



Barrowby Church of England Primary School

School Development Plan 2023-2024

6th Edition: June - July 2024 - 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



Year 6 Residential, London - June 2023

Key

1st Edition
2nd Edition

4th Edition
3rd Edition

5th Edition
6th 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 continue to explore various options to secure the school's future.

There are eight full time teachers, including the Headteacher, and three 0.5 part-time teachers. Non-teaching/support staff include: 1 HLTA, 3 Teaching Assistants, 6 x 1:1 Teaching Assistant, 9 dinner supervisors, a School Business Manager, 2 x Administrators, a full time Caretaker, 1 part-time Cleaner and 3 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

EYFS

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2023</u>
GLD	Expected	78%

Key Stage 1

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2023</u>
Reading	Expected	80%
	Greater Depth	20%
Writing	Expected	80%
	Greater Depth	20%
GAPS	Expected	80%
	Greater Depth	20%
Maths	Expected	80%
	Greater Depth	20%
Science	Expected	80%

Key Stage 2

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

Strategic Plan-3 years

Quality of Education:

Ensure high quality teaching raises pupils' achievement and supports progress.

- Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.
- Ensure teachers use their expertise to develop skills, knowledge and understanding in English and Mathematics and other subject areas across the curriculum.
- Ensure teachers deliver engaging teaching and learning opportunities which promotes active learning and enables all pupils to work at a consistently high level across the curriculum.
- Ensure all pupils including SEN/D pupils make good or better progress relative to their starting points.
- Enhance further:
 1. the use of AFL strategies including use of questioning, discussion, Talking Partners to support and engage pupils in their learning;
 2. use of active feedback i.e. teachers/teaching assistants will engage with pupils at the point of learning so that they all understand how to improve their own learning;
 3. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step.
- Continue to evaluate, adapt and use feedback and 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.
 1. to help pupils embed and use knowledge;
 2. to check pupil's understanding and inform teaching i.e. next steps.
- Ensure reading continues to be a high priority in school.
- Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.
- 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.
- 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 locally and nationally.

Behaviour & Attitudes:

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

- Continue to ensure all pupils behave consistently well demonstrating high levels of respect for others and self-control.
- 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.
- Ensure Attendance continues to be monitored.

Personal Development:

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

- Ensure the school promotes the extensive personal development of all pupils through a range of wider and Extra-Curricular opportunities.
- Continue to support pupils with meaningful opportunities to understand how to be active, respectful and responsible citizens.
- Continue to review, evaluate and refine the high-quality pastoral systems and support available to all.
- Continue to prepare pupils for life in modern Britain effectively, developing understanding of British Values, Protected Characteristics and Equal Opportunities.
- Ensure that all Health and Safety documentation and procedures are completed as appropriate.
- 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.

- 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.
- Continue to review, evaluate and refine leadership within school so that all have a shared understanding and responsibility for delivering a clear and ambitious vision.
- 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.
- 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 review, evaluate and refine practice in school through effective and meaningful engagement with all staff.
- Ensure Leaders engage with staff and take account of their pressures i.e. workload and developing staff wellbeing.
- 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
- Ensure all Safeguarding is effective e.g. documentation and procedures are up to date.

Evaluating the Effectiveness of Early Years:

Ensuring that the EYFS curriculum provides no limits or barriers to the children's achievements:

- Ensure all pupils are supported to know, remember and can do more.
- Deliver high-quality teaching and learning experiences so that all pupils are motivated, cooperate well and are eager to join in.
- Ensure staff are knowledgeable about the areas of learning they teach and deliver active and engaging learning opportunities.
- 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

The Quality of Education

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Curriculum								
Ensure the school's curriculum intent, implementation are embedded securely and consistently across the school.	Subject Leaders	LS TW NS	Continue to review, evaluate and refine school's Curriculum	<ol style="list-style-type: none"> 1. Update Curriculum Stepping Stone Documents July 23 2. Review and update school's Long-Term Planning to reflect adaptations to Curriculum July 23 3. Revise Curriculum Section of the School Website and ensure information uploaded is accurate July 23 	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>Sept 2023-Class pages on school website updated to be consistent and link to school's Long-Term Planning for each year group</p> <p>IMPACT: School's curriculum is available online to support parents with their child's learning and provide greater understanding of the curriculum.</p> <p>Next Steps: Continue to review and refine curriculum.</p>
Ensure teachers deliver engaging teaching and learning opportunities which promotes active learning and enables all pupils to work at a consistently high level across the curriculum.	All Teachers	LB	Evaluate and review Policies to reflect changes and in accordance with the Policy Renewal Schedule.	<p>Review all subject policies, ensure:</p> <ul style="list-style-type: none"> • Time Allocation of subject clearly communicated. • Impact: Review assessment procedures for each subject and update accordingly. <p>July 24</p>	Govs	N/A	School Leaders will ensure school Policy reflects the subject and curriculum.	<p>Through Autumn term, Subject Leaders continue to review policies and update. IMPACT Policies presented at FGB on 17.10.23 and 5.12.23 for ratification. Ensure curriculum is manageable and appropriate.</p> <p>30.1.24-Assessment Policy updated and amended and presented to FGB. IMPACT: All subject leaders reviewed and refined assessment opportunities.</p>
Ensure teachers use their expertise to develop skills, knowledge and understanding in English and Mathematics and other subject areas across the curriculum.	All teachers All teachers LS LS	LB	Ensure reading remains a high priority for the school.	<p>Ensure all classes have displayed their Class Story/text and that pupils are able to talk about the text. Ongoing</p> <p>Review and evaluate effectiveness of Reading Corners/Areas:</p> <ol style="list-style-type: none"> 1. Conduct Learning Walk Sept 23 2. Conduct Pupil Interviews Nov 23 	Govs	N/A	Reading for Pleasure continues to be a high priority in school and pupils share able to describe their reading preferences.	<p>4th Sept 2023- Whole staff learning walk to review book corners in classrooms and feedback to colleagues. IMPACT: emphasis of reading for pleasure in school enforced for all staff.</p> <p>Sept 23: Homework offer was adapted and communicated to parents. Updated Policy was presented at FGB on 17th October for ratification.</p>

				Refine further the Homework offer to enable pupils to focus more readily on Reading. Sept 23				IMPACT: Homework has been redesigned to enable pupils to focus on their wellbeing when at home. Completed.
	All teachers	LS	In Writing, continue to develop the application of GPS and handwriting skills within all written work.	All subject leaders focus when conducting: <ul style="list-style-type: none"> Lesson Visits Work Scrutiny Moderation Activities Ongoing	Govs	N/A	Pupils continue to develop their writing skills and produce work of a high standard.	23.11.23- Facilitated Governor Monitoring Visit focussed on writing GDS. Presented progression of expected GDS from Reception to Y6 and discussed moderation opportunities. IMPACT Governor shave a good understanding of standards in school Through Spring term-CPD opportunities provided for: <ol style="list-style-type: none"> 27.2.24-Achieving Greater Depth in Writing - KS2 - IL 7.3.24-Achieving Greater Depth in Writing - Key Stage 2 - IL IMPACT: Year 6 teacher and new Writing lead has a clear understanding of criteria and curriculum developments needed to support GDS writers. Completed.
Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.	SC	TW	Research, review and refine the school's Modern Foreign Language Curriculum.	Review school's: <ul style="list-style-type: none"> Long Term Plan Curriculum 'Stepping Stones' Document Scheme of Work July 23 Introduce new Scheme to Key Stage 2 staff. INSET: 4th Sept 23 New scheme is rolled out to Y3 - 6 and monitored throughout the year: <ul style="list-style-type: none"> Oct 23 Mar 24 June 24 	Govs	£200	Ensure pupils have access to good quality Modern Foreign Language: French.	4th Sept- Modern Foreign Languages scheme CPD provided to teachers and teaching assistants on staff INSET day. IMPACT: KS2 staff equipped to deliver MFL scheme. Sept 2023- MFL Policy completed, and time allocation referenced on policy. Subject curriculum stepping stones document uploaded to school website. IMPACT: Policy updated on school website, enforces consistent approach. Completed.

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.	LS TL	LB	Refurbish and reinstate school pond	Facilitate works to: <ul style="list-style-type: none"> Re-design pond, clear pond and install 2 pond dipping platforms Create hard landscaping area and reinstate path Strengthen existing fence/replace gate Sept 23	Govs	£8,000	Provide pupils with the opportunity to conduct Outdoor activities without the need for leaving site, thus enhancing pupil experience.	<p>13th October 23: Pond works began by Contractor.</p> <p>11th December 23: Due to pause in work due to weather conditions work resumed.</p> <p>Feb 24: Works continued to complete the pond works then paused due to weather. Resume March 24.</p> <p>April 24: Pond works completed. IMPACT: Pond is more accessible and available for use.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> Install additional entrance (path and gate) to Pond for access. Purchase storage equipment and establish Pond Dipping Boxes; Bean bags to be purchased to provide additional seating when working in the area.
	TL	LB	Create a 'Craft Shack' on the school field so pupils have the opportunity to read a wider range of texts when outdoors.	<ol style="list-style-type: none"> Review contractor tenders - Oct 23 Plan works and install new Reading Den - Mar 24 	Govs	£3,863	Ensure pupil have the opportunity to further develop/enjoy reading when at play.	<p>3rd November 23: Discussed with FOBs and agreed to have Craft Shack funded by FOBs, linked to Y6 Legacy. Next steps-cost development.</p> <p>Feb 24: Secured and agreed a provider to provide the hard landscaping for base of shack. HT to engage FOBs to see if they will support project. IMPACT: Potentially use fundraising monies rather than school budget.</p> <p>April 24: Contractor agreed to install base for Craft Shack 23.4.24.</p> <p>July 24: Craft Shack base installed and Shed built. IMPACT: Have the infrastructure to introduce provision next academic year.</p>

								<p>Next Steps:</p> <ol style="list-style-type: none"> 1. Install shelving and resource Craft Shack for children. 2. Purchase additional picnic tables and bean bags for use within the area.
	TL	LB	Explore the possibility of creating a: 1. Long Jump Pit	<p><u>Long Jump Pit</u></p> <ol style="list-style-type: none"> 1. Research possible ways of creating a Long Jump Pit - Oct 23 2. Explore contractor and gain tenders - Dec 23 3. Plan works and install Air Raid Shelter - April 24 	Govs	£7,000	Enhance pupil's learning-linked to Year 6 Legacy Gift.	<p>Feb 24: Gained a quotation for the installation. Cost slightly more than expected so will calculate into new budget for March 24 onwards.</p> <p>May 2024: Governors decided to not move forward with this project due to budget requirements. Instead suggested that FOBs may be able to support.</p> <p>Next Steps: Remove from SDP- agreed at FGB not to use the funds to establish the Long Jump. LB to ask FOBs if they would be happy to support.</p>
Assessment								
Ensure teachers deliver engaging teaching and learning opportunities which promotes active learning and enables all pupils to work at a consistently high level across the curriculum.	All Subject Leaders	LB LS TW NS	All leaders review and evaluate how assessment is used within their subject to measure the impact of pupil's understanding.	<ol style="list-style-type: none"> 1. Review current Subject Policy. Sept 23 2. Research and update assessment procedures. Jan 24 3. Disseminate information to teachers. Ongoing through Teacher Meetings 	Govs	N/A	Pupils are supported to continue to build upon their knowledge and understanding so that they consistently work at a high level: know and remember more.	<p>Sept-Oct 2023- All subject leaders received non-contact time to review and update their subject policies in line with any changes.</p> <p>IMPACT: Roles and responsibilities of Subject Leaders clear and SLT have appropriate responsibilities which ensure leadership is appropriate and can hold staff to account.</p> <p>30.1.24- Assessment Policy updated and amended and presented to FGB. IMPACT: All subject leaders reviewed and refined assessment opportunities.</p> <p>Completed.</p>

<p>Continue to evaluate, adapt and use feedback and 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.</p> <ol style="list-style-type: none"> to help pupils embed and use knowledge; to check pupil's understanding and inform teaching i.e. next steps. 	LB	Govs	<p>Enhance further staff understanding of assessment techniques and how these can be used to ensure pupils are actively involved in their learning.</p>	<p>Review with all teaching staff:</p> <ol style="list-style-type: none"> the use of AFL strategies including use of questioning, discussion, Talking Partners to support and engage pupils in their learning; use of active feedback i.e. teachers/teaching assistants will engage with pupils at the point of learning so that they all understand how to improve their own learning; peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step. <p>INSET: Monday 4th Sept Ongoing through Teacher Meetings</p> <p>Through Lesson Visits continue to focus on the three elements and offer support where applicable.</p> <p>Ongoing.</p>	Govs	N/A	<p>Pupils are actively engaged within their learning and understand/can describe their strengths and what they need to improve.</p>	<p>4th September 23: Staff explore the use of:</p> <ul style="list-style-type: none"> Length of time/active learning AFL Strategies Active Feedback Peer/Self Evaluation Target Setting <p>IMPACT: Continue to support staff to understand role in promoting an active and engaged learning environment, where pupils understand their next steps.</p> <p>30th October 23: Staff continued to explore:</p> <ul style="list-style-type: none"> Purpose of Assessment Impact of Active Feedback <p>Subject leaders were able to accurately assign time allocation for their subjects.</p> <p>IMPACT: Curriculum is streamlined to enable teachers to maximise learning opportunities for all.</p> <p>Completed.</p>
	All Subject Leaders	LS TW NS	<p>Continue to support teachers and leaders to manipulate Integris and use information presented precisely.</p>	<p>Support teachers to produce Data Analysis for their subjects:</p> <p>Core Subjects: Eng, Ma, Sc, RE and PE:</p> <ul style="list-style-type: none"> Dec 23 Mar 24 July 24 <p>Non-Core Subjects: His, Geog, Computing, Art, DT, Mus, PSHE/RSE, MFL-annually:</p> <ul style="list-style-type: none"> Sept 23 July 24 <p>Through Teacher Meetings deliver 'Bites' of CPD focussing on use of Hello Data and how to:</p> <ul style="list-style-type: none"> Group Data Extrapolate graphs <p>Ongoing</p>	Govs	N/A	<p>Ensure school leaders are able to manipulate data and understand where to target support</p>	<p>Sept 2023- All subject leaders provided data analysis for their subjects from the 2022/23 data using Integris Markbook.</p> <p>IMPACT: action plans adapted following data analysis.</p> <p>4th Sep 2023- Support staff received CPD on the use of their iPads to support using the register on Integris. IMPACT: Teaching assistant equipped to support in the classroom with Integris.</p> <p>Jan 24: All Subject Leaders complete Data Analysis of each subject and used to evaluate standards.</p> <p>Completed.</p>

	LS	LB	<p>Evaluate effectiveness of new Annual Reports sent to parents and refine as necessary.</p> <p>Review, evaluate and re-design Annual Report</p>	<p>Review the use of Attendance information and refine in line with new monitoring guidance. Dec 23</p> <p>Update attendance information on Annual Reports and circulate to teachers. April 24</p>	Govs	N/A	<p>Ensure reports accurately reflect all aspects of pupil's progress, attainment and attendance.</p>	<p>Feb 24: Attendance updates include:</p> <ol style="list-style-type: none"> 1. Introducing a personalised letter half termly to monitor attendance; 2. Completion of Attendance Spreadsheet and liaison with Locality Lead <p>IMPACT: Attendance continues to be monitored, parents supported so pupils attendance.</p> <p>April 24: Administrative team (MH) liaised with Headteacher to:</p> <ol style="list-style-type: none"> 1. RE-design attendance information on first sheet; 2. Update Reports to coincide with cycle A curriculum needs. <p>IMPACT: Ensure that all Annual Reports:</p> <ol style="list-style-type: none"> 1. Reflect the school's curriculum; and 2. Reduced workload for teachers to complete; <p>May 24: All teachers have received new reports and are being used.</p> <p>IMPACT:</p> <ol style="list-style-type: none"> 1. More accurately reflects the school's curriculum; 2. Reduce workload for teachers <p>Completed.</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
Continue to ensure all pupils behave consistently well demonstrating high levels of respect for others and self-control.	All staff	LB	Support staff to actively involve pupils in all aspects of their learning.	<ul style="list-style-type: none"> Communicate School Expectations/Refresher of Effective Teaching & Learning INSET: 4th September 23 Monitor through Lesson Visits across the year. <ul style="list-style-type: none"> Autumn 23 Spring 24 Sum 24 	Govs	N/A	Pupils consistently demonstrate positive attitudes and engagement with their learning.	<p>4th Sept- Whole School Behaviour Policy reviewed with staff on INSET day and shared with new staff, Inspire+ apprentice.</p> <p>IMPACT: All staff refreshed on behaviour policy</p> <p>15th Apr- Behaviour policy revisited with staff and training delivered for supporting neurodiverse children with behaviour.</p> <p>IMPACT: Staff provided with research-based strategies to support the needs of individuals.</p> <p>8th May - Training delivered by BOSS. IMPACT: All staff understand how to support neuro-diverse pupils.</p> <p>Next Steps: Update the Behaviour Policy to include examples and support for staff/parents when managing neuro diverse pupils.</p>
Continue to liaise with stakeholders to evaluate the effectiveness of the school.	All Subject Leaders	LB	Continue to engage with stakeholders i.e. pupils/parents/carers to review effectiveness of school and refine as necessary.	<ul style="list-style-type: none"> Further enhance Parent/School support through range of Workshops for Parents e.g. <ol style="list-style-type: none"> 1. Y6 Residential Sept 23 2. 11+ Support Workshop Sept 23 3. Homework Developments Oct 23 4. Reception Curriculum Nov 23 5. E safety Workshop Feb 24 <p>Ongoing throughout the year.</p>	Govs	N/A	All stakeholders understand their part in promoting creativity, respect and independence through their conduct, behaviour and attitude.	<p>Sep 2023- Parent Exit Survey published on the school website CLICK HERE along with the Y6 Pupil Leaver's Survey CLICK HERE.</p> <p>IMPACT: Able to identify strengths of the school and provide targeted support to address any issues raised by parents and pupils</p> <p>28th Sep 2023- Y6 Residential Workshop delivered by LB / IL</p> <p>IMPACT: Pre-visit information shared with parents/carers ahead of residential visit. Opportunities provided for parents to ask questions/ develop understanding</p>

				<ul style="list-style-type: none"> Facilitate Parental Surveys to engage with stakeholders to review and evaluate school provision e.g. <ol style="list-style-type: none"> Publish Year 6: Exit Survey and Annual Report Feedback Sept 23 RE & Collective Worship Oct 23 Reception: Entry to School Nov 23 Year 6: Exit survey July 24 Annual Reports Feedback July 24 				<p>12th October 23: LB/LS and ST delivered 11+ Information Evening for Parents. IMPACT: Parents have a better understanding of how to support their children if they wish to engage in the 11+ process.</p> <p>Feb 24: Conducted two surveys: <ol style="list-style-type: none"> RE & Collective Worship Hot School Meals IMPACT: School is able to evaluate identify strengths and next steps for each area. This is communicated to all stakeholders.</p> <p>March 24: Conducted: <ol style="list-style-type: none"> Reception Entry Survey. IMPACT: School is able to evaluate identify strengths and next steps for each area. This is communicated to all stakeholders.</p> <p>May 24: Conducted a survey to gauge interest in extending the provision for the After School WRAC. IMPACT: Results to be discussed with Governors to determine next steps in preparation for meeting Government requirements by September 2026.</p> <p>Ongoing.</p>
	MH AD	LB	Continue to monitor Attendance and liaise with parents to support/resolve any issues quickly and effectively.	<ul style="list-style-type: none"> Devise new attendance letter, in accordance with guidance and issue to parents. Sept 23 Continue to monitor attendance and follow the newly implemented attendance policy. Ongoing throughout the year. Conduct termly attendance trawls and communicate outcome to parents: <ol style="list-style-type: none"> Nov 23 				<p>November 23: Undertook 1st round of Attendance Checks: <ol style="list-style-type: none"> Refined and re-developed the attendance letter; Conducted Attendance trawl and identified those children in the various categories; Complete Attendance Audit; Sent letters to various parents </p> <p>Jan 24 (after Christmas) & Feb 24 (after half-term): Circulated Attendance Trawl letter.</p>

				<ul style="list-style-type: none"> 2. Jan 24 3. Mar 24 4. May 24 5. Jun 24 				<p>IMPACT Continue to support those parents/pupils to understand reasons for absence and support if they're any ongoing difficulties.</p> <p>April 24: Conducted Attendance Trawl and circulated letters.</p> <p>IMPACT Continue to support those parents/pupils to understand reasons for absence and support if they're any ongoing difficulties.</p> <p>Next Steps: Continue to work with parents on minimising pupil absence through active monitoring.</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
Continue to prepare pupils for life in modern Britain effectively, developing understanding of British Values, Protected Characteristics and Equal Opportunities.	NS ST	LB	Continue to support all to identify and value differences e.g. <ul style="list-style-type: none"> • Protected Characteristics • British Values • Equal Opportunities • SMSC 	<ul style="list-style-type: none"> • Explore differences and refresh understanding of Protected Characteristics and British Values INSET: 4th September 23 • Review and reorganise Collective Worship Timetable to include opportunities to explore differences throughout the year <ol style="list-style-type: none"> 1. July 23 2. Dec 23 3. March 24 • Through Teacher Meetings-review understanding of Protected Characteristics/British Values Ongoing	Govs	N/A	Ensure pupils have the skills and understanding for life at school and continue to demonstrate respect and empathy to others.	<p>4th Sep 2023- INSET training provided to staff on Protected Characteristics and British Values and ways to implement and embed in school. IMPACT: Staff awareness improved of areas explored and will be revisited.</p> <p>September 2023- Picture News Resource purchased to support weekly collective worship on current themes/topics and support embedding the Protected Characteristics and British Values with children. IMPACT: Staff trained in use of Picture News resource and provided ways to approach issues sensitively with children</p> <p>March 24:</p> <ol style="list-style-type: none"> 1. Facilitated a Governor's Monitoring Visit where Governors reviewed how the school celebrates differences linked to Protected Characteristics and British Values; 2. Facilitated Locality Lead Visit where she met with Pupils to discuss Protected Characteristics and British Values; 3. Developed and circulated a Protected Characteristics and British Values Display. <p>IMPACT: Ensure that all members of the school are able to accurately describe how the school supports/encourages and references the Protected Characteristics and British Values. Completed.</p>

Barrowby Church of England Primary School-Striving for Excellence
School Development Plan Sept 2023 – July 2024

	All Staff	LB LS TW NS	Continue to encourage and actively promote all school Values of Creativity, Respect and Independence, British Values and Protected Characteristics, within the school community.	Monitor through aspects of school life e.g. 1. Lesson Visits 2. Conduct of all 3. School life 4. Interviews Ongoing	Govs	N/A		<p>Through September: Introduced new Collective Worship Rota which stipulates which BV to explore on a weekly basis with the children along with the use of Picture News. IMPACT: All school family understand the BV and how they apply to Barrowby School.</p> <p>March 24: All teachers introduced new displays in classrooms as reference points for pupils and explored how they link to school life. IMPACT: All pupils are able to describe how these relate to aspects of school life.</p> <p>Completed.</p>
Ensure the school promotes the extensive personal development of all pupils through a range of wider and Extra-Curricular opportunities.	LB TW SB	Govs	Continue to promote Pupil Leadership opportunities for all	<ul style="list-style-type: none"> Review, refine and evaluate Pupil Leadership Opportunities. Ongoing Hold elections for those that require. Oct 23 Re-distribute Pupil Led Club Responsibilities e.g. <ol style="list-style-type: none"> Autumn 1 Y6 - 3 weeks Spring 2 Y5 & 6 - 4 weeks Summer Y4, 5 and 6 - 6 weeks Complete Arts Summary and Sport Premium to record and evaluate effectiveness of Pupil Leadership July 24 	Govs	N/A	Ensure all pupils have a wide variety of extra-curricular activities as well as leadership opportunities to further develop their personal skills and embed values.	<p>Sept 2023- Elections held in Key Stage 2 for:</p> <ul style="list-style-type: none"> Sports Ambassadors House Captains <p>Children also had the opportunity in Year 5 and 6 to apply for:</p> <ul style="list-style-type: none"> Librarians Fundraising committee <p>IMPACT: British values reinforced with the children (democracy) Impact to be measured through leadership groups this term.</p> <p>September-December 2023- Sports Apprentice to support Pupil -Led clubs throughout the Autumn Term. IMPACT: Pupil Led Clubs supported all year round thus increasing the amount of opportunities for the pupils.</p> <p>Next Steps: Review Pupil Leadership Opportunities and evaluate use of Social Champions.</p>
	TW TW/IL	LB IL	Revisit 5 Ways to Wellbeing and evaluate use.	<ul style="list-style-type: none"> Through Learning Walks, establish how the 5 Ways of Wellbeing are communicated to pupils. Sept 23 	Govs	N/A	Ensure the school supports all to thrive and achieve their potential.	<p>Sept 2023- Staff provided with 5 ways to wellbeing cards to display in classrooms to support embedding with the children. IMPACT: Displays re-established in classrooms to act as a point of reference for pupils.</p> <p>Completed.</p>

	IL			<ul style="list-style-type: none"> Support teachers to further develop 5 Ways to Wellbeing Practice Ongoing through Teacher Meetings <p>Conduct Pupil Interviews to evaluate effective use of strategy</p> <ol style="list-style-type: none"> Nov 23 Repeat Jun 24 <ul style="list-style-type: none"> Explore how the 5 Ways to Wellbeing can be used with staff e.g. <ol style="list-style-type: none"> Through INSET/CPD 4th Sept 23 Through Meetings-adapted Agendas Ongoing Continuation of Wellbeing enhancement and Workload reduction for staff e.g. Summary Letter for Staff - Sept 23, Embedding changes to practice and identifying links where applicable Ongoing 				
Continue to review, evaluate and refine the high-quality pastoral systems and support available to all.	DK LB/IL LB	IL Govs	Facilitate ELSA Network Meetings to support Pastoral Support Assistant and implementation and evaluation of systems. Review Pastoral Structure:	<ul style="list-style-type: none"> 20th September 23 29th November 23 24th January 24 6th March 24 1st May 24 3rd July 24 <p>Ensure Role Descriptors are agreed at PM Autumn 23</p> <p>Recruit additional Pastoral Support Assistant Dec 23</p>	LB	N/A	Further develop PSP support and build capacity within the team	<p>20th September 23: Facilitated 1st ELSA Meeting, supported Network.</p> <p>10th October 23: Role Descriptor shared with the Pastoral Support Assistant and agreed at PM. IMPACT: Staff understand the role of the PSA and how they can be used to support individuals.</p> <p>26th January: LB attended ELSA support network to discuss and share strategies to promote wellbeing for all.</p> <p>6th March Facilitated ELSA Network Meeting.</p> <p>1st May Facilitated ELSA Network Meeting.</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 Ongoing	Govs	None	Ensure provision is of a high standard and supports pupils	Ongoing
	TL NR	LB		School Business Manager evaluate School Food: 1. Meet with Wrap Around Care Supervisor and evaluate monthly menu-making recommendations as necessary Dec 23 2. Update menus accordingly Mar 24 3. Review Food Policy and Update Jan 24				<p>June 24: Food In School Governor, SBM and WRAC Supervisor met with Lincolnshire Food In School's Team to review menu choices. Alison Coates very impressed with the school's provision. IMPACT: Ensure school food complies with Healthy Food Standards</p> <p>Next Steps: SBM liaise with WRAC Supervisor:</p> <ol style="list-style-type: none"> 1. Set termly menus 2. Ensure complies with Food Standards 3. Upload to the school website 4. Use QR codes displayed on notice board to inform parents

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"> Deputy Headteacher, EYFS/KS1 and KS2 Team Leader; SENDCo 	SLT TW	LB	Allocate reviewed/expanded roles to SLT: Deputy Headteacher, Assistant Headteacher EYFS/KS1 Team Leader and SENDCo and ensure all understand how role supports development of school. Evaluate Senior responsibilities of the Senior Leadership Team e.g. <ol style="list-style-type: none"> Monitoring & Evaluating Coaching Leadership e.g. <ul style="list-style-type: none"> Arts Summary Pupil Premium SIAMs 	Through PM Agree areas of focus September 23 Arts Summary 1) Create Arts Summary 2023 - 2024 July 24 Pupil Premium 1) Create Pupil Premium 2023-2024 July 24 SIAMs 1) Create SIAMs 2023-2024 Nov 22	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	October 23: NS/LB liaised to further refine SIAMs SEF. IMPACT: Information uploaded to the school website. CLICK HERE Next Steps: Review SLT structure in light of DH resignation.
	LS	LB	SLT undertake National Qualifications to further develop understanding e.g. NPQH, NPQSL	<ul style="list-style-type: none"> Deputy Headteacher to undertake NPQH. Enrol Autumn 23 	Govs	£1800		Sept 2023- DHT and AHT enrolled onto NPQH for the Autumn cohort. IMPACT: Both DHT and AHT will be supported to explore the implications of Headship. Completed.
	LS TW NS IL	LB	Continue to support SLT to fulfil their Safeguarding Role e.g. <ol style="list-style-type: none"> Through Non-Contact Time be on-hand to: <ul style="list-style-type: none"> Triage MyConcern Action/Liaise with staff to resolve Monitor and report 	Ongoing throughout the year: <ul style="list-style-type: none"> Monday - NS Tuesday - TW Wednesday - LB Thursday - LS Friday - IL 	Govs	N/A		
	LS (TW)	LB	Deputy Headteacher to fulfil role of DSCPO alongside HT e.g.	<ol style="list-style-type: none"> Review and update SCP Policy Sept 23 contribute to Audit Initially Sept 23 - ongoing through year attend Safeguarding Briefings <ul style="list-style-type: none"> Nov 23 Mar 24 Jun 24 manage Training Log Ongoing 		Price of Safeguarding package		Sept 23: SCP updated and adapted by DHT. Ratified at FGB and uploaded to the school website. IMPACT: School continues to ensure it is compliant with Safeguarding expectations. Completed.

				(TW to shadow where possible to further develop understanding of DSCPO)				
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	Senior Leaders to support and monitor middle leaders as they ensure Curriculum intent and implementation are embedded consistently across through the school, through a range of monitoring activities	<p>Work alongside allocated leaders to support their development:</p> <p>L Sugden</p> <ul style="list-style-type: none"> • English-LS • Maths-TW • Music-TW • RE-NS • Phonics-NS <p>T Ward</p> <ul style="list-style-type: none"> • History-IL • Science-ST • PSHCE/RSE-ST • Computing-SC • MFL-SC <p>N Selby</p> <ul style="list-style-type: none"> • PE-SB • Art & Design-SB • D/T-JL • Geography-KG • Mentor ECT 2nd Year <p>so that they can conduct a range of monitoring activities.</p> <p>SLT-monitor the Monitoring and Evaluation schedule termly focus, detailed on:</p> <ul style="list-style-type: none"> • Autumn 23 • Spring 24 • Summer 24 	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.	<p>July 2023- TW/NS populated the Monitoring and Evaluation Schedule for subject leaders for the Autumn Term, allocating specific tasks and CPD required. IMPACT: All leaders understand their role and ensure all actions are completed in a timely and effective manner.</p> <p>Sept 2023- Subject Leader Folders collated and reviewed by TW/NS/LS and feedback provided to leaders accordingly. IMPACT: SLT have appropriate responsibilities which ensure leadership is appropriate and can hold staff to account.</p> <p>Completed.</p>
	TW	LB	Review, evaluate and update the Subject Leader Handbook-for all middle leaders.	<p>Review handbook and update:</p> <ul style="list-style-type: none"> • Subject Leader File Contents Page • Types of monitoring activities. <p>Oct 23</p>	Gov	NA	Middle Leaders are supported with a comprehensive tool when undertaking Leadership decision/activities.	<p>Sept 2023- Subject Leader Handbook for 2023/24 academic year updated and shared with all staff for reference in subject folders. Impact: Consistency with subject leader folders and guidance provided to middle leaders.</p> <p>Completed.</p> <p>Next Steps: Review and update for 2024-2025.</p>

Barrowby Church of England Primary School-Striving for Excellence
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Ensure Leaders engage with staff and take account of their pressures i.e. workload and developing staff wellbeing.	LS TW NS	LB	Facilitate non-contact time so that all leaders continue to monitor, evaluate and measure the intent, implementation and impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc	Devise termly Monitoring & Evaluation Schedule <ul style="list-style-type: none"> • Autumn • Spring • Summer Engage in Coaching/Mentoring Activities as and when applicable. Ongoing	Govs	Cost of HLTA	Ensure that all teachers have the time they need to fulfil their leadership responsibilities outside of their teaching commitment within Directed Hours.	<p>July 2023- TW/NS populated the Monitoring and Evaluation Schedule for subject leaders for the Autumn Term, allocating non-contact time to all middle leaders to complete a range of subject tasks. IMPACT: SLT have appropriate responsibilities which ensure leadership is appropriate and can hold staff to account.</p> <p>March 24: Re-structured HLTA support to enable all leaders to receive additional Development Time on a weekly basis. IMPACT: All leaders are provided with time to complete/undertake development activities.</p> <p>Completed.</p>
	LB IL LB LB LS TW NS IL	Govs	Explore and embed further changes to enhance staff wellbeing	<p>Through ongoing meetings liaise with staff to explore how better to:</p> <ol style="list-style-type: none"> 1. Communicate to staff 2. Take up for Scheduled Social Events <p>Review:</p> <ul style="list-style-type: none"> • Receive Feedback from Staff Wellbeing Committee and introduce as applicable. • Staff Suggestion Box termly and evaluate appropriateness and impact of suggestions. Select appropriate developments and introduce e.g. <ol style="list-style-type: none"> 1. A Calendar of Scheduled Social Events July 23 & 24 2. Use of Team Building Opportunities through INSET 4th Sept 23 <p>Work with staff to better understand school's expectation vs their own expectation. Ongoing.</p>	Govs	N/A	Ensure that staff feel 'happy, valued and loved' and have the space/time to do what is needed.	<p>4th September 2023- Calendar of social events shared with all staff and made available in the staff-room Impact: Following feedback from Wellbeing committee, staff have been provided social events in advance to maximise attendance and a chance to socialise for wellbeing.</p> <p>4th September 2023- Team building activities led by LB during the first staff INSET day. IMPACT: Staff supported to further enhance interpersonal relationships.</p> <p>March 24: HT and Administrator worked to modify the annual reports to better reflect the School's English and Maths Curriculum alongside reducing workload for teachers when writing reports. IMPACT: Annual Reports workload is reduced for teachers and therefore their wellbeing/worklife balance is improved.</p> <p>Ongoing</p>

							<p>both staff and Governors have signed to acknowledge they have received, read and understood.</p> <p>IMPACT: All staff have an up to date understanding of safeguarding and their role.</p> <p>Completed.</p>
	LB LS TW	Govs	Further enhance Safeguarding Training Log to record checks undertaken.	<p>Update Safeguarding Training Log 23/24 July 23</p> <p>Create a management tab to record monitoring of Log Oct 23</p> <p>Facilitate ongoing Safeguarding checks and liaise with S Cooley Safeguarding Governor.</p>	Govs	None	<p>23rd November 23: Through Monitoring Visit-Safeguarding Governor confirmed checks and developments to Safeguarding Training Log. In addition TL created a new Induction Pathway for Governors-ratified at the FGB meeting 5.12.23</p> <p>IMPACT All training needs recorded and stored so that school can ensure staff are up to date and able to fulfil roles</p> <p>9th May 24: Safeguarding Governor conducted checks and reviewed Safeguarding Audit. Presented to Governors and approved.</p> <p>IMPACT: School continues to comply with legislation.</p> <p>Completed.</p>
<p>Ensure relevant, new staff and governors have attended training in:</p> <ul style="list-style-type: none"> • Safer Recruitment, • Safeguarding Children, • Child Protection, • E-safety, Outdoor Educational Visits • First Aid training • Food Hygiene 	LB LS TW NS	Govs	Complete relevant training.	<p>DSL complete:</p> <ul style="list-style-type: none"> • Role of Designated Safeguarding Lead LB-28th Sept 23 LS-TBC TW-16th Jan 24 NS-16th Jan 24 IL-16th Jan 24 • TAC-Lead Professional-TBC • TAC-Worry Statements & Goals-TBC <p>All Staff:</p> <ul style="list-style-type: none"> • Brook Traffic Light • LGBTQ+ Awareness 5th Sept 23 <p>All teachers/TAs</p> <p>E-learning:</p> <ul style="list-style-type: none"> • Awareness of Domestic Violence and Abuse 	Govs	None	<p>All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices</p> <p>5th September 23: All staff undertaken:</p> <ul style="list-style-type: none"> • Brook Traffic Light • LGBTQ+ Awareness <p>Ongoing: Through PM Staff informed of the appropriate e-learning units needed for completion this academic year.</p> <p>IMPACT: All staff have an up to date understanding of safeguarding and their role.</p> <p>5th February - NS, IL & TW attended 'The Role of the Designated Safeguarding Lead IMPACT - Understanding of the role of DSL.</p> <p>5th Feb 2024 – NS booked onto Worry Statements and Goals 20th</p>

				<ul style="list-style-type: none"> Understanding Healthy Parent Relationships Understanding the Impact of the Toxic Vulnerabilities Domestic Abuse DASH <p>Ongoing</p>			<p>Feb 2024 and TAC Lead Professional 14th May 2024</p> <p>14th May 2024 - NS/TW completed TAC - Lead Professional training</p> <p>IMPACT - training completed to ensure all members of SLT are DSLs.</p> <p>Completed.</p>
	SW TL AD	KG	ECT and new Admin team complete e-learning:	<ul style="list-style-type: none"> Introduction to Safeguarding Everyone in Lincolnshire Awareness of Domestic Violence and Abuse <p>Ongoing</p>	Govs	None	<p>Ongoing: Through ECT Meetings ECT informed of the appropriate e-learning units needed for completion this academic year.</p>
	LB LS	Govs	Deliver Annual Safeguarding Training to staff and governors to include: <ul style="list-style-type: none"> Disseminate CP&S Policy Refresh KCSIE needs Review of Legislation Child Protection Reporting a Disclosure Safer Working Practice 	Safeguarding Training <ul style="list-style-type: none"> Ongoing through meetings 5th September 2023 Attend Safeguarding Briefing Meetings and disseminate information <ul style="list-style-type: none"> 30th Nov 23 21st March 24 3rd July 2024 	Govs	N/A	<p>5th September: Completed.</p> <p>IMPACT: All staff have an up to date understanding of safeguarding and their role.</p> <p>Completed.</p>
	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"> J Stanley J Rowlands 	LB	£400	Ensure school is compliant with regards to First Aid

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 further develop EYFS practitioners knowledge and expertise of the EYFS curriculum to support teaching and learning.	NS SB	LB	<p>EYFS Training - Delivered by NS - Ensure all practitioners working in EYFS are familiar with the statutory framework and areas of learning and Stepping Stone document.</p> <p>Training - Further support practitioners to further enhance areas of continuous provision through quality active feedback at the point of learning.</p> <p>Monitoring - EYFS lead continue to monitor the use of continuous provision and active feedback during child initiated opportunities.</p>	<ul style="list-style-type: none"> INSET 4th September 23 <p>Ongoing throughout the year</p>	ongoing	N/A	<p>All EYFS practitioners will be familiar with the EYFS curriculum and be able to enhance curriculum areas further.</p> <p>All EYFS practitioners will be confident in moving children forward in their learning, through the use of active feedback.</p>	<p>5th February 2024-All EYFS are actively engaged during child initiated activities. This has been noted during monitoring activities by EYFS lead, English Lead, Maths Lead and SENDco during learning walks.</p> <p>IMPACT - Feedback policy is being implemented in EYFS. All children are supported in their learning.</p> <p>29th April - NS met with S. Eite (Governor) to discuss EYFS, included current data, curriculum and areas of concern.</p> <p>Completed.</p>
To further enhance outdoor provision and to make the most of our unique surroundings.	MH TL	LB	<p>To further develop the use of the Outdoor classroom: to provide a greater array of physical development opportunities to help pupils refine their gross and fine motor skills.</p> <p>Create areas within the extended outdoor learning environment, e.g. mud kitchen, Maths resource shed that children can access independently.</p>	<p>Provide opportunities for pupils to further develop their Physical development through;</p> <ul style="list-style-type: none"> Continuous provision, linked to EYFS Stepping Stones Document and termly play planner. Provide enhancements to Outdoor area, linked to pupils interests and next steps. <p>Contractors install hard landscaping etc to Outdoor Classroom. Sept 23</p> <p>Research and explore alternative ways to enhance/section outdoor classroom e.g.</p> <ul style="list-style-type: none"> Install wooden hazel fences June 24 	Govs	£8,000	<p>Children will be able access the EYFS curriculum in an environment that fosters rich learning opportunities.</p>	<p>December 2023 - Resources have been ordered to further support learning in the outdoor classroom, e.g. additional trub trays, stands and protective covers. Work continues to go on in the bottom part of the outdoor classroom.</p> <p>IMPACT - the additional resources will help to make the outdoor classroom more accessible in Winter months, e.g. standing, rather than sitting at trub trays.</p> <p>5th February - Resources have been purchased for areas within the outdoor classroom.</p> <p>IMPACT - Significant impact on the use of OC in the Winter months.</p> <p>13th May 2024 - Further resources have been purchased to further enhance the Outdoor</p>

									<p>area, e.g. water play, sand play, small world play.</p> <p>IMPACT - Enhanced continuous provision to further support the Reception curriculum.</p> <p>Completed.</p> <p>Next Steps: Review and purchase additional storage solutions to enable wider selection of resources to be used/stored externally.</p>
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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 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.	<p>September 2023- Class reading records and folders checked. Children are being heard frequently and as required. Areas of inconsistency addressed and problems rectified.</p> <p>Next Steps: New Reading lead to review and evaluate the reading curriculum and familiarise with current processes.</p>
Monitor and evaluate implementation English Curriculum in KS1 (Year A)	LS	LB	Teacher Feedback Book Scrutiny Termly assessment results- analysed.	Termly	ongoing	n/a	Progressive skills built on day by day, week by week	<p>October 2023- FS and KS1 learning walk undertaken. OUTCOMES: use of English/ phonic lesson time addressed in Reception. Good attitudes to work and curriculum in all four classrooms</p> <p>May 2024- IL conducted SEND work scrutiny on reading and writing books. IMPACT: Children are making progress and are being supported well. IL to support particular teachers with feeding back to SEND children in lessons.</p> <p>Next Steps: New English leads to collaborate to review and adapt the English Curriculum in line with Writing Moderation training and feedback.</p>
Monitor changes to Homework policy to reflect new approach to spelling teaching and learning in KS1 and KS2	LS	LB/Govs	<ul style="list-style-type: none"> • Share policy with staff • Implement new approach • Monitor children's opinions/ reactions/ progress 	<ul style="list-style-type: none"> • ongoing 	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. Improved well being for children	<p>September 2023- new spelling communication to allow for support at home has been implemented and checked.</p> <p>Next Steps: Homework policy reviewed and implemented. Success and positive feedback. Completed</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 and increased use of destination questions for assessment opportunities.	TW All Teachers	LB	Monitor and evaluate the use of the learning sequences and destination question through: <ul style="list-style-type: none"> Learning Walks / Drop ins Lesson visits Coaching and Mentoring Pupil Interviews Work Scrutiny 	As part of monitoring and evaluation schedule termly undertake monitoring activities to determine the impact of the new maths teaching approach <ol style="list-style-type: none"> 1. Use of the teaching sequence steps 2. Opportunities for problem solving and application 3. Quality of work 4. Evidence of calculation policy being followed 5. Appropriate feedback to move learning forward 6. Attainment targets being met and progress evidenced in work and assessments 7. Use of concrete resources 8. Use of destination questions 	2023/24	N/A	To embed the Mathematics curriculum across the school EYFS- Y6 Evidence of destination questions in all pupil books Year 1- 6	<p>September 23: Maths policy reviewed and updated. References subject time allocation, Maths is taught daily for 1 hour across all year groups. September 23: Learning Walk KS1 completed- TW noted consistency across all KS1 classes, particularly Y1 children. October 2023: KS2 Learning walk saw good mathematical vocabulary modelled by staff. IMPACT- HertsforLearning scheme continues to provide strong learning opportunities for children</p> <p>November 23- Pupil voice survey completed with KS1 and KS2 IMPACT- Children display strong understanding of their maths work and can articulate their learning.</p> <p>January 2024- Bottom 20% children in each cohort identified and data compared with same point last year. IMPACT Maths lead to explore interventions needed for underperforming groups.</p> <p>January 2024- work scrutiny completed of lowest 20% in maths.</p> <p>May 2024- Data analysis and work scrutiny of lowest 20% and intervention support provided.</p> <p>Next Steps: Work alongside new maths lead to model lesson visits / work scrutines and continue to refine and evaluate curriculum through a range of monitoring activities.</p>

<p>To utilise the classroom environments to support pupil retention in maths through refining display policy to include pictorial representations of commonly explored concepts in each year group.</p>	<p>TW All Teachers</p>	<p>LB</p>	<p>Subject lead to review display policy and make any alterations necessary. Subject lead to create example display with uniform examples of pictorial representations to be used in each classroom plus concrete resources too.</p>	<p>Developments to be explored throughout the Autumn Term and fed back to LB and SLT Displays to be altered in the Spring Term</p>	<p>2023/24</p>	<p>N/A</p>	<p>Concrete resources and pictorial representations to be used as a reference point for children in lessons.</p>	<p>January 2024- Maths lead led cluster meeting with local maths leads and networked on their classroom environments. TW to receive some examples of working walls/ ways other colleagues present key concepts.</p> <p>Next Steps: Review common pictorial representations used across school and ensure used effectively in books through monitoring.</p>
<p>To embed the use of fluency sessions in daily maths lessons and explore the introductions of opportunities to apply learning in books each half term in line with moderation feedback Y2.</p>	<p>TW Teachers</p>	<p>LB</p>	<p>Monitor and evaluate fluency sessions through:</p> <ul style="list-style-type: none"> • Learning Walks / Drop ins • Lesson visits • Coaching and Mentoring • Pupil Interviews 	<p>Throughout the year monitor lessons and sessions:</p> <ul style="list-style-type: none"> • Autumn • Spring • Summer 	<p>2023/24</p>	<p>NA</p>	<p>Fluency sessions used daily, and children show evidence of learning application in their maths books.</p>	<p>September 23: Learning Walk KS1 completed- TW noted consistency across all KS1 classes, particularly Y1 children. October 2023: KS2 Learning walk saw good mathematical vocabulary modelled by staff. October 23- KS2 Maths Learning Walk showed great examples of active feedback</p> <p>November 23- Pupil voice survey completed with KS1 and KS2 IMPACT- Children display strong understanding of their maths work and can articulate their learning.</p> <p>April 24- SNAP Maths Intervention demonstration attended with Rising Stars following feedback from SEND Network meeting. Intervention researched and purchased. IMPACT- Maths lead to provide training on new intervention.</p> <p>June 24- SNAP Maths intervention training completed with all staff at twilight session and ready to be implemented fully in Autumn Term 24.</p> <p>Next Steps: Embed SNAP Maths intervention across the school alongside new Ipads to support learning.</p>

<p>To refine the 'front pages' in Maths books to reflect the current approaches to the maths curriculum in line with the calculation policy and familiar pictorial representations.</p>	<p>TW LS LB</p>	<p>LB</p>	<p>Refine the front pages displaying the standard expectations and ensure reflective of the curriculum. Subject lead to create a 'pictorial representation' sheet for each year group / phase to feature in all books.</p>	<p>Throughout the Autumn Term</p>	<p>2023/24</p>	<p>N/A</p>	<p>Children use pictorial representations to support their learning in Maths.</p>	<p>April 24- Through work scrutines maths lead has identified ample pictorial representations being used to support learning. IMPACT: Front pages to remain as they are to support consistency Next Steps: Review common pictorial representations used across school and ensure used effectively in books through monitoring.</p>
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Subject Action Plan: Science

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation	
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	23 / 24	N/A	Ensure standards are consistent and progress throughout the school.	<p>Work scrutiny: Looking at assessments, AF references and vocabulary progression</p> <p>Data Analysis: Work scrutiny: Looking at assessments, AF references and vocabulary progression</p> <p>Next Steps: Focus in on monitoring consistency between Y1 children in KS1 classes.</p>	
				2. Monitor knowledge assessments and ensure learning and progress is evident.	End of each term		23 / 24	N/A	<p>Work scrutiny: Looking at assessments, AF references and vocabulary progression</p> <p>Work scrutiny: Looking at assessments, AF references and vocabulary progression</p> <p>Work scrutiny: Looking at assessments, AF references and vocabulary progression</p>

									Next Steps: Focus in on monitoring consistency between Y1 children in KS1 classes.
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	23 / 24	N/A	Ensure standards are consistent and progress throughout the school.		<p>Work scrutiny Looking at assessments, Af references and vocabulary progression</p> <p>Work scrutiny Looking at assessments, Af references and vocabulary progression</p> <p>Checked report statements 2024</p> <p>Next Steps: Continue to monitor scientific vocabulary in science books during work scrutiny.</p>
				2. Planning monitoring- are teachers evidencing use of relevant vocabulary to inform their lessons?	End of each term				<p>September 2023: Provided feedback to KS1 staff at Staff meeting regarding Year 1 planning. Supported teachers in KS1 with consistency and following stepping stones.</p> <p>Policy renewal with reference to time allocation.</p> <p>New termly subject covers distributed to all class teachers</p>

								<p>Next Steps: Make sure scientific vocabulary in planning matches what is evidenced in books.</p> <p>Monitor schemes of work.</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 continue to monitor the quality of teaching and learning in RE across the school, in particular focusing on the progression of knowledge in Christianity from Rec - Year 6.	NS	LB	<p>Book scrutiny - Ensure that all staff are following stepping stones documents to teach RE, through termly book scrutiny. Focus on progression in core concepts in Christianity throughout the school, e.g. God, Salvation.</p> <p>Pupil voice - Carry out termly pupil questionnaires and interviews to gauge pupil engagement in RE, use of correct terminology, understanding of core concepts, etc.</p>	Autumn Spring Summer	Ongoing	N/A	<p>Standards in RE will continue to be high across the school.</p> <p>Children will have ample opportunities to share their experiences of RE. Subject lead will be able to monitor the effectiveness of active feedback during RE lessons.</p>	<p>6.11.23 - Standards in RE remain high. Subject lead carried out Book scrutiny.</p> <p>IMPACT - All year groups are following the Stepping Stones Document and progression across the school is good.</p> <p>13th May 2024 Book Scrutiny/data analysis shows that outcomes across the school in RE remain high.</p> <p>IMPACT - there is an increase in the number of pupils achieving Expected in RE from Autumn to Spring.</p> <p>Completed. Ongoing into next academic year to continue to monitor standards in RE.</p>
			<p>Staff training - NS to deliver and disseminate RE training, revisit Understanding Christianity and the different types of Knowledge in RE.</p>	Autumn/Spring	N/A	<p>Teaching staff will understand the importance of teaching RE lessons that include the following:</p> <ul style="list-style-type: none"> -Understanding the Text (Believing), -Understanding the Impact (Living) - Making Connections (Thinking). <p>All staff will ensure that they are teaching at least one of the different types of knowledge throughout an RE lesson.</p>	<p>Next Steps:</p> <ul style="list-style-type: none"> - Book in dates into staff meetings/ Inset to deliver training in line with new teacher starting. 	
To evaluate current RE assessments and explore different ways to evidence, express and communicate knowledge.	NS	LB	<p>Research - NS to research assessment in RE, liaise with RE cluster group, RE Advisor, etc.</p> <p>Disseminate findings of research around assessment in RE and support teachers in using different ways of experiencing and communicating their knowledge.</p> <p>Monitor assessment in RE through termly monitoring activities and data analysis (see above).</p>	Autumn	Ongoing	N/A	<p>Staff will have a variety of tools to assess knowledge in RE at the end of a unit of work. Children will have access to a variety of ways to express and communicate their knowledge in RE, including self and peer assessment.</p>	<p>Autumn 2 -Subject lead continues to research assessment in RE.</p> <p>IMPACT - The most up to date research is considered when making decisions about assessment in RE.</p> <p>January - Meeting with Reverend Sarah Tierney to discuss</p> <p>January 2024- First 20% children in each cohort identified and data analysed for Autumn 2.</p> <p>IMPACT - NS to explore the link</p>

									<p>between children on the SEND register and why they are not achieving in RE. NS to begin work on assessment in RE.</p> <p>April '24 - Local RE Cluster - discussion about the finding of the Ofsted RE review and how to ensure the recommendations are being met, e.g. time allocations, rigorous, progressive, etc. Update about coming chaged to Lincolnshire Agreed Syllabus.</p> <p>IMPACT - RE lead is up to date on current affairs in RE.</p> <p>Completed</p> <p>Next Steps:</p> <ul style="list-style-type: none">- Join working party for the new syllabus.- Update RE Curriculum in line with new syllabus as and when it is brought in.
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Subject Action Plan: Computing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To greater develop assessment in computing and establish the time allocation for the subject on a termly basis.	SC	LB and SLT	-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. -Supporting staff with CPD	End of each term.	Monitor with teaching staff	N/A	The assessment reflects correct/accurate understanding and knowledge	September 23: Creating an Inclusive Classroom: Approaches to Supporting Learners with SEND in Computing IMPACT: identify support through assessment of children who work towards standard. Next Step: Support teaching staff on accuracy of assessment (Use of WAGGOLS, rubric and end assessments).
To ensure that teachers and support staff are correctly resourced and equipped to correctly deliver curriculum.	SC	LB	Assess what is needed term by term to fulfil resources and ensure the curriculum can be taught to its full potential. Continually support staff with new apps and updates to support classroom use.		LB	N/A	Ensure that resources support and extend pupil knowledge.	September/October 23: Attend Creating an Inclusive Classroom: Approaches to Supporting Learners with SEND in Computing

			CPD to support staff on the use of software and hardware.					<p>IMPACT: Support staff in the inclusion and resource lessons to support all children.</p> <p>September 23: Attend Computing Quality Framework – driving change within your school.</p> <p>IMPACT: Support subject leader in identifying strengths and weaknesses in computing and moving forwards to obtain Computing Quality Mark.</p> <p>August/September 23 : Computing and Online safety policy updated</p> <p>IMPACT: (To be ratified) Policy will support the safe use of computers for children and adults.</p> <p>Throughout the year 23/24 – Supporting staff with new apps/AI</p> <p>IMPACT: Support to given children and reduce workload and planning time for teachers.</p> <p>Next Steps: Support and deliver sessions to aid in whole class curriculum delivery</p>
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To support Junior Online Safety Officers to support and improve the knowledge of online safety throughout the school. Junior Online Safety Officers to support peers and staff during computing lessons.	SC	LB	<p>Creating 'Junior Online Safety officers' to support staff, children and parents across the school with keeping safe online.</p> <p>JOSO to support and manage hardware throughout the school, supporting staff when using during computing lessons.</p>	Ongoing throughout the year.	Staff/Children	N/A	Improved understanding of online safety.	<p>and new software/making the most of the equipment in the classroom to aid in learning.</p> <p>February 24 – Parent workshop</p> <p>IMPACT: Parents given support to help their children keep safe online – Supported by JOSO to also improve their knowledge</p> <p>Next Steps: Support the JOSO to upskill and support in classrooms. Given more responsibilities.</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 style="color: green;">October 23- IL completed randomised SEND Support plan scrutinises to ensure provision across the school is consistent and achievable</p> <p style="color: green;">IMPACT IL happy with provision for SEND children across school.</p> <p style="color: green;">Next steps: Ongoing for next 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.	Ongoing	LB	N/A	SENCo to ensure children with EHCPs/ Significant need are supported well.	<p style="color: green;">November 23- IL completed KS1 Learning Walk including children with EHCPs IMPACT IL happy with provision for SEND children in KS1. Positive feedback fed back to KS1 teachers with some suggestions for improvements</p> <p style="color: magenta;">March 23- IL completed Lesson drop ins to ensure that EHCP support plan provision matched provision in class. IMPACT learning walks showed that this was happening across the school, with some development points being highlighted and actioned in Summer term.</p> <p style="color: green;">Next steps: Ongoing</p>

								for next year. Support new Y5 class teacher with child with EHCP.
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.	Ongoing	LB	N/A	SENCO can ensure all SEND children are making progress, and the support is being offered where needed.	<p>November 23- IL completed KS1 Learning Walk. IMPACT IL happy with provision for SEND children in KS1. Positive feedback fed back to KS1 teachers, with some suggestions for improvements</p> <p>December 23- IL completed book scrutiny of randomised sample from each class. IMPACT IL happy with progress and support for most children on SEN register. Will do another book scrutiny in Spring term to ensure improvements where suggested.</p> <p>March 23- IL completed Lesson drop ins to ensure that SEND support plan provision matched provision in class. IMPACT learning walks showed that this was happening across the school, with some development points being highlighted and actioned in Summer term.</p> <p>March 23- IL lead CPD about neuro-diverse children and how to support them in classrooms. IMPACT All staff</p>

								<p>members are now equipped with the knowledge to support these children, and how to use the sensory areas in school.</p> <p>April 23- SEND Data Analysis completed. IMPACT IL happy with progress most SEND children have made. IL to complete more drop ins/ book looks for classes where not as much progress has been made.</p> <p>May 2024- IL conducted SEND work scrutiny on reading and writing books. IMPACT: Children are making progress and are being supported well. IL to support particular teachers with feeding back to SEND children in lessons.</p> <p>June 2024- IL conducted pupil interview with children on SEND register. IMPACT: children all feel they are making good progress. Some classes need enhanced monitoring next academic year.</p> <p>Next steps: Ongoing for next year.</p>
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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 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.	IL	LB	<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>November 23- KS2 Book scrutiny completed IMPACT IL happy with KS2 progression and all staff following stepping stones document</p> <p>Jan 24 - Data Analysis complete IMPACT lowest 20% identified as focus of work scrutiny in Spring Term. Concerns raised about how SEND children are being assessed in History.</p> <p>Next steps: in conversation with class teachers, ensure stepping stones are still accurate for next academic year.</p>
2. Greater develop assessment in History and establish time allocation for the subject per term, in relation to the stepping stones documents.	IL	LB	<p>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.</p> <p>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.</p>		LB	Cost of historical association fee	<p>High expectations set in each year group through planning.</p> <p>Increased confidence in subject delivery</p>	<p>September 23: History policy reviewed and updated to reflect curriculum changes and begin to explore reference time allocation. This will be developed further during Autumn 2 INSET day.</p> <p>May 23- Data analysis completed IMPACT Identifying the lowest 20% showed that SEND children have made significant progress since Autumn term as a result of giving teachers different ways of assessing (not just writing).</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 curriculum.	KG	LS	Support individual staffing groups (particularly at KS2) to use Digimaps as highlighted in their Schemes of Work. Monitor outcomes with pupils.	<p>November 2023 - Identify areas in next terms planning where Digimaps is highlighted or where it can be used.</p> <p>Arrange meeting with KS2 to support and deliver further training building from last year.</p> <p>KS1 Meeting - how can we use Digimaps to support our topics.</p> <p>February 2024 - work scrutiny with pupils and possibly time in class to discuss with pupils where and how they are using Digimaps.</p>	LB	N/A	<p>Scrutiny of books show use of Digimaps.</p> <p>Children demonstrate confidence using the website.</p>	<p>Subscription renewed for Digimaps and new logs forwarded to all teaching staff.</p> <p>Next steps: To deliver individual support around mapping (progression) and use of digimaps to each staff member around their topic in Autumn 1.</p>
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	<p>Collect samples of lesson planning and books; scrutinise for depth of coverage, lesson delivery etc. What is being recorded for each enquiry question?</p> <p>Find further opportunities where locality/school grounds can be used within the Geography curriculum that are not explicitly stated in the Schemes of Work.</p>	Spring 2024	LB	N/A	<p>Variety of work recorded that follows the SOW.</p> <p>Enquiry questions are recorded.</p> <p>Updated curriculum stepping stones document to show where locality can be used. There will be some cross reference with fieldwork progression document.</p>	<p>Summer Term: Work scrutiny for children in first 20% of pupils. Identified a range of work in response to the enquiry question. Not all classes in KS2 using the enquiry question. To feedback on this to ensure continuity.</p> <p>Summer Term: Stepping stones updated to show where local area/school grounds can be used.</p>

		<p>Develop a separate geography skills and fieldwork progression to ensure that fieldwork is purposeful and progressive for all pupils. This will feature something in each term, for each year group and can be simple/local.</p>				<p>Completed document. Fed back to teachers. Clear where it fits in to curriculum stepping stones.</p>	<p>Summer Term: Document completed to further illustrate progression in the subject. Next steps: Feed back mapping and fieldwork progression to individual staff when addressing digimaps work</p>
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Subject Action Plan: Art & Design

Development Priorities	Staff	Account to	Task/Training/Resources	Timeline/Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
CPD for staff tailored to different brush strokes. (following the school curriculum skills progression document).	SB	LB	Teacher Meeting practical session	By end of Spring Term	2024	N/A Teacher Meeting time	Teachers will be well equipped to confidently teach painting skills and be more secure in painting techniques and progression in skills throughout the year groups.	September 23: Art policies reviewed and updated to reflect curriculum changes and reference time allocation for subject. Referenced time allocation. Art Subject lead folder up to date. Supported staff by amending SoW to reflect slight changes/improvements to this term's body of work. Researched Y5 sculpture topic with wire artist - video sent to enhance sculpting work. Training booked in for 30 th October lead by SB. Adult Training completed for different use of paintbrushes and progression in painting from Reception to Year 6. Whole staff training - new paint brush resources and art resource cupboard organisation. Sketch book celebration and skill analysis from Yr1-6 and sketchbook inspiration video for new ideas for children's independence in using creative ideas for their sketchbook backgrounds. NEXT STEPS: Consider new CPD for all staff - sculpture - clay work.
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.	SB	LB	Work scrutiny to ensure teachers are confident to deliver high quality art lessons building on last year's feedback. Support to be given to EYFS/KS1 staff as Cycle A Schemes of Work will be newly written throughout the year.	Oct 2022	Each term	N/A	Art vocabulary progression clearly evidenced in sketch books and verbally with children throughout the year groups.	End of year art data analysis completed. All classes on making good to outstanding progress. Autumn Term Data Analysis completed IMPACT: Whole school: on average 94% of children are expected in Art and Design. The first 20% have been identified by each class teacher and support documents signposted to each year group to support these children. Work scrutiny carried out with locality lead IMPACT locality lead noted impressive skill and knowledge development evidences in books that have greatly contributed to the high quality finished art pieces of art. Locality lead was impressed with our ambitious curriculum that develops skills and knowledge of art

								<p>and artists from a range of countries, cultures and techniques.</p> <p>Whole staff CPD in use of sketchbook to improve children's independence when using books SB made a inspiring video to inspire staff and students.</p> <p>IMPACT sketchbook are becoming excellent examples of our Art curriculum and so we are aspiring to showcase even more excellent work produced by our young artists.</p> <p>Spring Data Analysis completed.</p> <p>Outstanding progress has been made across all year groups.</p> <p>NEXT STEPS: continue to support teachers to encourage personalisation in sketch books and use of previous year's skills to allow children to constantly practise and build on previous steps..</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>Palette knives, acrylic paint and stippling brushes ordered following Teacher art CPD and improvements made to the art curriculum.</p> <p>New brushes ordered - large for washes and a wider selection of brush thickness.</p> <p>IMPACT: new painting techniques will become more evident as planned in the new curriculum.</p> <p>Art cupboard has begun to be organised making it easier for staff to locate resources for specific topics.</p> <p>Art cupboard organised in own time and is now easy to use. Resources are beginning to be labelled for more clarity - continue during Summer Term.</p> <p>NEXT STEPS: continue to keep resources stocked for each term. Build upon KS2 paint use and supplies - powder paint, acrylic and watercolour.</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 PE resources and replenish any that are needed including use of ICT in PE lessons	SB	LB	Evaluate PE resources and replenish resources if/when needed. Use of laptops and ipads in PE lessons - coaching support and online Jasmine skills videos	Termly	Monitor with teaching staff	Sports Premium	PE lessons will be well resourced.	Re sent Real PE Jasmine log ins to Teachers. Saved Curriculum Map with embedded SoW on to teams. Pumped up the balls across both PE stores. ICT in PE Training booked in for 30 th October. Adult Training completed focusing on the use of ICT in PE lessons when it can be used to enhance pupil learning. E.g RealPE Jasmine Skills videos and/or ipad camera video app to use play back for pupil coaching. NEXT STEPS: continue to keep resources stocked for each term. Work with PE apprentices and Sport Committee to ensure equipment is fit for purpose.
Complete Sports Premium Report to reflect the high-quality PE and PA offer and improvement under the 5 key indicators.	SB	LB	- Continue to liaise with Inspire + about next year's offer - 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. - Meet with school business manager termly to ensure sports premium fund updated on Sports Premium Report throughout the year.	Weekly/Termly	Monitor with teaching staff	Sports Premium	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.	CPD courses booked and emailed to Teachers. Sports Competition for Autumn term booked. Talented Athlete Program - Teachers have been asked for their nominations - Year 3+4 children selected and are attending training. Young Ambassador Training completed on 9 th October. LIVEs training booked. Mini Olympics dates confirmed. Ambassador Assembly dates confirmed. New Sports Premium Report downloaded and moved on to school format. Young Ambassador Twilight Attended with 4 Young Ambassadors Requested termly meetings with business manager and head to discuss Sports Premium spending. Both Badminton and Football Coaches emailed and arrange dates, times, and numbers. Sports Committee display board being planned, first meeting with Sports Committee to discuss display. Display Completed Swim trials and training for Y3-6 each week towards the Swim Gala Chang4life clubs info for Aut sent off to School Games Organiser Competitions/events: Rugby Y3+4 Racket Pack Badminton Christmas House Competition Boys Football

							<p>Sportshall Athletics</p> <p>Girls Football</p> <p>Swimmarathan</p> <p>Swim Gala</p> <p>Legacy Tour Relay</p> <p>Netball league (3)</p> <p>Virtual Skipping KS2</p> <p>Bee Netball Festival</p> <p>Football County Final</p> <p>Paralympic Values House Competition</p> <p>Meeting with TL, business manager, to discuss premium spending.</p> <p>Liaised with PE governor to give information on this term's sports premium spending.</p> <p>Joe Roebuck Assembly introduced by Sports Committee.</p> <p>Sports Committee met 3 times to discuss and plan this year's events including the Christmas Potted Sports.</p> <p>Change4Life clubs (Targeted Play) information sent to School Games Organiser.</p> <p>Term 3 and 4 Sporting Fixtures signed up to.</p> <p>Signposted ECT to Royal Opera House dance training in January.</p> <p>Liaised with SENCO to potentially send a Send team to this year's Boccia competition.</p> <p>Talented Athlete Program - Y2 and Y6 Teachers have been asked for their nominations.</p> <p>Sports Competition for Spring term booked</p> <p>Legacy Tour Assembly led by Sports Committee and lunch time sporting, fun relay led by the young leaders. Supporting new PE lead in organising their school's Sports Day.</p> <p>Term 5 and 6 Sporting Fixtures signed up to.</p> <p>Booked onto the Create '24 twilight to plan the Create '24 day themed around the UN Convention on the Rights of the Child (UNCRC) through singing, dancing and designing</p> <p>Sports Competition booked for Summer Term.</p> <p>Young Ambassador Awards criteria completed and sent in to Inspire +</p> <p>Sports Committee/Young Ambassadors have achieved the Gold Award.</p> <p>Create '24 Day twilight attended SB will organise KS2 teachers' participation in the event.</p> <p>Create 24 day prepared and ready for the 2nd July.</p> <p>Participation Tracker analysed and evidence shared with LB. % of children taking part in an extra-curricular sporting club 87% 179/205</p> <p>% of girls taking part in an extra-curricular sporting club 92% 91/99</p> <p>% of boys taking part in an extra-curricular</p>
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								<p>sporting club 85% 88/104 % of SEND children taking part in an extra-curricular sporting club 74% 23/31 NEXT STEPS: Continue to promote Physical Literacy, Skills based curriculum with transferable skills into different sports and intra and inter school competition throughout the year and update the Sports Premium Report.</p>
Assessment for PE	SB	LB	Continue to support staff in making confident judgements at the end of each term. Provide Teachers with PE measures of attainment and progress for each year group.	Termly	Monitor with teaching staff	N/A	Teachers will be confident in making termly judgements for each child's age related expectations.	<p>September 23: PE and PA policies reviewed and updated to reflect curriculum changes and reference time allocation for subject. Referenced time allocation, PE Subject lead folder up to date End of year data analysis completed and show all children are making good to outstanding progress. Majority of SEND children are also on track with their PE end of year results. End of year expectations for each year group given to each teacher prior to filling in this term's PE assessment data. Autumn Term Data Analysis completed IMPACT: Whole school: on average 94% of children are expected in PE. The first 20% have been identified by each class teacher and support documents signposted to each year group to support these children. Spring Data Analysis completed. Outstanding progress has been made across all year group - 98% Expected across all year groups. Platinum Award for School Games Mark application process began, meeting booked with T Plumb (SGO) and case study written by PE lead. School Games Mark Health Check completed on website and submitted for evidence towards the platinum award. NEXT STEPS: provide CPD for all staff to refresh how we, as a school, are teaching Physical Literacy, and have a skills-based curriculum with transferable skills that we can use for different sports. We also have a 'road to competition' through training our children before inter competition</p>

Subject Action Plan: Music

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. New subject lead to familiarise self with Music curriculum and refine performance opportunities linked to Arts Summary and Curriculum Documents.	TW	LB	Monitoring of planning across the year. Review arts curriculum and performance opportunities	End of each full term End of year	2023/24	N/A	Timetable of performance opportunities for each year group across the year to also feature in arts summary.	January 2024- Music work scrutiny completed IMPACT: Evidence of stepping stones documents being followed and performance opportunities built in nicely. Next Steps: Continue to evaluate performance opportunities alongside the Arts Summary.
2. To greater develop assessment in music and establish the time allocation for the subject on a termly basis.	TW/LB	LB	Monitoring of planning and assessment against new curriculum documents and explore assessment opportunities. Monitor examples of assessed work to see how accurate judgements being made are. Explore exemplar materials to support staff.	End of each term.	2023/24	N/A	Staff will have a greater understanding of assessment in Music	September 23: Music policy reviewed and updated to reflect curriculum changes and reference time allocation for subject. Referenced time allocation will vary depending on unit of work (linked to LTP) e.g. Perform & Evaluate requires greater time due to preparation for a performance. January 2024-Bottom 20% children in each cohort identified and work scrutiny completed IMPACT: Children are being supported in lessons to ensure they make good progress

									Next Steps: Support new music lead to create some support materials for assessment in Music.
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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.	NS/LS	LB	<p>Through monitoring and evaluation schedule continue to monitor teaching and learning in phonics.</p> <p>Termly:</p> <ul style="list-style-type: none"> □ lesson drop ins, book scrutiny, pupil interviews □ NS to hear 2 children read from each class each half term to ensure phonic books match phonic ability. <p>ELS training - 4th September 2023 NS to deliver ELS training to new members of staff to KS1.</p>	<p>Autumn Spring Summer</p> <p>Feedback to individual members of staff. Cascade core information through KS and Teacher meetings.</p>	LB	n/a		<p>4.09.23 - ELS training delivered to all EYFS & KS1 staff. IMPACT All staff know how to assess in phonics and how to ensure all children are on the correct book for their phonic ability.</p> <p>WB 29th April 2024 - Data analysis completed based on data from Spring 2. Current projection for Year 1 passing Screener is 81%. IMPACT - Children are making good progress in Phonics, with the ELS scheme continuing to be effective.</p> <p>WB 6th May 2024 - NS conducted an ELS learning walk around EYFS/KS1. Staff are showing fidelity to the scheme. IMPACT - All children were engaged. NS read with the first 20% in Year 1. Children are making good progress and are on phonics books that match their phonic ability.</p> <p>Ongoing</p>
Further embed and develop the use of ELS interventions to support children in 'keeping up', rather than 'catching up'.	NS	LB	NS to deliver ELS intervention training to all members of EYFS/KS1 team.	<p>ELS training - 4th September 2023</p> <p>Termly</p>	LB	n/a		<p>10.10.23 - Phonics tracker monitored by NS. Reception - 100% of children (34/34) Year 1: 70% (23/33) IMPACT - ELS continues to be successful in its 2nd year with</p>

		<p>NS to support staff in assessing and monitoring progress of each child in phonics through termly monitoring activities.</p> <p>NS to observe intervention sessions across the key stage as part of mentoring and coaching.</p>	Termly				<p>children making progress in reading.</p> <p>29.4.24 - Phonics tracker monitored by NS</p> <p>Reception - 71% of children are working within expected. We anticipate that this will increase in the Summer term.</p> <p>Year 1: 81% - 11% increase from Autumn 2023.</p> <p>IMPACT -</p> <p>ELS continues to be successful in its 2nd year with children making progress in reading.</p> <p>Next Steps -</p> <p>Re- cap ELS interventions with all staff</p> <p>Continue to monitor Phonics teaching in EYFS & Year 1.</p>
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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. Liaise 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 the year.	23/24	None	Evidence in children's learning, work scrutiny, lesson visits, teacher and TA feedback.	<p>22.11.23 Work scrutiny carried out on DT portfolios. IMPACT: DT stepping stones followed and progression through the school is evident in the children's DT portfolios. July 24 - speak with teachers reflecting on the year. See if the outcomes (models etc.) are effective and manageable. Impact: Where required, outcomes focussed more on the skills children need and time in the curriculum used more effectively.</p> <p>Autumn 24 - monitor any adjustments made asking teachers for feedback. Impact - stepping stones continue to be followed and changes made to them, if needed.</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	23/24	Variable	Resources being used in lessons and evident in.	<p>15.11.23 Checked resources for Y1/2 making seasonal trees. IMPACT: lessons can be taught and trees made.</p> <p>19.12.23 Emailed Roots to Food in preparation for DT food workshop with Y2 and Y3 on 18th January 2024. IMPACT: Skills covered known by Darren at Roots to Food.</p> <p>3.1.24 Email conversation with Roots to Food regarding ingredients needed for food workshop on 18th January. IMPACT: Ingredients can be ordered ready to the day.</p>

								3.1.24 Sent ingredient list to N. Rafferty to order food the week before the workshop. IMPACT: Ingredients can be sorted and be ready for the day. July 24 - DT resources audit and check for Autumn 24 Impact - Stepping stones delivered
Explore and research assessment programs in DT to effectively assess against the new curriculum.	JL	LB	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	During the year when assessment tools are found JL to liaise with LB to discuss possible DT assessment for the school			Research available assessment techniques/tools/packages	Autumn term 24 - explore methods of assessment that would fit into our curriculum. Impact - Assessment that can be applied to different units of work across years 1 - 6 will add to the already present consistency and progression. It will also be a positive impact on teacher workload.
Evaluate the standards of pupil's work - assess for evidence of skills and vocabulary from the Stepping Stones document.	JL	LB	Book scrutiny- are children displaying evidence of using and understanding specific vocabulary and skills to year group? Planning monitoring - are teachers following Stepping Stones and using skills and vocabulary in lessons?	End of each term	23/24		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.	22.11.23 Book scrutiny displayed that the stepping stones are being followed well with skill and vocabulary being used across the school. IMPACT: curriculum is being delivered in line with the Stepping Stones. Consistency across school. JUNE 24: Compile and administer pupil questionnaire. Collate findings and analyse results. IMPACT: Questionnaire will inform and support the action plan moving into the next academic year - Understanding how well children know and use vocab. September 24 - Staff questionnaire to assess confidence in teaching DT and

									<p>manageability of the stepping stones.</p> <p>Impact - It will show CPD opportunities for staff. Also, it will highlight areas to adjust the stepping stones.</p>
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Subject Action Plan: MfL

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To continue to support the embedding of the new SoW and resources and ensure these are being used correctly across the school. Language Angels	SC	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.		LB	N/A	Ensure staff feel confident to deliver and assess MfL	September 23 - Lead 1 hour inset training on implementation, expectations and assessment in MFL. IMPACT: Teachers to be clear and knowledgeable in delivering MFL and correctly assessing all strands.
			Pupil interviews to gain their understanding and ensure correct vocab is being taught and to progress their learning.					August/September 23 : MFL policy updated IMPACT: (To be ratified) Policy will support the delivery and understanding of MFL in the curriculum JUNE 24: Complete and administer pupil questionnaire IMPACT: Questionnaire can inform and support the action plan moving into the next academic year - Understanding views and learning of children using the new scheme. Next Steps: Assess and identify how we can embed a love for languages into the school vision. E.g. Language days/celebrating cultures

<p>To develop the oral and written skills in French throughout ks2 - Giving children adequate opportunities to practice these skills.</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 are following the planning fully to allow for these written opportunities.</p>		<p>LB</p>	<p>N/A</p>	<p>Ensure standards are consistent</p>	<p>JUNE 24: Book review</p> <p>IMPACT: Gaining an understanding of children's work through the same assessment across the year, comparing these to assessment data.</p> <p>Next Steps: Monitor progress of the new scheme and the work produced to compare progress</p>
<p>To greater develop assessment in MfL and establish the time allocation for the subject on a termly basis.</p>	<p>SC</p>	<p>LB and SLT</p>	<p>CPD to support understanding of assessment</p>		<p>LB</p>	<p>N/A</p>	<p>Accurately assessing children</p>	<p>September 23 – Attend Assessment in Primary Foreign Languages</p> <p>IMPACT:</p> <p>September 23 – Review subject time/delivery time, indicating 1 hour allocation for each step (6 hours over 1 term to complete units and assessment)</p> <p>IMPACT: To support staff in managing time effectively and support delivery to children.</p> <p>Complete</p> <p>Next Step Use of technology and delivery to improve the learning and understanding for children.</p>

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	23/24	N/A	Ensure standards are consistent and progress throughout the school.	<p>Work scrutiny: Looking at assessments, evidence of attitudes and attributes.</p> <p>Work scrutiny: Looking at assessments, evidence of attitudes and attributes.</p> <p>Data Analysis</p> <p>Work scrutiny: Looking at assessments, evidence of attitudes and attributes.</p> <p>Next steps: Continue to monitor planning and outcomes across school. Focus on Y1 children across KS1 classes.</p>

Barrowby Church of England Primary School-Striving for Excellence
School Development Plan Sept 2023 – July 2024

<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 2024</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 from last academic year. Next steps: Review to check if any new additions need to be made.</p>
<p>Simplify scheme of work so each year group has their own pack including PSHE/RSE/assessment information.</p>	<p>ST</p>	<p>LB</p>	<p>Subject leadership time</p>	<p>Easter 2024</p>	<p>23/24</p>	<p>N/A</p>	<p>Streamlined version that is easier to follow and keep in planning folders.</p>	<p>Policy renewal with reference to time allocation. RSE Scheme of Work: 9 Protected Characteristics and Fundamental British Values identified and highlighted with symbols for easy recognition. Checked report statements 2024 New termly subject covers distributed to all class teachers. Scheme of work simplified and reference to 9 protected characteristics and British values included. Next steps To include reference to community cohesion within scheme of work.</p>

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	November 23- IL held wellbeing committee meeting (See minutes). It was discussed that wellbeing at the school was good, and suggestions from wellbeing box were being implemented. IMPACT: Meetings would continue in an ad hoc kind of way, as and when is needed.
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.	Ongoing	LB	NA	To highlight the importance and prominence of wellbeing in the school.	November 23- IL attended '5 ways to wellbeing' training with Carol Hines. IMPACT Carol Hines to come into school for 1:1 Wellbeing meeting with IL and LB April 23- IL completed student wellbeing survey. IMPACT IL shared with SLT the results, which were widely positive. July 23- SIAMS inspection held, with positive feedback especially in regards to wellbeing. Next steps: Continue to ensure that 5 ways to wellbeing are central in all aspects of the curriculum.