at play.	<p><b>27.2.23-Business Manager instructed contractors to provide quotations for works.</b></p> <p><b>28<sup>th</sup> May: F&amp;B confirmed approved contractor and works. IMPACT: Works can go ahead.</b></p> <p><b>Next Steps:</b> Look to install 2<sup>nd</sup> Reading Den, next academic year.</p>
	TL	LB	Explore the possibility of creating an: <ol style="list-style-type: none"> <li>1. Air Raid Shelter</li> <li>2. Long Jump Pit</li> </ol>	<p><b>Air Raid Shelter</b></p> <ol style="list-style-type: none"> <li>1. Research possible ways of creating a shelter e.g. internet, contact other schools - <b>Oct 22</b></li> <li>2. Explore contractor and gain tenders - Nov 22</li> <li>3. Plan works and install Air Raid Shelter - <b>April 23</b></li> </ol>	<b>Govs</b>	<b>TBD</b>	Ensure pupils have the opportunity to further develop track and field skills - linked to Year 6 Legacy Gift.	<p><b>10<sup>th</sup> March 23-LB liaised with members of FOBs to identify next project for Fundraising. Agreed to fundraise to install an Air Raid Shelter. IMPACT Once fundraising completed install Air Raid Shelter linked to Y6 Legacy Gift</b></p> <p><b>Next Steps:</b> Identified project with FOBs and they will fundraise to install on school grounds.</p>

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	TL	LB		<p><u>Long Jump Pit</u></p> <ol style="list-style-type: none"> <li>1. Research possible ways of creating a Long Jump Pit - <b>Oct 22</b></li> <li>2. Explore contractor and gain tenders - <b>Nov 22</b></li> <li>3. Plan works and install Air Raid Shelter - <b>April 23</b></li> </ol>	Govs	£1500	Enhance pupil's learning-linked to Year 6 Legacy Gift.	<b>Next Steps:</b> Identified project with FOBs and they will fundraise to install on school grounds.
<b>Assessment</b>								
Continue to evaluate, adapt and use effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.	LS	LB	Embed Integris Markbook as a tool to accurately track and gauge pupil progress	<ol style="list-style-type: none"> <li>1. Facilitate training for School Business Manager and DH to update Grade Boundaries to Integris Markbook - <b>Sept 22</b></li> <li>2. Support subject leaders/class teachers to manipulate and track standards-<b>Ongoing</b></li> </ol>	Govs	£150.00	Ensure school leaders are able to manipulate data and understand where to target support	<p><b>Sept 22-Training undertaken by SBM who is familiar with Markbook. IMPACT Markbook supports data analysis and tracking of pupils.</b></p> <p><b>30.1.23-HT provided access to CS Committee so that they can interrogate anonymous data prior to meetings. IMPACT Ensure Governors are able to access school data to be able to track and challenge as needed.</b></p> <p><b>Ongoing throughout the year. Leaders complete Data Analysis activities to evaluate standards. IMPACT Leaders understand strengths and areas for development.</b></p> <p><b>Next Steps:</b> Continue to support teachers and leaders to manipulate Integris and use information presented precisely.</p>

	LS	LB	Review, evaluate and re-design Annual Report	<p>Review Curriculum Stepping Stone Documents - <b>Sept 22</b></p> <p>Extrapolate statements from Foundations Subjects and organise for teacher reference - <b>Feb 23</b></p> <p>RE-design Foundation Subject section of Annual Reports and present to teachers - <b>22<sup>nd</sup> March 23</b></p> <p>Provide to teachers and complete for distribution to parents - <b>Easter 2023</b></p>	Govs	N/A	<p>Ensure reports accurately reflect pupil's progress and attainment against the newly articulated curriculum.</p>	<p>Curriculum Stepping Stones Document Review complete.</p> <p><b>March 23:</b> HT, DHT, NS &amp; MH worked together to re-format Annual Reports for:</p> <ol style="list-style-type: none"> <li>1. Reception</li> <li>2. Y1-6</li> </ol> <p>Liaised with Subject Leaders to provide summary assessment statements taken from the Curriculum Map for inclusion on the new Annual Reports. DHT liaised with MH to populate Annual Reports.</p> <p><b>June 23-Annual Reports re-designed to:</b></p> <ul style="list-style-type: none"> <li>• Reduce workload for teachers</li> <li>• Accurately reflect new curriculum</li> </ul> <p><b>14.7.23:</b> Annual Reports completed and shared with parents. <b>IMPACT</b> All parents have a more detailed understanding of how their child has performed against the new Curriculum.</p> <p><b>Next Steps:</b> Review the use of Attendance information and refine in line with new monitoring guidance.</p>
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# Behaviour & Attitudes

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
<p>Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.</p> <p>Continue to promote pupil voice.</p>	DK	IL	Conclude ELSA Training	<ul style="list-style-type: none"> <li>5<sup>th</sup> October 2022</li> <li>23<sup>rd</sup> November 2022</li> <li>26<sup>th</sup> January 2023</li> <li>16<sup>th</sup> March 2023</li> <li>18<sup>th</sup> May 2023</li> <li>29<sup>th</sup> June 2023</li> </ul>	LB	N/A	Further develop PSP support and build capacity within the team	<p>5<sup>th</sup> October 2022-ELSA training undertaken by DK.</p> <p><b>IMPACT</b> Ensure that school is compliant and well placed to support those that need it.</p> <p>ELSA Network meetings undertaken:</p> <ul style="list-style-type: none"> <li>5<sup>th</sup> October 2022</li> <li>23<sup>rd</sup> November 2022</li> <li>26<sup>th</sup> January 2023</li> <li>16<sup>th</sup> March 2023</li> <li>18<sup>th</sup> May 2023</li> </ul> <p><b>IMPACT:</b> Professional Network established and continual advice sought from group.</p> <p><b>Next Steps:</b> Register on ELSA training for next year. Act as host school of Network.</p>
	TL LS  TL	LB	Evaluate and review Policies to reflect changes and in accordance with the Policy Renewal Schedule:	<ul style="list-style-type: none"> <li>Positive Handling Dec 22</li> <li>Anti-Bullying Policy</li> <li>Drugs in Education Policy</li> <li>Peer to Peer Abuse Policy</li> <li>Positive Handling Policy</li> <li>Equal Opportunities Jan 23</li> </ul>	Govs	N/A	School Leaders will ensure school practice reflects Policy.	<p>31.1.23-All policies reviewed and are ready to be presented to FGB. <b>IMPACT</b> Policies reviewed and ratified by FGB.</p> <p><b>Next Steps:</b> Complete.</p>
<p>Ensure relevant, new staff and governors have attended appropriate training</p>	All Staff	LB	Ensure all staff in the various staffing groups have attended Team Teach Session	<ul style="list-style-type: none"> <li>Monday 5<sup>th</sup> September 2022</li> </ul>	Govs	£2500	All staff will understand how to promote positive behaviour and how to manage behaviours in accordance with up to date knowledge, consistently.	<p>5<sup>th</sup> September 2022: Team Teach Undertaken by all members of staff.</p> <p><b>IMPACT:</b> All understand principles of Positive Handling.</p> <p><b>Next Steps:</b> Complete.</p>

<p>Further communicate school values to all stakeholders so that all understand their part in promoting respect, independence and creativity through their conduct, behaviour and attitude.</p>	<p>LS, TL  LS, TW, NS  TL  LS</p>	<p>LB</p>	<p>Review how we communicate to parents/stakeholders.</p>	<ul style="list-style-type: none"> <li>• Review Social Media Survey Responses - <b>Sept 22</b></li> <li>• Research and begin to devise Social Media Policy so that school can use Social Media to promote aspects of school life - <b>Oct 22</b></li> <li>• Research and explore how to:             <ol style="list-style-type: none"> <li>1. set up, manage and monitor Social Media e.g. Facebook</li> <li>2. Connect to school website <b>Oct 22</b></li> </ol> </li> <li>• Communicate to parents and inform them of changes to communication/introduce use of Social Media e.g. Facebook in promoting aspects of school life <b>Oct 22</b></li> <li>• Present newly devised Policy to Governors for ratification - <b>FGB 8<sup>th</sup> Nov 22</b></li> <li>• Inform staff of changes to school communication: <b>Twilight: 23<sup>rd</sup> Nov 22</b></li> <li>• Review and update permissions:             <ol style="list-style-type: none"> <li>1. Devise Permission Survey to be distributed to existing parents - <b>Nov 22</b></li> <li>2. Update Induction Booklets to include new permissions - <b>Mar 23</b></li> </ol> </li> </ul>				<p><b>Sept/Oct 22:</b> DHT undertaken review of Social Media Policy and drafted a Social Networking Policy in readiness for Governors.</p> <p><b>IMPACT:</b> Ensure usage of Social Media by school is in line with newly devised practice.</p> <p>31.1.23-Social Media Policy reviewed and updated accordingly November 2022. In addition:</p> <ol style="list-style-type: none"> <li>1. Communicated to staff on use of Facebook;</li> <li>2. Communicated to parents on start of Facebook, through Newsletters;</li> <li>3. Devised and created new Barrowby Church of England Primary School Facebook page;</li> <li>4. Circulated new permissions forms for parents to give permissions for photographs to be used of children</li> <li>5. Collated permission lists</li> </ol> <p><b>January 23</b>-Facebook Launched as external school bulletin board. <b>IMPACT</b> Able to reach beyond school family to the wider community to share school news.</p> <p>14.7.23: All Permissions Booklets updated and Facebook in use.</p> <p><b>Next Steps:</b> Continue to use Facebook to promote all aspects of school life, in accordance with Permissions.</p>
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# Personal Development

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure all Safeguarding documentation and procedures are up to date.	LS	LB	<ol style="list-style-type: none"> <li>1) Review Safeguarding and Child Protection Policy.</li> <li>2) Upload onto school website.</li> <li>3) Produce Annual Safeguarding Report and disseminate to Governors.</li> <li>4) Disseminate SCP Policy to staff and governors.</li> <li>5) Deliver Safeguarding refresher to staff.</li> </ol>	<b>Sept 22</b>  <b>Sept 22</b> <b>Nov 22</b>  <b>October 22</b> <b>Ongoing through meetings</b>	Govs	None	Ensure all stakeholders understand processes for Safeguarding members of the school community	<b>20<sup>th</sup> Sept 22:</b> SCP Policy reviewed by Deputy DSL and DSL, agreed by Governors, disseminated to staff and uploaded to the school website. Annual Safeguarding Report presented to Governors.  <b>IMPACT</b> All understand Safeguarding Duties.  <b>Sept/Oct 22:</b> Through Meetings disseminated KCSIE updates.  <b>IMPACT:</b> All staff have received, read and acknowledge understood Part 1 and 5 of KCSIE.  <b>Next Steps:</b> Continue to refine, evaluate, and review Safeguarding Practice. Conduct annual training on 5 <sup>th</sup> September 23.
	LB	Govs						
	TL	LB	Review Visitor procedures and install new Inventory System.	Liaise with Inventory and arrange for installation of new system in the school Foyer - <b>Sept 22</b>  New System is installed - <b>Oct 22</b>  Review associated policies and update: <ul style="list-style-type: none"> <li>• Adults in School Policy</li> <li>• Volunteers in School Policy</li> <li>• Visitors Policy</li> </ul> <b>Ongoing</b>  Provide and disseminate training to staff to use system - <b>Twilight: 23<sup>rd</sup> Nov 22</b>	Govs	£1500	Ensure all visitors attending school comply with Safeguarding principles.	<b>13<sup>th</sup> September 2022:</b> Inventory System installed and Administrative Staff supported with training to understand and use the system.  <b>IMPACT:</b> Ensure school is compliant and visitor experience is enriched. Reduction in Admin hours dealing with visitors to school

								<p><b>November 22:</b></p> <ul style="list-style-type: none"> <li>Reviewed various Policies e.g. Visitor, Security Policy and presented to Governors for ratification</li> <li>At Twilight in November, explained new coding system for Visitors e.g. Red, Green, Blue Landyards.</li> </ul> <p><b>IMPACT:</b> School continues to be a safe and secure environment.</p> <p><b>Next Steps:</b> Complete.</p>
<p>Ensure relevant, new staff and governors have attended training in:</p> <ul style="list-style-type: none"> <li>• Safer Recruitment,</li> <li>• Safeguarding Children,</li> <li>• Child Protection,</li> <li>• E-safety, Outdoor Educational Visits</li> <li>• First Aid training</li> <li>• Food Hygiene</li> </ul>	LB LS	Govs	Complete relevant training.	<p>DSL complete e-learning:</p> <ul style="list-style-type: none"> <li>• Child Exploitation</li> </ul> <p><b>Ongoing</b></p>	Govs	None	All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices	<p>21.7.23: DSL completed e-learning.</p> <p><b>Next Steps:</b> Refer to 6 Year Pathway.</p>
	SW	KG		<p>ECT complete e-learning:</p> <ul style="list-style-type: none"> <li>• Introduction to Safeguarding Children</li> <li>• Understanding healthy Parental Relationships</li> <li>• Awareness of Domestic Abuse</li> </ul> <p><b>Ongoing</b></p>	LB	None		<p><b>Next Steps:</b> Complete.</p>
	All Teachers	LB		<p>All teachers expected to:</p> <ol style="list-style-type: none"> <li>complete e-learning: <ul style="list-style-type: none"> <li>• Child Exploitation</li> <li>• Radicalisation</li> <li>• MCE</li> </ul> </li> </ol> <p><b>Ongoing</b></p>	Govs	None	All staff updated with current guidance and legislation re: Safeguarding practices	<p><b>Sept-Oct 22:</b> Through PM all teachers advised of E Learning Units to be completed.</p> <p><b>IMPACT:</b> Ensure all teachers follow 6 Year Pathway.</p> <p><b>Next Steps:</b> Complete.</p>

	Staff Governors	Govs		All Staff and Governors: Complete Prevent Training Jan 23				<p>3<sup>rd</sup> January 23-All staff members completed e-learning Prevent Awareness module provided by DFE. DSL and members of SLT completed enhanced e-learning. <b>IMPACT</b> All staff are aware of PREVENT and their duty.</p> <p>Next Steps: Complete.</p>
	NS	LB	Attend 2 Day face to face Interagency Training Day to update knowledge re: procedures supporting and delivering EHA and TAC	<p><b>N Selby attend training</b></p> <ul style="list-style-type: none"> <li>• 9.1.23-Module 1</li> <li>• 16.1.23-Module 2</li> <li>• 18.1.23-Module 3</li> <li>• 30.1.23-Module 4</li> <li>• 25.4.23-Module 3</li> <li>• 28.4.23-Module 4 Face to Face</li> </ul>	Govs	None		<p>9<sup>th</sup> January 2023 - Inter Agency Safeguarding Children - Module 1 - Introduction to Safeguarding - completed</p> <p>16<sup>th</sup> January - Inter Agency Safeguarding Children - Module 2 - Voice of the Child- completed.</p> <p>18<sup>th</sup> January - Inter Agency Safeguarding Children - Module 3 - Early Help - completed</p> <p>30<sup>th</sup> January - Inter Agency Safeguarding Children - Module 4 - Child in Need &amp; Child Protection - completed.</p> <p>2 days virtual training and 2 day face to face booked - all complete by 28<sup>th</sup> April.</p> <p><b>IMPACT</b> - Ensure all members of SLT have completed the Interagency Safeguarding modules.</p> <p>28.4.23 - NS completed all aspects of 2 day face to face <b>IMPACT</b> Understands and is able to support DSL</p> <p>Next Steps: Complete.</p>
	LB LS	Govs	<p>Deliver Annual Safeguarding Training to staff and governors to include:</p> <ul style="list-style-type: none"> <li>• Disseminate CP&amp;S Policy</li> <li>• Refresh KCSIE needs</li> <li>• Review of Legislation</li> <li>• Child Protection</li> <li>• Reporting a Disclosure</li> <li>• Safer Working Practice</li> </ul>	<p>Safeguarding Training</p> <ul style="list-style-type: none"> <li>• Ongoing through meetings</li> <li>• 3<sup>rd</sup> January 2023</li> </ul> <p>Attend Safeguarding Briefing Meetings and disseminate information</p> <ul style="list-style-type: none"> <li>• 24<sup>th</sup> Nov 22</li> <li>• 23<sup>rd</sup> March 22</li> <li>• 29<sup>th</sup> June 2022</li> </ul>	Govs	N/A		<p>24<sup>th</sup> November 22-delivered safeguarding training to whole staff including:</p> <ul style="list-style-type: none"> <li>• Positive Handling</li> <li>• Reporting a Concern</li> <li>• Whistleblowing</li> </ul> <p>3<sup>rd</sup> January 2023-Delivered Annual Whole School Safeguarding Refresher covering:</p> <ul style="list-style-type: none"> <li>• Attitudes &amp; Values</li> <li>• Definitions of possible signs of abuse</li> <li>• Child Safeguarding practice reviews</li> </ul>

								<ul style="list-style-type: none"> <li>• Safer Working Practice Updates</li> <li>• Facilitated PREVENT E-learning</li> </ul> <p><b>IMPACT:</b> All staff understand that Safeguarding is everyone's responsibility and understand their role in keeping children and others safe.</p> <p><b>Summer Term 2023-</b> LB &amp; LS have attended all DSL briefings throughout the year</p> <p><b>IMPACT:</b> DSLs up to date</p> <p><b>Next Steps:</b> Complete.</p>
Ensure that all Health and Safety documentation and procedures are completed as appropriate.	TAs	LB	Ensure relevant members of staff have completed appropriate First Aid Training to ensure school is compliant	Complete Paediatric Course: Autumn <ul style="list-style-type: none"> <li>• J Stanley</li> <li>• J Rowlands</li> </ul>	LB	£400	Ensure school is compliant with regards to First Aid	<b>Next Steps:</b> Complete next academic year.
	LS TL	LB	Review First Aid processes and disseminate to staff:	<p>Arrange a meeting to review current First Aid Practice/Procedure - <b>Nov 22</b></p> <p>Review First Aid Policy and refine to include:</p> <ol style="list-style-type: none"> <li>1. Change of slip provided for children/injury</li> <li>2. Inclusion of online reporting system and clarification for what that is used for <b>Dec 22</b></li> <li>3. Disseminate changes to First Aid Practice - <b>Twilight: 23<sup>rd</sup> Nov 22</b></li> <li>4. Staff implement changes and monitor - <b>Ongoing</b></li> </ol>	LB	£500		<p><b>Feb 23</b> First aid procedures updated and amendments communicated to all staffing groups first aid boxed clearly labelled in each classroom.</p> <p><b>IMPACT</b> All staff understand new and refined procedures for managing and reporting First Aid issues.</p> <p><b>Next Steps:</b> Complete.</p>
	TL	LB	Review, evaluate and update Health & Safety practice:	<ul style="list-style-type: none"> <li>• Review Health &amp; Safety Policy - <b>Sept 22</b></li> <li>• Review Health &amp; Safety Log and update accordingly - <b>Oct 22</b></li> <li>• Review Fire Plans, modify and update as necessary - <b>Oct 22</b></li> <li>• Review Risk Assessments, update amend and create new where needed - <b>Oct 22</b></li> </ul>	LB	N/A	Ensure school is compliant with Health & Safety Legislation.	<p><b>15<sup>th</sup> Sept 22:</b> H&amp;S Review Conducted to review:</p> <ul style="list-style-type: none"> <li>• Risk Assessments</li> <li>• Caretaker's Log</li> <li>• H&amp;S Log</li> <li>• Fire Plan</li> </ul> <p>All updated.</p> <p><b>20<sup>th</sup> Sept 22:</b> Health &amp; Safety Policy reviewed by HT and SBM and updated and presented to FGB.</p>

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				<ul style="list-style-type: none"> <li>Review Caretaker's Log and update accordingly - Nov 22</li> </ul>				<p><b>IMPACT:</b> Ensure school is up to date and compliant with H&amp;S.</p> <p><b>Next Steps:</b> Complete.</p>
Evaluate the impact of extended services in promoting healthy lifestyles for all.	LB	Govs	Review and evaluate the implementation of Wrap Around Care.	Monitor and review practice: Headteacher monitoring <b>Ongoing</b>	Govs	None	Ensure provision is of a high standard and supports pupils	<b>Next Steps:</b> Complete next academic year.
	TL NR	LB		School Business Manager evaluate School Food:  1. Meet with Wrap Around Care Supervisor and evaluate monthly menu-making recommendations as necessary <b>Dec 22</b>  2. Update menus accordingly <b>Jan 23</b>  3. Review Food Policy and Update <b>Jan 23</b>				<b>Next Steps:</b> Complete next academic year.
To continue to hold Wellbeing Committee meetings made up of different stakeholders.	IL	LB	Ensure Wellbeing Committee is represented by different stake holders- SLT, Teaching, Admin, Site team, Governors Teaching assistants, pupils, parents	<p>Ensure all are familiar with the '5 ways to wellbeing', and are using them regularly:</p> <ul style="list-style-type: none"> <li>Review with Committee (as below)</li> <li>Conduct Pupil Interview <b>Jan 23</b></li> <li>Conduct Staff Interview <b>Mar 23</b></li> </ul> <p>Establish new committee for 2022-2023:</p> <ol style="list-style-type: none"> <li>Facilitate Committee dates for Staffing: <ul style="list-style-type: none"> <li>Nov 22,</li> <li>Mar 23 and</li> <li>June 23</li> </ul> </li> <li>Establish Pupil Committee for 2022-2023: <ul style="list-style-type: none"> <li>Autumn</li> <li>Spring</li> <li>Summer</li> </ul> </li> <li>Facilitate 3 meeting Aut, Spr and Summer TBA</li> </ol>	LB	NA	<p>To ensure that members of staff have a voice on Wellbeing</p> <p>To ensure that pupils have a voice on Wellbeing</p>	<p>November 2022- IL held wellbeing committee meeting. There were representatives there from every staffing group. Minutes taken. <b>IMPACT:</b> IL to meet with LB in January 2023 to discuss suggestions.</p> <p>March 2023- IL met with Wellbeing committee again. <b>IMPACT:</b> many actions agreed by wellbeing committee- see minutes</p> <p>May 2023- Pupil wellbeing committee met to discuss how to promote 5 ways to wellbeing in the classrooms. <b>IMPACT:</b> Wellbeing committee members are going to lead 5 ways to wellbeing activities in KS1 classes in Summer 2.</p> <p><b>Next Steps:</b> Completed tasks. Ongoing next year.</p>

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To gain the Wellbeing Award for Schools.	IL	LB	Start process of Wellbeing Award. (will take roughly 18 months).	<p>Complete preparations for initial advisor visit eg:</p> <ul style="list-style-type: none"> <li>• Stake holder questionnaires - <b>Jan 23</b></li> <li>• School self evaluation - <b>Mar 23</b></li> <li>• Complete separate action plan - <b>Apr 23</b></li> </ul> <p>Start to build portfolio of evidence - <b>ongoing</b></p>	LB	Cost of award	To use award to promote positive social and emotional wellbeing, mental health and wellness for pupils and staff in school.	<p>September 2022- IL and LB agreed that Senior Mental Health lead award would be in place of this. <b>IMPACT:</b> School now have a Senior Mental Health Leader as part of the SLT.</p> <p><b>Next Steps:</b> Complete next academic year.</p>
To raise wariness and understanding of the 9 protected characteristics	LS	LB/Govs	<p>LS provide updates to SLT, teachers and TAs</p> <p>ST to evaluate and audit PSHE/SRE curriculum for coverage</p> <ul style="list-style-type: none"> <li>• LS check content coverage of texts used in English lessons</li> <li>• NS adapt Collective Worship themes</li> <li>• SB begin to reference protected characteristics on Sports Premium summary e.g. when Paralympians visit from Inspire+</li> <li>• TW evaluate educational visit experiences</li> </ul>	Feb half term	LB	None	<p>To not discriminate against:</p> <ol style="list-style-type: none"> <li>1.Age</li> <li>2.Disability</li> <li>3.Gender reassignment</li> <li>4.Race</li> <li>5.Religion or belief</li> <li>6.Marriage or civil partnership</li> <li>7.Sex</li> <li>8.Sexual orientation</li> <li>9.Pregnancy and maternity</li> </ol> <p>not discriminate:</p>	<p><b>Jan 23:</b> LS updated school policy regarding 9 Protected Characteristics and disseminated to teachers in meeting.</p> <p>Information has has been updated on the school website. <b>IMPACT:</b> All teachers understand terms and how these are identified within the curriculum.</p> <p>Summer 2023 Raised whole school awareness through changes to assembly rota, new class story books, adaptations to subject curriculum <b>IMPACT:</b> staff and children know about the 9 protected characteristics and show respect for them</p> <p><b>Next Steps:</b> Embed and further develop awareness of 9 protected characteristics with whole school.</p>

# Leadership & Management

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Continue to refine the roles and responsibilities of the SLT: <ul style="list-style-type: none"> <li>Deputy Headteacher,</li> <li>EYFS/KS1 and KS2 Team Leader;</li> <li>SENDCo</li> </ul>	SLT	LB	Evaluate Senior responsibilities of the Senior Leadership Team e.g. 1. Monitoring & Evaluating 2. Coaching 3. Leadership e.g. <ul style="list-style-type: none"> <li>Arts Summary</li> <li>Pupil Premium</li> <li>SIAMs</li> </ul>	Through PM Agree areas of focus <b>September 22</b>	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	<b>Sept 22:</b> Discussed allocation of Arts Lead to Senior Leader. Arts Summary completed for 2021-2022 and uploaded to the school website.  <b>IMPACT:</b> Arts provision continues to be evaluated and refined in accordance with evaluative documents.  <b>Next Steps:</b> Complete.
	TW			1) Create Arts Summary 2021-2022 <b>Oct 22</b>				
	TW			2) Create Arts Summary 2022-2023 <b>Jul 23</b>				
	LS			<b>Pupil Premium</b> 1) Evaluate impact 2021-2022 <b>Nov 22</b>				
	LS			2) Create Pupil Premium 2022-2023 <b>Jul 23</b>				
	NS			<b>SIAMs</b> 1) Create SIAMs 2022-2023 <b>Nov 22</b>				
	LB	Govs	Review SLT structure.	Evaluate, refine and extend role descriptors for: <ul style="list-style-type: none"> <li>Performance Management</li> <li>DSL</li> <li>Pupil Leadership</li> </ul> <b>July 22</b>	Govs	N/A	To further develop capacity of SLT to fulfil and maximise staff.	<b>Oct 22:</b> Reviewed and evaluated role descriptors. Through PM shared the relevant role descriptors with the relevant teachers. All agreed.  <b>IMPACT:</b> All teachers have a good understanding of expectations and how this benefits the school.  <b>Through Governor meetings in Autumn 1:</b> <ul style="list-style-type: none"> <li>Reviewed School's Pay Policy</li> <li>Reviewed Role Descriptors prepared by HT</li> </ul> Governors agreed to move forward and invite interest from the 2 members of staff it pertains to.  <b>Next Steps:</b> Complete.
	SLT			At initial PM discuss and agree role descriptors with members of staff. <b>Oct 22</b>				
	Middle Leaders			Engage with Governors to review leadership structure e.g. <ul style="list-style-type: none"> <li>Devise new Assistant Head Role Descriptor</li> </ul> <b>August 22</b>				
	LB Teachers							
LB								

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	LB			At 1 <sup>st</sup> FRP meeting, with Governors: 1) Compare Assistant Head roles and Key Stage Leader role 2) Agree adaptations to School Pay Policy 3) Make recommendations 25 <sup>th</sup> Nov 22		Adapted School Pay Policy		December 22: Only 1 member of staff interested in pursuing.  Interviews were scheduled and undertaken and safer recruitment practices followed. TW appointed to role and Governors satisfied that she can fulfil the new role. IMPACT School leadership has greater capacity to move forward.  Next Steps: Complete. Review SLT Structure if staffing changes.
Further enable senior and middle leaders to monitor, evaluate and measure the Impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc	LS  TW NS	LB	Work alongside allocated leaders to support their development so that they can conduct a range of monitoring activities	SLT-monitor the Monitoring and Evaluation schedule termly focus, detailed on: <ul style="list-style-type: none"><li>Autumn 22</li><li>Spring 23</li><li>Summer 23</li></ul>	Govs	N/A	Middle Leaders supported, through Coaching, to further develop their understanding of their subjects and able to reflect upon actions identified and impact.	March 23: Range of Middle Leaders undertake a range of monitoring activities including: 1. Data Analysis 2. Stakeholder Survey 3. Work Scrutiny 4. Pupil Interview 5. Planning Scrutiny IMPACT Leader aware of standards and how best to support to maintain/improve standards.  Next Steps: Complete. Ongoing next academic year.
	TW	LB	Review, evaluate and update the Subject Leader Handbook-for all middle leaders.	Review handbook and update: <ul style="list-style-type: none"><li>Subject Leader File Contents Page</li><li>Types of monitoring activities</li></ul> Oct 22	Gov	NA	Middle Leaders are supported with a comprehensive tool when undertaking Leadership decision/activities.	Through Key Stage Meetings: Newly updated Subject Leader Handbook distributed to all middle leaders.  IMPACT: Ensure all understand how to monitor standards in subjects.  Next Steps: Complete.

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<p>To support the school self-evaluation by completing the necessary documentation for:SIAMS in preparation for a Church School Inspection</p>	NS	LB	<p>Finalise SIAMs self-evaluation summary and disseminate and discuss with all staffing groups, through teacher meeting and TA directed time.</p>	<p>At Teacher Meeting, explain to teachers how to gather evidence i.e. TEAMS. <b>Sept 22</b></p> <p>Through scheduled meetings:</p> <ul style="list-style-type: none"> <li>• 12<sup>th</sup> Sept 22</li> <li>• 19<sup>th</sup> Sept 22</li> <li>• 26<sup>th</sup> Sept 22</li> <li>• 10<sup>th</sup> Oct 22</li> <li>• 17<sup>th</sup> Oct 22</li> </ul> <p>Refine and evaluate SEF SIAMs. <b>Dec 22</b></p> <p>Present document to staff and discuss. <b>Dec 22</b></p>	Govs	Supply Costs £200	<p>To continue to ensure that Church School Distinctiveness is prominent within our school and that Barrowby CE Primary School maintains its overall 'Excellent' grading.</p>	<p><b>12.9.22</b> - LB/NS met regarding SIAMs. Discussed new two-page SEF document.</p> <p>Attended meetings to review and complete SEF as well as create portfolio area to collate evidence for inspection on TEAMS.</p> <p><b>IMPACT:</b> Able to evaluate provision and plan next steps.</p> <p><b>Next Steps:</b> Ongoing, continue to review in light of changes to SIAMs framework.</p>
<p>Share vision, aims, values and priorities with all stakeholders ensuring they understand the whole school Development/Improvement plan and their own role in supporting and achieving good or better progress and achievement for all of our pupils.</p>	TL	LB	<p>Redesign school website</p>	<p>Arrange a Design Meeting with Primary Site and Agree Design Brief - <b>Oct 22</b></p> <p>Conduct analysis of Real Time data to evaluate website usage and current design - <b>Nov 22</b></p> <p>Review outcome of analysis - <b>Nov 22</b></p> <p>Complete work and redesign of website - <b>Jan 23</b></p>	Govs	£1,400	<p>Ensure stakeholders are provided with a holistic overview of school provision through an accessible website.</p>	<p><b>20<sup>th</sup> Oct 2022:</b> HT &amp; SBM met with Primary Site to review layout of website.</p> <p><b>1.3.23:</b>Awaiting designs to be finalised.</p> <p><b>Next Steps:</b> September 23: Launch new website.</p>
	LB	Govs	<p>Liaise with GRACE Schools to explore the creation of a MAT</p>	<ol style="list-style-type: none"> <li>1. Governors express an interest in exploring the option and this is communicated to the Diocese - <b>July 22</b></li> <li>2. Attend MAT Development Workshop to explore viability of establishing a MAT - <b>8<sup>th</sup> September 2022</b></li> <li>3. Discuss options with FGB - <b>28<sup>th</sup> Sept 22</b></li> </ol>				<p>As expressed in HT Report to Governors.</p> <p><b>Next Steps:</b> Complete.</p>

# Evaluating the Quality of the early years provision

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To review the Statutory Framework for the EYFS	NS SB	LS	EYFS team review and disseminate EYFS Curriculum Stepping Stone Document to ensure all understand progress of curriculum.	Autumn 22	LB	N/A	All Teaching staff will understand how curriculum progresses from EYFS and builds on through school.	<p><b>Sept 22:</b> Through teacher meetings EYFS Curriculum disseminated to teachers and discussed.</p> <p><b>IMPACT:</b> Ensure all teachers are able to articulate how the EYFS Curriculum develops into the school curriculum.</p> <p><b>Next Steps:</b> Complete.</p>
To further enhance outdoor provision and to make the most of our unique surroundings.	MH  TL	LB	Create areas within the extended outdoor learning environment, e.g. mud kitchen, Maths resource shed that children can access independently.	<p>Agree Design Brief for developed areas in the extended Outdoor Classroom. <b>Sept 22</b></p> <p>Use design brief and go to tender and secure bid/contractor. <b>Jan 23</b></p> <p>Contractors install hard landscaping etc to Outdoor Classroom. <b>March 23</b></p> <p>Research and explore alternative ways to enhance/section outdoor classroom e.g.</p> <ul style="list-style-type: none"> <li>Install wooden hazel fences</li> </ul> <p><b>June 23</b></p>	Govs	£8,000	Children will be able access the EYFS curriculum in an environment that fosters rich learning opportunities.	<p><b>27<sup>th</sup> February 23-</b>Business Manager beginning to collate quotations from contractors.</p> <p><b>Next Steps:</b> Complete. Installed Sept 23.</p>
	LB MH TL	Govs	Explore the possibility of creating a Pre-School	<p>Engage with various stakeholders to gauge practicalities and whether there is capacity for a school-based Pre-School:</p> <ol style="list-style-type: none"> <li>LCC Admissions - <b>June 22</b></li> <li>Birth to Five - <b>June 22</b></li> <li>Barrowby Pre-School - <b>August 22</b></li> <li>Parents - <b>Sept 22</b></li> </ol> <p>Analyse outcomes of/feedback from:</p> <ol style="list-style-type: none"> <li>LCC</li> </ol>	Govs		Ensure high quality provision to raise pupils achievement and support progress.	<p><b>As communicated to Governors.</b></p> <p><b>Next Steps:</b> Complete.</p>

				<p>2. Birth to Five</p> <p>3. Other settings</p> <p>4. Parents</p> <p>Publish Survey Results - <b>Oct 22</b></p> <p>Liaise with Governors and keep them informed:</p> <ul style="list-style-type: none"> <li>• FRP - 16<sup>th</sup> September 2022</li> </ul> <p>Create Pre-School Design Plans - <b>Oct 22</b></p> <p>Gain Contractor tendered quotes - <b>Oct 22</b></p> <p>Liaise with Barrowby Pre-School to share outcomes of survey - <b>Oct/Nov 22</b></p> <p>Liaise with Governors and present information to make a decision:</p> <ul style="list-style-type: none"> <li>• FGB - 8<sup>th</sup> November 2022</li> </ul> <p>If Governors approve a new Pre-School:</p> <ul style="list-style-type: none"> <li>• Contact approved contractor and arrange for remodelling of building to create:             <ol style="list-style-type: none"> <li>1. Pre-School toilets</li> <li>2. Changing Area</li> <li>3. Install door to create boundry to Pre-School and main School</li> </ol> </li> </ul> <p style="text-align: center;"><b>TBA</b></p>					£10,000 TBA
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# Subject Leader Action Plan: English

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Monitor implementation and impact of new Essential Spelling Curriculum- Y2-Y6	LS	LB	Planning scrutiny Book Scrutiny Lesson drop ins Lesson coaching and mentoring (if required)	Termly	ongoing	n/a	Improved spelling results in GAPS assessments and in end of year testing. Better application of spelling accuracy across the curriculum	<b>October 2022</b> Spelling book scrutiny from Y2-Y6 undertaken with a random sample of children. Please see work scrutiny form for outcomes. Areas for development fed back to teachers and SLT <b>IMPACT-</b> a positive start to the new scheme. Continue to monitor <b>NEXT STEPS:</b> Complete
Monitor 1:1 Reading support provided for all pupils to ensure that their reading fluency, accuracy and stamina continues to develop in line with curriculum expectations	LS	LB	Reading folder scrutiny	Termly	ongoing	n/a	Children heard read at least once every 3 weeks by CT Frequent/ daily readers identified and supported.	<b>November 2022</b> Reading folder scrutiny completed. All are up to date and follow school requirements. Feedback given to individual teachers about small tweaks and best practise. <b>IMPACT:</b> consistency in approach across the school  <b>December 2022</b> Reading learning walks undertaken at story time to monitor story time provision across the school <b>IMPACT:</b> further monitoring and feedback to take place in the Spring term. Changes to story time identified and need to be communicated and disseminated to teachers though staff training and meetings <b>NEXT STEPS:</b> Complete
Monitor and evaluate implementation of new reading and writing stepping stones in English	LS	LB	Teacher Feedback Book Scrutiny Termly assessment results- analysed.	Termly	ongoing	n/a	Progressive skills built on day by day, week by week	<b>Feb 2023</b> Data analysis of reading, writing and spelling results indicate good outcomes <b>IMPACT:</b> sequence of planning is supporting good learning progression and progress. <b>NEXT STEPS:</b> Continue to monitor in KS1 (new cycle)

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Update English policy in line with curriculum changes	LS	LB/Govs	Review policy Make changes/ amendments Send to <i>Governors</i> for ratification	<ul style="list-style-type: none"> <li>Feb 2023</li> </ul>	n/a	n/a	Policy that reflects curriculum intent, implementation and impact for English	<p><b>November 2022</b> English policy evaluated and awaiting Gov ratification <b>IMPACT:</b> up to date and accurate policy <b>NEXT STEPS:</b> Complete</p>
Develop Speaking and Listening Curriculum Document to support Vocabulary acquisition priority in SDP	LS	LB	Write: <ul style="list-style-type: none"> <li>Vision</li> <li>Intent</li> <li>Implementation</li> <li>Impact</li> <li>Stepping stones in speaking and listening across the school.</li> <li>Use this to support work on helping children to narrow the gap in their learning vocabulary acquisition development in the light in COVID</li> </ul>	<ul style="list-style-type: none"> <li>December 2022</li> </ul>	n/a	n/a	Curriculum Document for speaking and listening that support SDP priorities and raise attainment across all subject through improved vocabulary and oral skills in children	<p><b>November 2022</b> Speaking and Listening Curriculum devised, published and implemented <b>IMPACT:</b> clear progression and steps for key S&amp;L skills across the school <b>NEXT STEPS:</b> Complete</p>
Make changes to Homework policy to reflect new approach to spelling teaching and learning in KS2	LS	LB/Govs	<ul style="list-style-type: none"> <li>Review policy</li> <li>Evaluate current spelling homework in KS2</li> <li>Research best practise</li> <li>Implement new approach (possible re introduction of spelling test using look, cover, write, check)</li> </ul>	<ul style="list-style-type: none"> <li>January 2022</li> </ul>	n/a	n/a	Updated Homework policy Spelling homework that raises standards in spellings and gives children the opportunity to consolidate spelling learning from school, at home.	<p>July 2023- Homework Policy amended and sent to Govs for ratification. Changes to H/W made. Staff updated. Spelling support for parents drafted and will be implemented in Sept 2023 <b>IMPACT:</b> a Homework Policy that reflects our wellbeing priorities and supports learning in school <b>NEXT STEPS:</b> monitor implementation in September</p>

# Subject Action Plan: Mathematics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To embed the teaching and learning of maths through the use of learning sequences from Herts for Learning Essential Maths planning.	TW  All Teachers	LB	Support staff throughout the year with guidance where required on new sequences / calculation policy.  Monitor and evaluate the use of the learning sequences through: <ul style="list-style-type: none"> <li>Learning Walks / Drop ins</li> <li>Lesson visits</li> <li>Coaching and Mentoring</li> <li>Pupil Interviews</li> <li>Work Scrutiny</li> </ul>	As part of monitoring and evaluation schedule <u>termly</u> undertake monitoring activities to determine the impact of the new maths teaching approach <ol style="list-style-type: none"> <li>Use of the teaching sequence steps</li> <li>Opportunities for problem solving and application</li> <li>Quality of work</li> <li>Evidence of calculation policy being followed</li> <li>Appropriate feedback to move learning forward</li> <li>Attainment targets being met and progress evidenced in work and assessments</li> </ol>	LB	N/A	To embed the Mathematics curriculum across the school EYFS-Y6	<p><b>October 2022-</b> Adapted the Year 6 LTP working with the Y6 teacher to create a 'transition Long Term Plan' in order to address any gaps in maths knowledge during the transition to a new approach to the Maths Curriculum. Aims: to minimise impact and ensure progress through embedding the four operations first.</p> <p><b>October 2022:</b> Lesson Visit Maths Year 5 conducted.</p> <p><b>October 2022:</b> KS2 Maths books work scrutiny completed. Feedback regarding the number formation policy and shared with staff to ensure consistency in books.</p> <p><b>November 2022:</b> KS1 and KS2 Learning Walk identified clear consistencies between classes and strong implementation of the new learning sequences.</p> <p><b>February 2023</b> KS1 Maths Learning Walk showed a consistent approach to teaching maths following the learning sequences.</p> <p><b>April 2023</b> KS2 Maths Learning walk showed Fluency Slides being used effectively</p> <p><b>June 2023-</b> Whole school maths pupil interview showed positive attitudes towards maths</p> <p><b>June 2023-</b> Adapted stepping stones documents to include suggested SEND Support</p> <p><b>Next Steps:</b> Continue to monitor and evaluate the embedding of the new scheme next academic year with developments focussing on classroom displays and pictorial representations in books.</p>

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<p>To increase the use of concrete resources in Maths lessons to support pupils mathematics education.</p>	<p>TW Teachers</p>	<p>LB</p>	<p>All staff follow the Herts For Learning Calculation policy with guidance on use of mathematics resources. Support ECT with use of new maths sequences and embedding concrete resources into teaching. Receive staff feedback at staff meetings on resource availability and redistribute any resources / order more if necessary to ensure access to support learning</p>	<p>Monitor <b>Autumn, Spring, Summer</b>  <b>Autumn Term Staff Meetings</b></p>	<p>LB</p>	<p>Possible on new resource purchase £500</p>	<p>To ensure concrete resources are available in all maths lessons and children can use these to develop their mathematics learning.</p>	<p><b>October 2022:</b> Lesson Visit Maths Year 5 conducted with good use of concrete apparatus evidenced to support learning.  March 2023- New maths resources ordered in line with sequences in Spring / Summer in Year 1 and 2 requiring cuisine rods  June 2023- Whole school maths pupil interview showed children feel confident naming and using concrete apparatus to support their learning  Next Steps: Order Cuisineaire rods in line with gap in resource noticed this term.</p>
<p>To research and develop approaches to homework in Maths and evaluate current procedures.</p>	<p>TW</p>	<p>LB</p>	<p>Evaluate through monitoring Times Table Rockstars Statistics Tool and through staff feedback attitudes to current homework in Maths. Research the effectiveness of homework in Primary School and consider the necessity. Research new homework tools to be used in KS1 and UKS2.</p>	<p>Children will continue with Times Table Rockstars in the Autumn Term. <b>Spring 2023-</b> Begin with any changes to the homework policy in Maths</p>	<p>LB</p>	<p>Possible purchase of new homework tool. £100-£500</p>	<p>To alter the homework requirements in Maths to ensure maximum impact on pupil learning.</p>	<p><b>October 2022-</b> Parent questionnaire regarding attitudes and opinions towards current Maths homework sent out on 18.10.11.  <b>November 2022-</b> Parent survey results analysed and key findings collated onto EEF implementation document to be fed back to SLT. Key findings were:  <ul style="list-style-type: none"> <li>• 163 Parent responses evenly spread across all year groups</li> <li>• 71.2% thought homework was necessary</li> <li>• Majority said yes to reinforce work done in school</li> <li>• 55% answered sometimes, rarely and never to if their child enjoys homework</li> <li>• 58% thought the balance of homework was just right</li> <li>• 32.5 suggested an online tool</li> <li>• 67.5% thought the best tool would be a workbook or sheet.</li> <li>• Many comments support that TT Rockstars is no longer effective and would like to see something new</li> </ul> <p>March 2023- Discussion at SLT regarding homework offering. Decision to be made regarding next year homework.  Next Steps: In line with new homework policy, Maths homework will no longer be applicable due to research findings</p> </p>

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<p>To review current Maths Policy in school and update in line with changes to the school curriculum</p>	<p>TW LB Govs</p>	<p>LB</p>	<p>Review and edit the Maths Policy in line with changes made to the school's maths curriculum and teaching of Herts for Learning Sequences.</p>	<p>Autumn Term 1 for website updates by October Half Term.</p>	<p>LB Govs</p>	<p>N/A</p>	<p>To ensure the Maths Policy is in line with current practice in school.</p>	<p>September 2022-Maths Policy updated in line with changes made to the delivery of the Maths curriculum in school. November 2022: Staff updated and refreshed on Maths policy at Twilight meeting with focus on consistency with number formation and written calculation approaches. February 2023- alterations made to the Reception / Year 1 structure of maths lessons teaching them separately. Maths lesson visit conducted with NS and feedback / adaptations are ongoing to under review. Next Steps: Review policy regarding displays in maths to support visual learning and retention</p>
<p>To review methods of assessment in Maths and make decisions on a new assessment tool.</p>	<p>TW LS LB</p>	<p>LB</p>	<p>Research NFER assessments alongside English Lead and refine assessment timetable in school. Purchase new assessments to be used with the children this academic year.</p>	<p>Autumn Term 1 in readiness for the first assessment point at Christmas</p>	<p>LB</p>	<p>Approx £1500 for the year.</p>	<p>To refine the approaches to assessing progress in Maths.</p>	<p>September 2022-NFER assessments researched and fed back to LS (English lead). Agreed to use to assess x3 points throughout year. In KS2 this is inclusive of an Arithmetic Test which supports monitoring of the new fluency sessions in lessons. October 2022- Decision made to continue with our current assessment method in maths (PUMA) for this academic year to limit number of changes made in the subject (new curriculum approach) and measure impact of new learning sequences. March 2023- beginning to refine assessment timetable in readiness for the next academic year Next Steps: continue to monitor assessments using PUMA in maths to assess impact of scheme. Look to potentially move to NFER in 2024/25</p>

# Subject Action Plan: Science

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Audit Science resources we use in school and establish if any new resources need to be purchased.	ST	LS	1. Teachers to audit materials they frequently use in science lessons as they develop through their topics.	April 2023	22 / 22	N/A	Ensure that resources are available to encourage greater first hand experiences.	Audit record sheets given out to teachers for consideration. Completed
	All Staff		2. Teachers to feed back to ST		22 / 23			Required resources ordered and distributed
Continue to monitor science assessments in line with work completed last year (scientific enquiry)	ST	LS	1. Book scrutiny- are children evidencing the AF in their books, do they understand what their enquiry is? Does this match the LO and follow the stepping stones document?	End of each term	22 / 23	N/A	Ensure standards are consistent and progress throughout the school.	Work scrutiny #1 across all year groups. Checking that AFs are referenced, and 'stepping stones' are being followed. Work scrutiny #2 across all year groups. Checking that AFs are referenced, and 'stepping stones' are being followed. Work scrutiny #3 across all year groups. Checking that AFs are referenced, and 'stepping stones' are being followed. Next Steps: continue with work scrutiny each term checking assessments, vocab and correct use of AFs
			2. Monitor knowledge assessments and ensure learning and progress is evident.	End of each term	22 / 23	N/A		Science subject leader folder updated with new progression documentation. Work scrutiny #1 across all year groups. Checking that AFs are being referenced and all assessments (knowledge and scientific enquiry) are being carried out. Work scrutiny #2 across all year groups. Checking that AFs are being referenced and all assessments (knowledge and scientific enquiry) are being carried out.

								<p>Work scrutiny #2 across all year groups. Checking that AFs are being referenced and all assessments (knowledge and scientific enquiry) are being carried out.</p> <p>Addition of SEND additional support statements on stepping stones document</p> <p>Next Steps: continue with work scrutiny each term checking assessments, vocab and correct use of AFs</p>
Use of scientific vocabulary by the children in their lessons	ST	LB	1. Book scrutiny- are children evidencing use and understanding of relevant, subject specific vocabulary?	End of each term	22 / 23	N/A	Ensure standards are consistent and progress throughout the school.	<p>Key scientific vocabulary added to 'stepping stones' document to ensure progression across the year groups.</p> <p>Work scrutiny #1 across all year groups. Checking that relevant vocabulary is being used alongside the 'stepping stones'.</p> <p>Work scrutiny #2 across all year groups. Checking that relevant vocabulary is being used alongside the 'stepping stones'.</p> <p>Next Steps: continue with work scrutiny each term checking assessments, vocab and correct use of AFs</p>
			2. Planning monitoring- are teachers evidencing use of relevant vocabulary to inform their lessons?	End of each term				<p>Schemes of work checked and cross referenced against stepping stones document.</p> <p>Science subject leader folder updated with Autumn schemes of work</p> <p>Work scrutiny #2 -making sure that relevant vocabulary is being used by children in assessments particularly final knowledge assessment</p> <p>Amendments to Autumn Curriculum updated on stepping stones document.</p>

									<p>Report statements written for new-style 2023 reports</p> <p>Next Steps: continue with work scrutiny each term checking assessments, vocab and correct use of AFs</p>
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# Subject Action Plan: RE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To evaluate and monitor the quality of teaching and learning in RE across the school, in particular the evidence of understanding the text, understanding the impact and making connections in RE lessons.	NS	LB	<p><b>Book scrutiny</b> - Ensure that all staff are using the new stepping stones documents to teach RE, through termly book scrutiny and learning walks. The use of subject specific vocabulary should be evident - link with stepping stone document.</p> <p><b>Pupil voice</b> - Are children able to articulate what they are learning about in RE each term? Are the able to use subject specific vocabulary accurately and in the correct context?</p> <p><b>RE lesson drop ins</b> - observe RE across the school at three different points throughout the academic year by facilitating an afternoon of drop ins.</p>	Autumn Spring Summer	Govs	N/A	<p>RE MTPs will match the stepping stones documents.</p> <p>Subject specific vocabulary will be evident across RE books, in classrooms and through pupil voice.</p>	<p>20.9.22 - Subject specific vocabulary has been added to the RE Stepping Stone document.</p> <p><b>IMPACT</b> - All staff and children will be able to use subject specific vocabulary, ensuring progression in RE.</p> <p>14<sup>th</sup> November 2022 - Book scrutiny carried out from EYFS - Y6. All year groups are following the Stepping Stones document, specific vocabulary is evident.</p> <p><b>IMPACT</b> - TA positive start to the new Stepping Stones document for RE</p> <p>January 2022 - Data Analysis for Autumn term shows that 81% of the school are on track in RE. Data analysis disseminated to SLT.</p> <p><b>IMPACT</b> - Staff are following stepping stones document for RE and attainment in RE across the school is very good.</p> <p>Report statements written for new-style 2023 reports</p> <p><b>IMPACT</b> - Report statements match the new RE curriculum across the school.</p> <p>April 2022 - Data Analysis for Autumn term shows that 85% of the school are on track in RE. Data analysis disseminated to SLT - 4% increase form Autumn.</p> <p><b>IMPACT</b> - Staff are following stepping stones document for RE and attainment in RE across the school is very good.</p> <p><b>Next Steps:</b> Continue to collect pupil voice each term, carry out book scrutinies. Focus on Understanding Christianity units.</p>

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			<b>Staff training</b> - NS to deliver and disseminate RE training about different types of Knowledge in RE.	Spring		N/A	Teaching staff will understand the importance of teaching RE lessons that include the following; -Understanding the Text (Believing), -Understanding the Impact (Living) - Making Connections (Thinking).  All staff will ensure that they are teaching at least one of the different types of knowledge throughout an RE lesson.	July 2023 - Book scrutiny shows that staff are delivering teaching that demonstrates different types of knowledge. Children are using the Believing, Living and Thinking elements.  <b>Next Steps:</b> Deliver staff training of updates in RE and refresh types of knowledge in RE.
To reapply for the RE Gold Quality Mark - Last applied for in 2019.	NS	LB	<b>Review</b> - NS to review the criteria and decide which level of award best suits our school.  <b>Complete</b> the school evidence form and collect evidence that will be used to show the assessor on the day of the visit.  <b>Complete</b> a pupil questionnaire to use as evidence towards the REQM.  <b>Apply</b> for the REQM and complete assessment process in school	Sept '22  October '22  Autumn Spring Summer  Spring '22	Govs	£475	Ensure that Barrowby Church of England Primary school maiting their Gold award for RE.	February 2023 - NS downloaded award criteria from September 2020. NS started to complete school evidence form. Liaise with admin staff to book REQM in in the Summer Term.  July 2023 - completed SEF for RE Quality mark, liaised with TL to organise and book in a date for the assessment.  <b>Next Steps</b> - Complete the REQM award in the Autumn Term.

# Subject Action Plan: Computing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To further support staff with the use of New NCCE curriculum. Support in implementation, use of resources and assessment.	SC	LB and SLT	-Develop in-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum. Ensure coding is being taught and understand appropriately. -Pupil interviews to gain their understanding. -Staff questionnaire to gain understanding and views on new scheme.	End of each term.	Monitor with teaching staff	N/A	Ensure standards are consistent.	<p><b>September 2022</b> – Vocabulary banks created in line with NCCE Curriculum <b>IMPACT:</b> Supporting Staff when planning, making sure appropriate vocabulary is being used.</p> <p><b>September 2022</b> – LTP and Stepping Stones documents produced. <b>IMPACT:</b> Support the structure and key elements of the NCCE curriculum to maintain and ensure standards are consistent.</p> <p><b>Jan 22</b> – School Cluster focusing on implementation <b>IMPACT</b> – Comparing and gathering ideas to support implementation to all pupils including SEND provision.</p> <p><b>June 23:</b> update LTP Steppingstones and Curricular Maps <b>IMPACT:</b> Teachers will have resources and ideas to support SEND within their lessons.</p>

<p>2. To further develop understanding of and accountability for assessment of the subject.</p>	<p>SC</p>	<p>LB and SLT</p>	<p>-In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and understand how to assess and what they are looking for. Ensure assessments are completed accurately and rigorously.</p> <p>-Supporting staff with CPD</p> <p>-Pupil questionnaire to gain their understanding of the computing curriculum.</p> <p>-To observe computing lesson across the school (EFYS, KS1 and KS2)</p>	<p>End of each term.</p>	<p>Monitor with teaching staff</p>	<p>N/A</p>		<p>June 23 – Support SW and EK on delivery of NCCE curriculum/how to deliver full classroom computing lessons.</p> <p>IMPACT: Support confidence and children's development in lessons.</p> <p>NEXT STEPS Greater development assessment</p>
<p>2. To ensure that teachers and support staff are correctly resourced and equipped to correctly deliver curriculum.</p>	<p>SC</p>	<p>LB</p>	<p>Assess what is needed term by term to fulfil resources and ensure curriculum can be taught to its full potential.</p> <p>Continually support staff with new apps and updates to support classroom use.</p> <p>Possible large expenditure required. (laptops &amp; microbits)</p>		<p>LB</p>	<p>£1000</p>	<p>Ensure that resources support and extend pupil knowledge.</p>	<p>Feb 23- purchase forms given to teacher to gather resources and need for Spring and Summer Term</p> <p>IMPACT To successful fulfil teaching and learning</p> <p>May 23 – Create a live working document for IPAD use in the classroom.</p> <p>IMPACT: Teachers feel more confident with using technology.</p> <p>May 23- Order of Microbits</p> <p>IMPACT: to equip teachers with technology (Delivery September 23 onwards)</p> <p>June/July 23 – Support of CPD for two members of staff</p> <p>IMPACT: Teachers supported through the delivery of programming and use of laptops in lessons.</p> <p>NEXT STEP Continue to monitor and assess useability of equipment</p>

<p>4. To support Junior Online Safety Officers to support and improve the knowledge of online safety throughout the school.</p>	<p>SC</p>	<p>LB</p>	<p>Creating 'Junior Online Safety officers' to support staff, children and parents across the school with keeping safe online.</p>	<p>On going throughout the year.</p> <p>Junior Online Safety Officers Oct 22 (On going training)</p>				<p><b>14.10.22/20.10.22 –</b> JOSO Training for SC and 3 supporting children</p> <p><b>IMPACT:</b> Children to be unlevelled in understanding the role and responsibilities to support the school in creating a safer online environment.</p> <p>Feb 22 – Parent workshop focusing on online behaviours</p> <p><b>IMPACT</b> supporting school community in being safe online</p> <p><b>JULY 23:</b> JOSO created a collective worship to support children to keep safe during the summer &amp; produced posters to accompany the newsletter</p> <p><b>IMPACTS:</b> Children and parents have supported in being safe online</p> <p>NEXT STEPS JOSO to further support peers and teachers.</p>
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# Action Plan SEND

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure SEND support plans are personalised and relevant to every child.	IL	IL	Ensure SEND children are making relevant progress and are supported in doing this. Ensure SEND action plans are relevant, achievable and personalised. Ensure SEND Support plans are fully updated at every review point.	Complete SEND Support plan scrutinises before SEND Review meetings	LB	N/A	Class teachers will be more aware of the needs of their SEND children and support accordingly.	<p>November 2022- IL checked SEND support plans for October meeting. 100% attendance for SEND support plan review. <b>IMPACT:</b> All parents of SEND children are involved and present in school.</p> <p>February 2023- IL supported specific staff with their SEND support plans (ECT, members of staff on support plans). <b>IMPACT</b> all SEND support plans are personalised and fully reviewed. Children are being supported appropriately.</p> <p>IL continue to monitor SEND support plans in the next academic year.</p>
Enhanced monitoring of pupils with significant need/ Educational health care plans.	IL	LB	SENCo to ensure that enhanced monitoring is planned into the monitoring and evaluation schedule and fed back to SLT.	July 23	LB	N/A	SENCo to ensure children with EHCPs/ Significant need are supported well.	<p>October 2022- IL observed both children in reception with significant need (one with an EHCP). <b>IMPACT:</b> IL to write EHCP for other child in reception. Other agencies to support.</p> <p>February 2023- EHCP sent in for child in reception. Awaiting outcome by end of February. <b>IMPACT:</b> Teachers feel supported and TA support can be</p>

								distributed to ensure all children are making progress.  IL continue to monitor SEND support plans in the next academic year.
SENCO monitoring SEND provision across school	IL	LB/ LS/TS/ NS Members of SLT	SENCO regularly monitors through 'drop ins' and book scrutinises the provision on SEND support plans matches the provision given in classrooms regularly. SENCO regularly monitors SEND intervention trackers.	July 23	LB	N/A	SENCO can ensure all SEND children are making progress, and the support is being offered where needed.	<p>February 2023- IL met with SEND governor to audit SEND across the school. Agreed to complete a SEND learning walk next time there is a governor monitoring visit. <b>IMPACT:</b> IL and SEND governor have an overview of SEND in school.</p> <p>March 2023- Completed SEND learning walk and SEND scrutiny with locality lead. <b>IMPACT:</b> IL scrutinised all aspect of SEND alongside Locality Lead.</p> <p>March 2023- IL completed 'Pupil Voice' questionnaire with KS2 SEND pupils. <b>IMPACT</b> shared findings with whole staff at staff meeting. Very positive results.</p> <p>April 2023- IL completed KS1 Learning Walk. Feedback fed back to KS1 lead and SLT. <b>IMPACT</b> enhanced monitoring needs to take place in KS1 by SENCO and KS1 Lead.</p> <p>IL continue to monitor SEND support plans in the next academic year.</p>

# Subject Action Plan: History

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. Ensure that the new stepping stones document is being used appropriately. Develop a broad and high-quality vocabulary bank to be used alongside stepping stones document and ensure staff understand vocabulary expected for their year group/phase.	EK	LS	<p>In-year moderation of planning, cross-checked with stepping stones document.</p> <p>Research high-quality history vocabulary and include vocabulary on stepping stones document.</p> <p>Update knowledge organisers with updated vocabulary expectations.</p>	Termly	LB	N/A	<p>Evidence of stepping stones document being used.</p> <p>Vocabulary being used in children's work.</p>	<p>February: Half termly planning checked against stepping stones to ensure it is being followed correctly.</p> <p>Knowledge organisers updated with vocabulary, content and topic timelines. Disseminated to teachers and uploaded to Teams.</p> <p>Next Steps: Create knowledge organisers for new KS1 Cycle. Ensure being used in books consistently across school.</p>
2. To continue developing History guidance for the whole-school taking in to account new stepping stones document, new topics and updated vocabulary guidance.	EK	LS	<p>Develop current assessment framework to be more easily accessible to staff and to enable clear and accurate assessment judgements to be made.</p>		LB	N/A	<p>Assessment criteria evident in children's work.</p>	<p>February: Begun working on and creating new assessment framework for staff to use to assess History accurately.</p> <p>Data analysis of Autumn data to check standards so far.</p> <p>Ongoing data analysis. Developed assessment framework for each year group detailing what expected standard should look like and possible ways to record evidence (not just written outcomes). Disseminated to staff at INSET and uploaded to Teams.</p>

								Next Steps: Monitor use of assessment guidance through work scrutiny to check accuracy of standards.
3. Explore CPD opportunities for all staff to support planning and delivery of the History curriculum for staff	EK	LS	Use Historical Association membership to find and get CPD for subject leader and for relevant staff to support delivery of History in different year groups. Support staff in finding high-quality resources to support planning and teaching, and show staff how to access relevant planning support and SoW through Historical Association.		LB		High expectations set in each year group through planning. Increased confidence in subject delivery	<p>February Relevant planning distributed to relevant teachers from Historical Association to support with high-quality History planning and provision.</p> <p>Relevant planning distributed to staff as and when uploaded. Monitoring research journals for ideas in to best practice in History teaching.</p> <p>Next Steps: Maximise resources available and evaluate use of HA and how to best share with other staff.</p>

# Subject Action Plan: Geography

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To support staff in implementation of new curriculum.	KG	LS	Ensure staff understand how they can assess the subject across the areas of locational and place knowledge, human and physical geography and fieldwork.	Before end of each term	LB	N/A	Scrutiny of books. Planning/teacher notes.	Staff update on assessment guidance planned for April 17 <sup>th</sup> Staff updated 17/4/23 Explained how to use NC to support assessment. To continue to further research support and ideas for staff assessment.
			Pupil Interview-What are children's perceptions of Geography? What is Geography? Feedback from implementation of new schemes.	Autumn 2022			Pupil feedback shows greater understanding of Geography as a subject in its own right Enthusiasm for new topics July-Repeated Pupil Interview. Responses across the school continue to be positive. Pupils understand why they should learn Geography and express positive opinions about lessons and what they have learnt.	
2. To evaluate impact of the new curriculum and teaching/learning of the subject across the school, with a goal of raising standards in the subject.	KG	LS	Collect samples of lesson planning and books: scrutinise for coverage against the planning and depth of understanding. Opportunities for lesson visit Thursday afternoons.	Towards end of each term.	LB	N/A	Ensure teachers have appropriate support to develop practice.	Lesson visit for Y1/2 (ECT) in Geography 25.1.23 2nd and 9 <sup>th</sup> March - Lesson Drop ins in KS2 (Y3 and Y5). Next step: Continue to monitor subject through book scrutiny in new term. What is being recorded in books for each enquiry question?
			Pupil Interview-What are children's perceptions of Geography? What is Geography? Feedback from implementation of new schemes.	Autumn 2022			Pupil feedback shows greater understanding of Geography as a subject in its own right Enthusiasm for new topics July-Repeated Pupil Interview. Responses across the school continue to be positive. Pupils understand why they should learn Geography and express positive opinions about lessons and what they have learnt.	

			Identify areas where locality/school grounds are being used within the Geography curriculum and opportunities.	Autumn 2022				<p>Overview of curriculum updated to highlight where fieldwork takes place and use of school grounds to support this.</p> <p>Next step: Find further opportunities to use outdoor areas/village that are not explicitly stated in the SOW.</p>
			<p>Review school resources for the subject and refresh as needed. (KS1 Atlases)</p> <p>Digimaps training for staff. (staff meeting)</p>	Autumn 2022 and ongoing.	LB	N/A	<p>Ensure resources, including Digimaps are being used/integrated in planning where appropriate..</p>	<p>KS1 Atlases ordered</p> <p>Digimaps subscription renewed.</p> <p>Staff training 17/4/23</p> <p>Next steps:: Support individual staffing groups to use Digimaps as highlighted in their SOW and monitor outcomes with pupils.</p>
3. To raise profile of Geography across the school.	KG	LB	<p>Eco-Warriors Pupil Leadership opportunity (KS2)</p> <p>Geography Photo Competition - theme to be decided, based upon our local area.</p>	<p>Spring 2023</p> <p>Summer 2023</p>				<p>Established new Eco Warriors group with Y3/4 pupils and begun new project. Eco Warrior representative on School Council IMPACT Geography and environmental issues have increased visibility in school.</p>

# Subject Action Plan: Art & Design

Development Priorities	Staff	Account to	Task/Training/Resources	Timeline/Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Review the changes to the school's Long Term Planning and ensure the subject intention is clearly communicated through the subject specific Curriculum Documentation.	SB	LB	Teacher Feedback Book Scrutiny	Termly	Monitor with teaching staff	N/A	Art skills progression clearly evidenced in sketch books and verbally with children throughout the year groups.	<ul style="list-style-type: none"> <li>- Subject leader folder updated with new progression documentation.</li> <li><b>IMPACT:</b> Art Lead has a detailed knowledge of the school's Art and Design offer. All areas evidenced in subject folder.</li> <li>- Work Scrutiny of class Autumn Schemes of Work cross referenced with Stepping Stones Document</li> <li><b>IMPACT:</b> Autumn Term SofW show teachers are planning work with the stepping stones. Guidance given to staff requiring support to order the steps correctly with progressing skills. Majority of Teachers including key vocabulary on SofW - monitor so all Teachers include key vocabulary in Spring Term.</li> <li>- Work scrutiny of Sketch books - relevant art skills are being used by pupils in sketch books showing progression of skills throughout the year groups.</li> <li><b>IMPACT:</b> Evaluation skills of pupils have improved. Breadth of Art and Design skills are evident and improve across the year groups. Sketch books are being used very successfully from Year 1 -6.</li> <li>Portfolio of work across the year groups begun and to be continued each term.</li> <li>Support given to Y4 and 5 teachers to structure steps and inspirational/ambitious examples given for ideas of lesson stimuli. Support given for printing techniques and sketching techniques.</li> <li>Infant Spring Term Termly planners checked for step progression order.</li> <li>End of year Annual Report Statements written for Years 1-6 and sent to LB</li> <li>Adapted stepping stones documents to include suggested SEND Support.</li> <li>Work Scrutiny of Spring Term Art and Design Schemes of Work completed: feedback given to individual class teachers.</li> <li><b>IMPACT</b> Children are accessing wide variety of artist styles and a wide range of artist being studied.</li> <li>Work Scrutiny of Art Sketch books from Year 1-Year 6 carried out</li> <li><b>IMPACT:</b> use of sketch books are improving, children are personalising the presentation of</li> </ul>

								<p>their work. New topics are developing. Steps are evident in sketch books across the year groups.</p> <p>Next Steps: - CPD for staff tailored to different brush strokes. (following the school curriculum skills progression document).</p> <p>- continue to carry out work scrutiny around Art sketch books, working with staff to plan ambitious lessons with high level art outcomes by the end of each topic and collecting evidence for the new cycle of art work for KS1 children.</p>
Evaluate and review Policies to reflect changes.	SB	LB	Evaluate and review policy to reflect changes to Long Term Planning and stepping stones document.	Oct 2022	LB	N/A	Policy reflects our current Art and Design offer.	Policy updated to reflect the changes to the curriculum and our current offer and sent to LB for ratification.
Develop a broad and high-quality vocabulary bank to be used alongside stepping stones document and ensure staff understand vocabulary expected for their year group/phase.	SB	LB	<p>Vocabulary to be added to the stepping stones document.</p> <p>Vocabulary to include techniques and art forms - form, line, shape, space, texture.</p>	Oct 2022	LS	N/A	Art vocabulary progression clearly evidenced in sketch books and verbally with children throughout the year groups.	<p>Ambitious and key vocabulary clearly featured on the Stepping Stones Document. All Teachers to include key vocabulary on the schemes of work</p> <p><b>IMPACT:</b> Art and Design curriculum is ambitious and developmental across the year groups. Vocabulary evident in sketchbooks and new language being used in all year groups.</p>
Review art supplies and resources now new stepping stones document is in place.	SB	LB	Evaluate art resources and replenish supplies if/when needed.	Termly	Monitor with teaching staff	£200 approx.	Art lessons will be well resourced and organised for each year group.	<p>Spring Term Art curriculum art materials stock check in Art cupboard and new art materials needed ordered. Art cupboard beginning to be reorganised.</p> <p>Next Steps: Continue to review art supplies and replenish when necessary.</p>

# Subject Action Plan: Physical Education

Development Priorities	Staff	Account to	Task/Training/Resources	Timeline/Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Review the changes to the school's Long Term Planning and ensure the subject intention is clearly communicated through the subject specific Curriculum Documentation.	SB	LB	Teacher Feedback Lesson Visits	Termly	Monitor with teaching staff	N/A	PE skills progressing throughout the year groups - evidenced through lesson visits, pupil interviews.	PE planning is clear and shows progression of skills and sports throughout the year and the different year groups. <b>IMPACT:</b> Pupils are accessing a high-quality PE curriculum developing fundamental skills that can be transferred into different sports and a wide variety of different sport offered across the year groups. Data Analysis completed for Autumn Term <b>IMPACT</b> Children making good to outstanding progress across all year groups – monitoring vulnerable children groups in Spring Term End of year Annual Report Statements written for Years 1-6 and sent to LB. Data Analysis completed for Spring Term <b>IMPACT</b> Children making outstanding progress across all year groups including majority of vulnerable children groups. Adapted stepping stones documents to include suggested SEND Support Work Scrutiny of PE lessons across the infants – lesson visits carried out for Reception and Year One. <b>IMPACT:</b> Steps being followed, children enjoying PE lessons, lessons are active and pacy, skills were improved upon during the lessons visited. Next Steps: - Use of ICT with PE lessons – how could this be explored?
Evaluate and review Policies to reflect changes. Physical Education (PE) and Physical Activity (PA).	SB	LB	Evaluate and review policy to reflect changes to Long Term Planning and stepping stones document.	Oct 2022	LB	N/A	Policy reflects our current PE and PA offer.	Both Policies updated to reflect the changes to the curriculum and our current offer and sent to LB for ratification.
Develop a broad and high-quality vocabulary bank to be used alongside stepping stones document and ensure staff understand vocabulary expected for their year group/phase.	SB	LB	Vocabulary to be added to the stepping stones document.	Oct 2022	LS	N/A	PE vocabulary progression clearly evidenced verbally with children throughout the year groups.	Vocabulary clearly featured on the Stepping Stones Document. Staff using online Jasmine tool to support vocabulary and progression of fundamental skills that can, particularly in KS2, be transferred into different sports. <b>IMPACT:</b> PE curriculum is ambitious and developmental across the year groups
Review PE resources and replenish any that are needed.	SB	LB	Evaluate PE resources and replenish resources if/when needed.	Termly	Monitor with teaching staff	Sports Premium	PE lessons will be well resourced.	Tri Golf Set, bean bags, parachute ordered for outdoor use and an up-coming club. Jasmine realPE annual subscription renewed. Next Steps: Continue to monitor resources and ensure online resource is still successful during PE lessons.

<p>Complete Sports Premium Report to reflect the high-quality PE and PA offer and improvement under the 5 key indicators.</p>	<p>SB</p>	<p>LB</p>	<p>Make improvement and input weekly/termly updates into each of the 5 key indicators: 1. Engagement of all pupils in regular physical activity 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement. 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport 4. Broader experience of a range of sports and physical activities offered to all pupils. 5. Increased participation in competitive sport.</p>	<p>Weekly/Termly</p>	<p>Monitor with teaching staff</p>	<p>Sports Premium</p>	<p>PE and PA will have improved pupil's engagement in regular PA, have a high profile across the school, staff will be given opportunities to take part in good quality CPD improving confidence and skills and pupils will have taken part in a wide range of sporting activities some of which will be competitive.</p>	<p>Swimmarathon organised 4<sup>th</sup> Feb Young Ambassador Training 3<sup>rd</sup> October 4 Young As attended Football and cricket coaches booked for extra-curricular clubs G+T (TAP) Year 3 + 4, Year 2 and Y6 pupils attending programme Sophie Devenish whole school Assembly - Girls in Sport completed then Year 5 workshop - team building followed County Sportshall Athletics Trial - invite to Years 5 and 6 Large School Girls Football 3<sup>rd</sup> Nov Large Mixed Football 10<sup>th</sup> Nov Dai Green Assembly Sophie Devenish Nutrition Workshop Years 2+3.Followed by Parent Workshop Christmas Sports Event -- 15<sup>th</sup> Dec organised by Sports Committee Whole School House Tournament CPD planner Term1, 2, 3 and 4 completed Inspire+ Catch up meeting SB attended 6<sup>th</sup> Dec Weekly Inspire+ catch up emails with Sacha Castell-Smith Holiday Activities and Food Camps vouchers have been assigned to families that are eligible Sports Premium Report started, SB liaising with TL Business Manager Subject leader folder updated with new progression documentation. IMPACT: PE Lead has a detailed knowledge of the school's PE offer. All areas evidenced in subject folder Young Ambassador Training 9<sup>th</sup> January 4 Young As attended IMPACT: Sports Committee to lead a whole school assembly for the Inspire+ Legacy Tour focusing on 'School of Kindness' Weekly Inspire+ catch up emails with Sacha Castell-Smith Holiday Activities and Food Camps vouchers have been assigned to families that are eligible Ambassador Assemblies: Sam Ruddock - Stay healthy and hydrated. Joe Roebuck - Dedication and Determination. Jonathan Broom-Edwards - Body language - a powerful tool that can help us communicate our feelings, thoughts and emotions that can help us become better communicators, better friends, and better listeners. Swim Team Trials for Swim Gala - Y6, Y5 and 6, Y3 and 4, Year 3,4,5,6 team. Competitive sport opportunity. Belvoir Cricket and Countryside Summer Day organised for Y3 visit. Paralympic Values House Competition: organised and led by Sports Committee young leaders.</p>
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								<p>Mixed cricket 8th June</p> <p>Large School Athletics 21st June</p> <p>Results for all of the above events shared in Celebration Assembly and to the wider community via the weekly Newsletter.</p> <p>Following a validation meeting on Monday 3<sup>rd</sup> July we are very proud to announce we have gained Gold for the Youth Sports Trust Quality Mark - confirming the outstanding work and offer we provide our children in PE and School Sport.</p> <p>Summer events ran by the Sport Committee including Sports Day, House Tournaments (cricket and rounders). Sports Premium Report updated and complete and will be published on the school website by 21<sup>st</sup> July 2023</p> <p>Next Steps: - Continue to liaise with Inspire + about next year's offer.</p> <p>- Meet with school business manager termly to ensure sports premium fund updated on Sports Premium Report throughout the year.</p>
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# Subject Action Plan: Music

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To ensure new curriculum documents are being used accurately across the school and to gain an understanding of the impact of this on children	EK/LB	LB and SLT	Monitoring of planning across the year.  Pupil interviews during the year 2022/2023 about children's understanding of the Music curriculum	End of each term  End of year		N/A		February Planning checked against stepping stones document to ensure they are being followed.  Planning collated and checked against stepping stones.  Next Steps: Explore performance opportunities for children relating to creativity as a core value.
2. To greater develop understanding of and accountability for assessment of the subject.	EK/LB	LB and SLT	Monitoring of planning and assessment against new curriculum documents.  Monitor examples of assessed work to see how accurate judgements being made are.	End of each term.	Monitor with teaching staff	N/A		Data analysis completed to check standards. Planning checked against stepping stones.  Data analysis completed to check standards. Planning checked against stepping stones.  Next Steps: Continue to explore assessment in Music and relate this to time allocation of subject across curriculum areas.

## Action Plan -Phonics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Monitor and evaluate the quality and effectiveness of Phonics Teaching in FS and KS1, in particular focusing on the implementation of ELS across Reception and Year 1.	NS/LS	LB	Through monitoring and evaluation schedule examine the effectiveness and impact of ELS lesson across Reception and Year 1. □ lesson study □ Pupil interview Support teacher new to teaching ELS to ensure fidelity to the scheme.	Autumn Spring Summer  Feedback to individual members of staff. Cascade core information through KS and Teacher meetings.	LS/LB	n/a	Consistent outcomes for pupils.  Consistent teaching approach across ELS lessons.  Maintain high standards of children achieving Expected in Reading at the end of EYFS and those passing the Phonics Screener.	<b>7<sup>th</sup> &amp; 14<sup>th</sup> November</b> - ELS lesson study and book scrutiny across EYFS and Year 1 - see Phonics folder for scrutiny form. <b>IMPACT</b> - ELS is being implemented inline with the ELS training. All staff teaching ELS are showing fidelity to the scheme. All teaching is consistent. <b>11<sup>th</sup> &amp; 25<sup>th</sup> January</b> - ELS intervention training delivered to all TAs/KS1 teachers by N Selby. <b>IMPACT</b> - All TAs feel confident delivering ELS interventions. Teachers know the interventions for ELS and will be able to identify the most suitable intervention for children falling behind. <b>23<sup>rd</sup> January</b> - Phonics lead read with pupils who are not on track in phonics across all Year 1 classes. <b>IMPACT</b> - Findings recorded and shared with KS1 regarding appropriate phonics books. <b>May 2023</b> -Phonics lead supported ECT with how to administer the Phonics Screener ready for the assessment. <b>IMPACT</b> - all KS1 staff will be able to administer the phonics screener in line with the CAG.

								Next Steps - As phonics lead continue to monitor T & L of Phonics across EYFS and KS1. Continue to support and mentor TAs with the delivery of interventions.
Explore ELS assessment tracker on ELS portal.	NS	LS/L B	Add pupils to the ELS assessment tracker, via a CTF and explore the resources available.  Identify whether the assessment tools are something that we would like to use in school, in place of our current Phonics tracker.	Autumn - NS to explore resources and liaise with LS.  If applicable feedback to staff by Week 5, Autumn 1 so that the resource can be used for the first assessments.	LS/LB	n/a	Use of electronic phonics assessments to track children across EYFS/Year 1.  Possible use of tools to analyse phonics data each term and for each year group.	<b>Feb 2023 -</b> NS has explored this toolkit and feels that this would be an unnecessary workload for all teaching staff when current systems in school are working effectively. <b>IMPACT -</b> Ensure KS1 staff continue to assess and monitor progress in Phonics each half term. <b>Next Steps -</b> Completed.

# Subject Action Plan: Design & Technology

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Support staff in implementation of the new curriculum and Stepping Stones document.	JL	LB	End of each term book scrutiny. Liase with teachers during the term. Check resources are available in Old School Room and staff know they are there to use.	Ongoing dialogue with staff, when required during year	22/23	None	Evidence in children's learning, work scrutiny, lesson visits, teacher and TA feedback.	<p>Liaised with teachers regarding resources and the implementation of the Stepping Stones during the Autumn term.</p> <p>Impact: DT lead has an overview of how the Stepping Stones are being followed and if any revisions are needed.</p> <p>Continue to liaise with class teachers and revise where necessary.</p> <p>28<sup>th</sup> September - Develop and add Intent, Implementation and Impact to DT Stepping Stones document. Complete</p> <p>November 15<sup>th</sup> - DT Course Leaders course, Leicester.</p> <p>Impact: DT lead to disseminate information to teachers to improve teaching of DT.</p> <p>Information used to inform Stepping Stones and relevant information discussed with class teachers. JL to continue this.</p> <p>25<sup>th</sup> Jan - DT cluster meeting Long Bennington.</p> <p>Impact: share relevant information with teachers. Complete</p>
Develop a vocabulary bank for each year group to be used in conjunction with the Stepping Stones document. Vocabulary bank to be found on Stepping Stones document for teachers to refer to and use.	JL	LB	Add to Stepping Stones document and inform teachers when it is there to refer to.	End of Autumn Term 2022	22/23	None	Evidence in books.  Conversations with children where the vocabulary is being used. Use of vocabulary in lesson visits.	<p>21<sup>st</sup> September - Developed vocabulary bank for Reception to Year 2 and put on Stepping Stones document for each term. Complete</p> <p>5<sup>th</sup> October - Developed vocabulary bank for Year 3 to</p>

Ensure the school is correctly resourced and equipped to deliver the DT curriculum.	JL	LB	Assess what will be needed each term. Keep track of resources in school and order resources when required.	When required throughout the year	22/23	Variable	Resources being used in lessons.	Year 6 and put on Stepping Stones document for each term. Impact: teachers have correct vocabulary to refer to and use. Complete
					22/23	n/a		7 <sup>th</sup> September - Contacted Darren at Roots to Food ahead of workshop with Y4 and 5 on 22 <sup>nd</sup> September. Informed Darren of skills, vocab and current learning of both year groups. Impact: Darren knows where to pitch the learning so children receive relevant and appropriate learning during their cooking experience. Complete Wednesday 9 <sup>th</sup> (KS1) and 30 <sup>th</sup> November (KS2) -Check resources against Stepping Stones document. Impact: resources available for DT lessons for the remainder of Autumn Term and Spring 1. Continue to check resources available for lessons and liaise with teachers accordingly. 4 <sup>th</sup> January - Contacted Darren at Roots to Food ahead of workshop with Y2 and 3 on 19 <sup>th</sup> January. Began preparations for DT cooking workshop and agreed recipes to be cooked. Complete 11 <sup>th</sup> January - Informed Darren at Roots to Food the skills, vocab and current learning of year 3 and 4. Impact: Darren understand the need of the Y3 and 4 children and the skill they need to be using. Complete Monday 9 <sup>th</sup> January - ingredient list passed to Mrs Rafferty to order the necessary food. Complete

<p>Explore and research assessment programs in DT to effectively assess against the new curriculum.</p>	<p>JL</p>	<p>LB</p>	<p>Investigate assessment tools for use across the school. Circulate to staff explaining how and when used. Liaise with LB regarding appropriate assessment that could be used in school</p>	<p>Disseminate to staff when appropriate assessment program has been approved by LB</p>			<p>Research available assessment techniques/tools/packages</p>	<p>14<sup>th</sup> September - Review DT Action Plan and create new Action Plan. Complete</p> <p>2<sup>nd</sup> November - Grace School cluster meeting. DT assessment discussed and assessment techniques and ideas shared. Impact: DT lead to consider how assessment fits into the Stepping Stones document and what would be the best method of assessment for the school and the children being assessed. Ongoing - JL continues to review methods of assessment for DT and in school.</p>
<p>Evaluate the standards of pupil's work - assess for evidence of skills and vocabulary from the Stepping Stones document.</p>			<p>Book scrutiny- are children displaying evidence of using and understanding specific vocabulary and skills to year group?</p> <p>Planning monitoring - are teachers following Stepping Stones and using skills and vocabulary in lessons?</p>	<p>End of each term</p>	<p>22/23</p>		<p>Ensure consistency and progression is evident across the school. This will be seen in DT books as evidence of the skills and vocabulary being used.</p>	<p>19<sup>th</sup> October - Data Analysis for end of summer 2022. Years 1 - 6 Complete</p> <p>1<sup>st</sup> February - Book Scrutiny KS1 (incl Reception). Impact: DT lead can see the progression and the use of vocab and skills across the Key Stage. Complete</p> <p>8<sup>th</sup> February - Book Scrutiny KS2 Impact: evidence of Stepping Stones being used alongside vocabulary and skill for each year group. Eachers following stepping stones well and evidence of progression across the school can be seen. Complete</p>

# Subject Action Plan: MFL

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
<p>1. To continue to support the embedding of the new SoW and resources and ensure these are being used correctly across the school.</p> <p>Cave Languages.</p>	SC	LB and SLT	<p>In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.</p> <p>Pupil interviews to gain their understanding and ensure correct vocab is being taught and to progress their learning.</p>		LB	N/A	Ensure standards are consistent	<p>20.10.22 - KS meeting discussions - based on usability and accessibility of using the CL scheme.</p> <p><b>IMPACT:</b> Understanding views towards scheme, difficulties and feedback - To further support where support is needed and if the CL scheme is suitable to meet standards.</p> <p>Feb 22 - Trial of 'Language Angels' to support the development of MFL. (Trialled by Year 3 and 4)</p> <p><b>IMPACT</b> - Language Angels feedback very positive - usability and accessibility for teachers with less knowledge of languages (with having prompt sheets and teacher resources as well as children's and all PPT)</p> <p>April - July 23: Creation of Steppings Stones, LTP Curricular map, KS2 staff introduction to teaching using new curriculum.</p> <p><b>IMPACT:</b> Staff will feel more secure on teaching MFL through a well guided and planned curriculum., being well resourced, guided and</p>

								supported to support all children's learning  NEXT STEPS: Continue to develop the subject knowledge and delivery of Language Angels scheme
2. To develop the oral and written skills in French throughout ks2 - Giving children adequate opportunities to practice these skills.	SC	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and are following the CL planning fully to allow for these written opportunities.		LB	N/A	Ensure standards are consistent	Jan 22 - KS Meeting discussing Cave Languages and Language Angels to begin a trial and access resources  IMPACT - joint consensus that resources, PowerPoints and support through the scheme is very promising to support teacher knowledge and children.  NEXT STEPS: Continue to develop oral and written skills, to support assessment.

# Subject Action Plan: PSHE/RSE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Work Scrutiny to check that stepping stones document is being followed and that included assessments are being carried out each term.	ST	LB	Subject leadership time	Termly	22/23	N/A	Ensure standards are consistent and progress throughout the school.	<p>Key vocabulary added to 'stepping stones' document to ensure progression across all year groups. Work scrutiny across all year groups. Checking that 'stepping stones' and assessments are being followed.</p> <p>Subject leader folder updated with new progression documentation.</p> <p>Work scrutiny -making sure that relevant vocabulary is being used by children in work and assessments.</p> <p>New 'forced marriage' guidance added to planning documents.</p> <p>9 Protected characteristics Considered and made evident in RSE scheme of work.</p> <p>Work scrutiny carried out to ensure all stepping stones and assessments are being followed.</p> <p>9 Protected Characteristics highlighted in RSE scheme of work.</p> <p>Books containing 9 protected characteristics researched and liaised with LS to order some for classroom usage.</p> <p>Addition of SEND additional support statements on stepping stones document.</p> <p>Next Steps: Continue with scrutiny to check that assessments are being carried out and informing new planning.</p>

<p>Information Evening for Y5 / 6 parents to discuss the resources to be used for teaching aspects of RSE in relation to the Science Curriculum                  Meeting at the start of the Spring Term 2023</p>	<p>ST                  TS / IL</p>	<p>LB</p>	<p>Resources and detailed plans of lessons to be taught completed prior to this evening, so that all staff are fully prepared / informed to answer any questions raised sensitively.</p>	<p>tbc</p>	<p>Govs</p>	<p>N/A</p>	<p>Ensure stakeholders are supported to develop understanding of new RSE curriculum</p>	<p>Workshop already available and on website.</p>
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# Action Plan: Wellbeing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To continue to hold Wellbeing Committee meetings made up of different stakeholders.	IL	LB	Ensure Wellbeing Committee is represented by different stake holders- SLT, Teaching, Admin, Site team, Governors Teaching assistants.	Ongoing	LB	NA	To ensure that members of staff have a voice on Wellbeing  To further the Wellbeing agenda	<p>November 2022- IL held wellbeing committee meeting. There were representatives there from every staffing group. Minutes taken. <b>IMPACT:</b> IL to meet with LB in January 2023 to discuss suggestions.</p> <p>March 2023- IL met with Wellbeing committee again. <b>IMPACT:</b> many actions agreed by wellbeing committee- see minutes.</p> <p>Next Steps: Continue to hold wellbeing committee meetings next year.</p>
To undertake the Senior Mental Health Lead qualification	IL	LB	To receive the qualification to ensure we have a Senior Mental Health Lead in school.	July 2023	LB	N/A- DfE Grant for £800	Complete Senior Mental Health Lead qualification and employ strategies in school	<p>December 2022- IL continuing to undertake Senior Mental Health Lead qualification. <b>IMPACT:</b> School will have a qualified senior mental health lead (as required by government).</p> <p>February 2023- IL completed senior mental health lead qualification. <b>IMPACT:</b> School now has a member of SLT with a senior mental health lead qualification.</p> <p>Next Steps: Continue to use training for senior mental health qualification to improve school wellbeing.</p>

To gain the Wellbeing Award for Schools.	IL	LB	Start process of Wellbeing Award. (will take roughly 18 months). Complete preparations for initial advisor visit eg: · Stake holder questionnaires · School self evaluation · Complete separate action plan · Start to build portfolio of evidence.	December 2023	LB	Cost of award	To use award to promote positive social and emotional wellbeing, mental health and wellness for pupils and staff in school.	September 2022- IL and LB agreed that Senior Mental Health lead award would be in place of this.
To raise the profile of wellbeing in school.	IL	LB	Ensure all children are familiar with the '5 ways to wellbeing', and class teachers are using them regularly.	June 23	LB	NA	To highlight the importance and prominence of wellbeing in the school.	<p>May 2023- IL met with KS2 children who now form the Children's Wellbeing Committee. IMPACT Children from the committee will be going into KS1 classes to remind them of the 5 ways to wellbeing and complete wellbeing activities with them.</p> <p>May 2023- IL and members of the wellbeing committee created a whole staff 5 ways to wellbeing display board in the staff room. IMPACT Remind staff of all the things we do in school to support their wellbeing, whilst also guiding them towards new ways to support their wellbeing.</p> <p>Next Steps: Continue to raise profile in next academic year.</p>