



Barrowby Church of England Primary School

School Development Plan 2017-2020

Year 3: 2019-2020-Next Steps: July 2020

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

Matthew 5:16



Enjoying his breakfast at the Old School Room Breakfast Club

Key

1st Edition
2nd Edition

4th Edition
3rd Edition

5th Edition
6th Edition

Next Steps

Contents

Pupil Premium.....	2
Introduction	3
Our School	3
Target Setting 2020	4
Strategic Plan-3 years (2017-2020)	5
Quality of Education:	5
Behaviour & Attitudes:.....	6
Personal Development:	6
Leadership & Management:	6
The Quality of Education.....	7
Behaviour & Attitudes	12
Personal Development.....	15
Leadership & Management.....	20
Evaluating the Quality of the early years provision	23
Subject Leader Action Plan: English	24
Subject Action Plan: Mathematics	29
Subject Action Plan: Science	31
Subject Action Plan: RE	33
Subject Action Plan: Computing	35
Action Plan SEND.....	38
Subject Action Plan: History.....	41
Subject Action Plan: Geography	43
Subject Action Plan: Art & Design.....	45
Subject Action Plan: Music	46
Subject Action Plan: Design & Technology.....	47
Subject Action Plan: MfL.....	48
Subject Action Plan: RSE	49

Please use the links below to learn more about the following areas:

About Us

[Aims & Ethos](#)

[British Values](#)

[Core Values](#)

[Friend's of Barrowby School](#)

[Headteacher's Personal Statement](#)

[Meet the Staff](#)

[Mission Statement](#)

School Life

[Attendance-Pupil Absence](#)

[Curriculum Overview](#)

[National Assessments-Summary of](#)

[School's Performance](#)

Documents

[Arts Summary](#)

[Church School Distinctiveness](#)

[Curriculum Planning](#)

[Diocesan Inspection](#)

[OFSTED Report](#)

[PE & Sport Premium](#)

[Policies](#)

[Pupil Premium](#)

[Self-Evaluation](#)

[SEND Report](#)

[Survey Responses](#)

Introduction

The purpose of all that we do at Barrowby Church of England Primary School is to strive for excellence, to ensure that we create a happy and secure environment; one in which every child, irrespective of gender or ability achieves their potential; a place where each individual is nurtured so they can experience success and joy in learning.

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 nine classes, two mixed age Reception/Year 1 classes, two mixed age Year 1/Year 2 classes, a Year 3 class, a Year 4 class, 2 parallel Year 5 classes and a Year 6 class. The number on roll has been stable for over 2 decades and increased in September 2014, resulting in a temporary 1-year PAN increase of 52. In 2019, the school admitted 34 pupils, for September 2019; resulting in 260 on roll.

This has been due to the excellent reputation and success of the school. It is anticipated that numbers on roll will remain at this level over the next few years, as the school manages the 'bulge intake' (September 2014 intake, currently Y5) and continues to be consistently over subscribed for admissions.

There are eight full time teachers, including the Headteacher, and five 0.5 part-time teachers. Non-teaching/support staff include: 1 Higher Level Teaching Assistant, 7 Teaching Assistants, 1 x 1:1 Teaching Assistant, 10 dinner supervisors, a full time Senior Administrator, part time Administrator and Administrator Assistant, a full time Caretaker, and 2 part-time Cleaners.

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 and sensory garden, playgrounds and extensive grounds, adventure playgrounds, Cabbage Patch, Pumpkin Patch and Dig for Victory Gardens, games field, wild life areas and pond, Earth Loom, story circle and Tree House provide an excellent outdoor environment, for all our pupils.

Target Setting 2020

Key Stage 1

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2020</u>
Reading	Expected	82
	Greater Depth	30
Writing	Expected	72
	Greater Depth	24
GAPS	Expected	72
	Greater Depth	24
Maths	Expected	82
	Greater Depth	30
Science	Expected	88

Key Stage 2

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2020</u>
Reading	Expected	88
	Greater Depth	24
Writing	Expected	88
	Greater Depth	24
GAPS	Expected	85
	Greater Depth	24
Maths	Expected	88
	Greater Depth	24
Science	Expected	91

Strategic Plan-3 years (2017-2020)

Quality of Education:

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

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

Behaviour & Attitudes:

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

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

Personal Development:

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

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

Leadership & Management:

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

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

The Quality of Education

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Curriculum								
Teachers to consistently evaluate and provide a creative curriculum that excites and motivates children, provides a rich variety of first-hand experiences and fosters pupil's curiosity.	Subject Leaders	LS	Review the school's Long-Term Planning and ensure the subject intention is clearly communicated through the subject specific Curriculum Maps.	December 2019	Govs	N/A	School Leaders will ensure the school's curriculum Intent, Implementation and Impact is clearly communicated and is visible.	<p>September 19: Subject Leaders have begun to review the school's LTP and Curriculum Maps. Subject Leads have evaluated previous actions and supported the development of the SDP as well as subject Action Plans. IMPACT All leaders supported to contribute towards the SDP and identify actions. Sept 19: Subject Leaders reviewed LTP. Begun to adapt the Curriculum Maps.</p> <p>Feb 20-Long Term Planning updated and printed. Display in Reception completed. IMPACT All stakeholders are aware of the school's intent.</p> <p>Next Steps: Complete Curricular statements.</p>
Support Subject Leaders/teachers to articulate Curricular Intent								
Evaluate Curricular Implementation and refine as needed, ensuring end-points are clearly identified and embedded	LS TS NS Subject Leaders	LS	Review and adapt school's Curriculum Maps to reflect the school's broad and balanced curriculum from Reception to Year 6	<p>Create new Curriculum Maps:</p> <ul style="list-style-type: none"> • English Nov 2019 • Maths Nov 2019 • RE Nov 2019 <p>Refine and update Curriculum Maps to include EYFS Dec 2019</p>	LB			<p>Through Teacher Meetings Sept-Oct 19, subject leaders liaised with EYFS Lead to ensure curriculum maps reflected EYFS requirements. IMPACT: Curriculum Maps demonstrate progress for all subjects.</p> <p>Oct 19: English & Maths Leads evaluated and refined the Curriculum Maps for English (Reading, Writing and Phonics) and Maths. IMPACT Progress clear for all to see.</p> <p>22.1.20-LB attended GRACE Schools Curriculum Development Workshop and explored further the function of the:</p> <ul style="list-style-type: none"> • Vision • Values • Progression • Curriculum Maps

Subject Leaders	LS	Ensure Curricular intention and Curriculum Maps are available on the school website.	Develop further the Curricular content on the website: <ul style="list-style-type: none"> Foundation Subjects January 2020 	LB	N/A				<p>IMPACT Formulated an updated Action Plan to ensure vision is closely linked to curriculum.</p> <p>31.1.20-LB updated and reorganised curriculum information available on the school's website, including subject intentions for all foundation subject. IMPACT Curricular Intent is clearly linked to school's vision. Next Steps: Evaluate and ensure Maps are consistent.</p>
Subject Leaders	LS	Articulate the school's Curricular Implementation through development of Curriculum Policy.	Liaise with Subject Leaders to: <ul style="list-style-type: none"> Review Subjects and evaluate position Feb 20 Adapt Curricular Maps Feb 20 Evaluate and review curricular structure Inc. LTP and MTP Feb 20 	LB	N/A				<p>Oct 19: Subject Leaders began to review Thematic Planning and articulate the intent for each topic/theme. IMPACT Supporting teachers to identify/organise knowledge for pupils. Next Steps: Evaluate and review curricular structure Inc. LTP and MTP</p>
Subject Leaders		Support Subject Leaders to further develop the ability to articulate subject Intent, Implementation and Impact.	<ul style="list-style-type: none"> Subject Leaders attend Cluster twilight at GHF 11th November 2019 						<p>11.11.19-Teachers attended twilight OFSTED Deep Dive. IMPACT All middle leaders have a greater understanding of what OFSTE are looking for and in turn can begin to further develop their confidence within their subjects.</p> <p>Jan 20-Subject Leaders undertook review of subject intentions alongside the review of the school's vision. IMPACT School clearly mapped the curricular intent to the school's vision.</p>

Assessment								
Continue to refine and embed assessment procedures in Foundation subjects.	LS	LB	Support the Subject Leaders to review and refine Curriculum Maps.	<ul style="list-style-type: none"> December 2019 Facilitate moderation <ul style="list-style-type: none"> Autumn 19 Spring 20 Summer 20 	Govs	N/A	Continue to build teachers understanding so that decisions are accurate and robust	November-EYFS Teachers support subject leaders to understand EYFS curriculum. IMPACT All leaders understand how subjects/curriculum progresses.
Evaluate revisions and embed Marking and Feedback policy, to reflect current practice and best practice, in light of recommendations	LS	LB	Liaise with teaching staff to further develop effective feedback to pupils	Through SLT, teacher meetings, evaluate and refine purpose of feedback Oct 19 Engage with teachers to: <ol style="list-style-type: none"> evaluate and articulate different types of effective feedback Dec 19 	Govs	N/A	To ensure teachers provide relevant and 'live' feedback so that pupils understand their next steps and make greater progress	Oct 19: SLT meetings given to discuss and articulate purpose of feedback. 4th November: Teacher Meeting discussed and articulated the most effective feedback i.e. <ol style="list-style-type: none"> Active feedback in lessons should be meaningful and inform pupil's next steps Post Lesson Feedback should inform teacher how pupils have progressed and help identify next steps Teachers asked to consider different ways to provide feedback both in and outside of the lesson. IMPACT Support all teachers to share different strategies for feedback. 15.2.20- Through Teacher Meetings, analysed the responses to Brown Paper exercise. Explored further the ways in which teachers can gather information post learning' i.e. after lessons and generated a helpful list. IMPACT Teachers able to identify different ways to gain an understanding of how pupils have performed in lessons. 22.1.20- Through Teacher Meeting and TA meetings staff encouraged to share different strategies for providing 'active

							<p>feedback' during learning. IMPACT Staff able to identify effective practice to enable active feedback in lessons and have generated a helpful toolkit which will be amalgamated into the Feedback Policy.</p> <p>5.2.20-Feedback Policy updated and shared and discussed with school staff. Updates include:</p> <ul style="list-style-type: none"> Defining feedback Identifying strategies Updating Feedback Symbols <p>IMPACT All stakeholders are aware of the changes and are well equipped to implement.</p> <p>Next Steps: Implement feedback policy and evaluate with teachers.</p>
	LB	Govs	<p>2. Engage with stakeholders e.g. parents and advise of changes to focus of feedback i.e. moving away from distant marking towards effective 'live feedback' Jan 20</p>	Govs	N/A	<p>Ensure stakeholders understand changes and the positive impact on pupil progress</p>	<p>Week beginning 27th January 2020-LB drafted a letter to be sent to parents describing the change of expectation in providing feedback. The main points:</p> <ul style="list-style-type: none"> No further expectation to 'mark' work after learning. Greater emphasis placed on 'active feedback' in lessons and encouraging children to take greater ownership of their learning. <p>IMPACT Parents understand the changes to responding to pupil's learning.</p> <p>1.2.20- HT drafted a letter to parents-sent on the 13.2.20 describing the school's new position regarding changes to marking and feedback. IMPACT Parent have been informed of the need for the changes.</p>
	All staff	LS	<p>3. Teaching staff supported to move away from marking and research and explore various feedback types Mar 20</p>	LB	N/A	<p>Teachers explore ways to effectively provide feedback and empower children to take ownership of learning</p>	<p>Next Steps: complete next cycle.</p>

	LS	LB		4. Evaluate practice and identify effective elements-modify and update policy to reflect enhancements Jun 20	Govs		Ensure stakeholders understand changes and the positive impact on pupil progress	Next Steps: complete next cycle.
	LB	Govs		5. Update and inform parents of changes to feedback July 20	Govs			Next Steps: complete next cycle.

Behaviour & Attitudes

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Further support those identified children to develop resilience within their learning e.g. through training and implementation of a Pastoral Lead	DK	LB	Liaise with Pastoral Support Lead To further develop support for identified children.	DK attend the 2-day Mental Well-Being First Aid Course <ul style="list-style-type: none"> October 19 November 19 DK disseminate information and provide updates to staff INSET April 3rd 2020	Govs	Price of Training	Support the development of a Pastoral Lead and ensure there is confidence to further support identified pupils	<p>Mental Health First Aider Training attended by DK. Discussed training with HT to plan for dissemination to Tas during INSET-3rd April 20. IMPACT Pastoral Lead supported to develop understanding of ways to support vulnerable pupils.</p> <p>Jan 2020-Pastoral Lead, Administrative Assistant and Headteacher liaise to create the new 'Health & Well-Being Support' booklet/process which enhances the existing Pastoral Support Plan work, providing greater support for pupils to:</p> <ul style="list-style-type: none"> Identify things they like, things they are worried about and things they would like to change; Create an action plan; Attend regular mentoring sessions where the Pastoral Lead can record commentary and next steps. <p>IMPACT New booklet will enhance and provide greater support for those identified pupils.</p> <p>7.2.20-LB continue to refine the Health & Well-Being support material and developed a 'How do I manage my Worries?' Action plan. To be used when a child is able to identify the worry and strategies to support. IMPACT To overall reduce the worries of individual children so they are better able to make the most of school-be more resilient.</p>

								Next Steps: Ongoing evaluation of support.
	DK	LB	Evaluate current facilities for supporting/providing pastoral support.	Review Old School Room and identify ways to adapt and change to develop a Pastoral Support Base Oct 19	Govs		Develop a Pastoral Base so that identified pupils have a 'calm space' for support	Oct 19: DK begun to discuss ways to enhance the OSR with children who have been supported. Agreed a plan to move forward e.g. 1. Incorporate softer seating 2. Reorganise space 3. Include some emotional support displays
	DK LB	Govs		Refine and adapt OSR to create a 'Softer-calming environment' to include: 1. Seating area e.g. soft furnishings/sofa-remove the barriers from the room 2. A reflection area: some sort of tent/covering with lights, cushions 3. CD Player-using calming music 4. Establish a Mood Board to support children with identifying emotions e.g. use of emotion cards	Govs	£500 £200		Next Steps: complete next cycle.
	DK	LB	Explore further resources which could be used to supplement/support individuals	Research and procure resources e.g. 1. Stress relievers e.g. balls and animals 2. Well-Being colouring activities 3. Soothing e.g. teddies or calmers	Govs	£500	Ensure that pupils have the access to resources to help them manage their anxiety or worry therefore providing ways to reduce or	Next Steps: complete next cycle.

				4. Worry Monster			remove issue for children	
Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.	DK	LB	Continue to embed the Behaviour Management support mechanism e.g. Pastoral Support Plan	<p>Liaise with DK to provide opportunities to assist with PSP parental meetings:</p> <ul style="list-style-type: none"> • LB lead parental meetings-DK observe Jan-Feb 20 • DK begin to lead PSP meetings-LB observe Mar-Jun 20 • DK able to liaise with parents and provide advice during PSP meetings July 2020 	Govs	N/A	Further develop PSP support and build capacity within the team	Next Steps: complete next cycle.
Continue to involve/communicate to all parents /carers expectations of our Behaviour, Anti-Bullying and Homework Policies.	All teacher	LS	Continue to provide a range of Parental Engagement opportunities	<p>Further enhance Workshops:</p> <ul style="list-style-type: none"> • Year 1 Phonics Workshop Sept 19 • Online Safety Workshop Oct 19 • Reception Curriculum Workshop Nov 19 • Reading Workshop Feb 20 	LB		Parents further encouraged to support their child/ren's learning at home.	<p>18.9.19: NSPCC Online Safety Workshop-supporting parents to develop their understanding of how to keep their child safe while working online at home.</p> <p>23.9.19: Year 1 Phonics Workshop-supporting parents to further develop their understanding of phonics and ensure they support their children.</p> <p>IMPACT Continue to support parents and signpost relevant information.</p> <p>Next Steps: complete rest of reading workshops for Y2, 3, 4, 5, 6 in next cycle.</p>

								<p>Jan 20-Updated Safeguarding Policy made available by LCC. Policy amended and updated by school. Ratified by Governors and circulated to all staff. IMPACT All staff understanding safeguarding guidance and processes.</p> <p>Next Steps: ongoing PD support.</p>
			Ensure school website is up to date and inclusive of Child Protection & Safeguarding Information	Oct 19				<p>Jan 20-New Safeguarding Policy uploaded to the school's website.</p>
	SC (CoG)	LB	Embed Safeguarding monitoring process to ensure Governors continue to hold the school to account, including:	<p>1) Independent checks of the SCR</p> <ul style="list-style-type: none"> • Sept 19 • Jan 20 • Mar 20 <p>2) Independent checks of Safer Recruitment Practices Ongoing</p>	Govs	N/A	Ensure school is compliant to statutory guidance e.g. KCSIE	<p>Child Protection and Safeguarding section of website up to date and includes links to Policy and further guidance for stakeholders.</p> <p>Next Steps: complete next cycle.</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		Review 6-year pathway and devise CPD opportunities according to need.	Ongoing	Govs	N/A	Support the strategic planning of school CPD to facilitate succession planning as needed	<p>Next Steps: complete next cycle.</p>
	AM	Govs						
	LB	Govs	<p>Deliver Annual Safeguarding Training to staff and governors to include:</p> <ul style="list-style-type: none"> • Disseminate CP&S Policy • Refresh KCSIE needs • Review of Legislation • Child Protection • Signs of Abuse 	<p>Annual Safeguarding Training</p> <ul style="list-style-type: none"> • 2 & 3rd Sept 2019 • 30th Oct 2019 <p>Attend Safeguarding Briefing Meetings</p> <ul style="list-style-type: none"> • Date TBC 	Govs		All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices	<p>3rd & 4th September 2019 and 28th October 2019-Annual Safeguarding Training delivered to all staff including NQT and Governors. IMPACT Ensure all stakeholders understand their role in keeping children safe.</p>

Improve school leadership capacity			<ul style="list-style-type: none"> Reporting a Disclosure Domestic Abuse Safer Working Practice 	<ul style="list-style-type: none"> Date TBC 				
	TS	LB	Attend 2 Day face to face Interagency Traing Day to update knowledge re: procedures supporting and delivering EHA and TAC	T Swatton attend training <ul style="list-style-type: none"> TBC 	Govs	None	To build capacity within the school team (succession planning)	Next Steps: complete next cycle.
	All Teacher	Govs	Complete E-Learning course:	All teachers expected to complete: <ol style="list-style-type: none"> Domestic Abuse Awareness of child abuse and neglect CORE Parental Mental Health Ongoing 	Govs	None	Compliant with current legislation	Sept-Oct 19: Through Performance Management teachers asked to complete E-Learning module. IMPACT All teachers able to identify/support vulnerable pupils/families if needed.
	TAs	LB	Ensure relevant members of staff have completed Emergency First Aid Training to ensure school is compliant	TW, TW & BM Emergency First Aid Mar 20	LB	£110	Ensure school is compliant with regards to First Aid	Emergency First Aid Course undertaken and completed.
Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.	LB	Govs	Explore the practicalities of establishing an 'After School Club.'	<p>Discuss implications with Governors Dec 19</p> <p>Engage parents in their views and needs of an agreed service Nov 19</p> <p>Draft and present to Governors the proposed plan and gain agreement. Jan 20</p> <p>Recruit staff and start provision. April 20</p>				<p>Oct 19: Parental Survey sent to stakeholders informing of the potential to create an after-school club. Pending results.</p> <p>View Parental Results on the school website-Documents-Survey Responses by CLICKING HERE.</p> <p>Dec 19-Results analysed (see Survey on school website). Advertised After School Assistant position internally to gauge interest. IMPACT Staff have had the opportunity to express an interest.</p> <p>Visit from Food Services to discuss Healthy Meal Rating and</p>

								<p>food provision in school. IMPACT Modify the menu available at the Breakfast Club and received guidance regarding establishing a menu for the After-School Club.</p> <p>Jan 20-School explores staffing and budgetary implications for establishing an After-School Club. Actions taken:</p> <ul style="list-style-type: none"> • Provisional cost provision • Contact HR and seek advice on relevant Job Descriptions and grades; • Advertise both internally and externally for staff; • Generate new After-School Club Policy for ratification at FRP Meeting 3.2.20; • Present Report to Governors; <p>IMPACT Pending Governor approval school can work towards an Easter launch of the new provision.</p> <p>5.2.20-LB and AM met with Sam Waite-Early Years to discuss and evaluate steps taken for establishing the After-School Club, including:</p> <ul style="list-style-type: none"> • Reviewed Breakfast Club Policy; • Reviewed After School Club Policy • Fees & Charging arrangements • Accounting systems • Staffing arrangements <p>Next Steps:</p> <ul style="list-style-type: none"> • Register with Food Hygiene • Create a Fees & Charging Policy • Purchase resources 'Eat Better, Start Better' for support when generating menu <p>IMPACT Provision evaluated by external professional with advice taken to support its implementation.</p>
--	--	--	--	--	--	--	--	--

									Next Steps: continue to evaluate and refine After-School Club Provision.
--	--	--	--	--	--	--	--	--	---

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	LB	Embed Senior responsibilities of the Senior Leadership Team e.g. <ul style="list-style-type: none"> Monitoring & Evaluating Coaching Leadership e.g. SENDCo, Pupil Premium, SIAMs, Maths, 	Through PM Agree areas of focus September 19 Pupil Premium 1) Evaluate impact 2018-19 2) Create Pupil Premium 2019-20 SIAMs 1) Evaluate impact 2018-19 2) Create SIAMs 2019-20	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	Through Performance Management objectives agreed: <ul style="list-style-type: none"> DHT responsible for Pupil Premium-2018-2019 reviewed and evaluated with 2019-2020 published available on the website. RE Lead responsible for beginning to draft SIAMs and cross-reference with new framework and liaise with stakeholders to support the review of the school's vision. Next Steps: review when KS1 Leader returns from maternity.
	LB LS	Govs		Continue to support and mentor: 1. Acting KS2 Team Leader and 2. newly appointed SENDCo (Sept 19) to ensure consistency within SEND.	Govs	N/A	Through Autumn Term Mentoring has been available to: <ul style="list-style-type: none"> Acting KS2 Team Leader (provided by HT) to support with development of monitoring and evaluation skills; Newly appointed SENDCo (Provided by DHT) to ensure effective transition to new SENDCo. Ongoing.	
Ensure an effective transition of SEND Leadership.	IL	LS	Embed systems established in previous academic year e.g. SEND Planning Team and opportunities for collaboration and delegation	1. Agree Meeting Structure for SEND Planning Meeting Sept 19 2. Evaluate and update SEND Report Sept 19 3. Ensure the analysis of interventions is evaluated and best practice identified. <ul style="list-style-type: none"> Nov 19 March 20 	Govs	None	Teachers are supported to ensure all SEND responsibilities are met e.g. providing and evaluating impact for pupils	Sept 19: <ul style="list-style-type: none"> SEND Planning Team structure agreed to include administrative support from MH; SEND Report updated and uploaded onto the school's website. IMPACT SEND continues to be well managed and children and families supported. Next Steps: complete next cycle.

				<ul style="list-style-type: none"> • June 20 <p>Monitor SEND and support teachers Ongoing</p>				
<p>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</p>	<p>LB</p>	<p>Govs</p>	<p>Continue to support the development of middle leaders so that they can conduct a range of monitoring activities</p>	<p>Monitoring and Evaluation schedule termly focus, detailed on:</p> <ul style="list-style-type: none"> • Autumn 19 • Spring 20 • Summer 20 <p>LB shadow and support:</p> <ul style="list-style-type: none"> • DHT • Acting KS2 Team Leader • Subject Leads <p>When conducting Lesson Visits. Ongoing</p>	<p>Govs</p>	<p>LB</p>	<p>Middle Leaders supported, through Coaching, to further develop their understanding of their subjects and able to reflect upon actions identified and impact.</p>	<p>Sept 19: Monitoring and Evaluation Schedule created to ensure Subject Leaders have directed time to:</p> <ul style="list-style-type: none"> • Review planning e.g. MTP/SOW; • To further support development of RE SOW supporting teachers; • Conduct Work Scrutiny E.g. Reading, Maths, Spelling, Science; • Conduct Pupil Interviews E.g. Reading; • Conduct Lesson Visits E.g. Reading and Spelling in KS2; • Coaching and Mentoring for staff within PE e.g. NQT and RQT; <p>IMPACT Ensure staff are supported to identify strengths and build upon areas for development so that standards for pupils are consistent.</p> <p>Throughout Autumn 2-liaised with middle leaders to ascertain/evaluate actions to date. Leaders advised HT of pending next steps regarding monitoring. LB drafted schedule and disseminated. IMPACT All middle leaders now receive dedicated development time to undertake agreed/directed activities to further their subjects</p> <p>22.1.20-All Middle Leaders have received schedule. IMPACT A reduction on teacher workload as time provided for:</p> <ul style="list-style-type: none"> • Monitoring Activities • Performance Management • Pupil Progress Meeting <p>Next Steps: complete next cycle.</p>

<p>To support the school self-evaluation by completing the necessary documentation foresees in preparation for a Church School Inspection</p>	<p>NS</p>	<p>LB</p>	<p>Liase with HT and discuss procedures around adapting self-evaluation accessing information and evaluating Church School Distinctiveness:</p>	<p>Liase with staff to complete various documentation:</p> <ul style="list-style-type: none"> Review and evaluate SIAMs provision; Sept-Dec 19 Evaluate SIAMs Evaluation Jun 20 	<p>Govs</p>	<p>Supply Costs £200</p>	<p>To continue to ensure that Church School Distinctiveness is prominent within our school and that Barrowby CE Primary School maintains its overall 'Excellent' grading.</p>	<p>17.10.19: HT attended Associate Advisor Training focussed on further developing understanding of SIAMs and how Church School Vision links to Curricular implantation. 28th October-INSET: HT disseminated information from training to staff and Governors to further stakeholder's understanding of Church School Vision.</p> <p>5th November: DHT attended Church School Leader Conference to further own understanding. Disseminated information to SLT. IMPACT Whole school community involved in the articulation and understanding of the school's vision.</p> <p>14.2.20-LB attended 'Preparation for SIAMs' course. IMPACT Better equip HT to be able to</p> <ul style="list-style-type: none"> Engage with all stakeholders regarding articulation of the vision linked to curriculum intent; Have a greater understanding of how the vision is central to the school's intent. <p>7.2.20-Church School Vision re-drafted and shared with all staff groups. Week beginning 10.2.20 engaged with:</p> <ul style="list-style-type: none"> All staff Parents Pupils Governors <p>Through surveys to gauge their response to the vision and values of the school. IMPACT All stakeholder groups have been given the opportunity to review and comment on the school vision and values.</p> <p>Next Steps: complete next cycle.</p>
---	-----------	-----------	---	---	-------------	------------------------------	---	---

Evaluating the Quality of the early years provision

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To further develop the use of the Outdoor classroom to enhance Mark making provision to ensure consistency of GLD in Writing.	NS/SB	LS	<p>Course Feedback to EYFS Team following EYFS course in the Summer term (SB).</p> <p>Resources and equipment purchased to support mark making in the outdoor classroom, e.g. storage space for clip boards, paper, pens, etc at each area of learning.</p>	<p>Autumn 2020</p> <p>Ongoing</p>	Govs	£300	Ensure all children are supported to achieve their potential.	<p>September -April SB and NS classes are trialling changes to the teaching of EYFS writing. Children are going to be encouraged to practice emergent writing in their play. When writing emergently and/or with an adult child will write any letters they can hear/recognise and if they are unsure an adult will write it for them to write over the top. This will continue until the child is beginning to write most letters independently.</p>
Provide a greater array of physical development opportunities to help pupils refine their gross and fine motor skills.	SB/NS	LB	<p>Purchase an additional ten balance bikes to support the physical development of all children in the EYFS/thus developing core strength and co-ordination, supporting mark making.</p> <p>Include balance bike teaching as part of physical development within the curriculum.</p> <p>Ensure balance bikes are offered as part of continuous provision at lunch times, supported by lunchtime supervisors who have received balance bike training as part of Inspire +.</p> <p>Purchase resources and equipment for the outdoor classroom to support the development of gross and fine motor skills.</p>	Ongoing		£800	Support children to develop further their fine and gross motor skills so that more pupils can achieve GLD	<p>September 19: Additional balance bikes were purchased for Reception pupils totalling 20 bikes.</p> <p>15.10.19: Lunchtime Supervisor attended 'Ready Set Ride' training.</p> <p>IMPACT Balance bikes to not only be used in curricular time but also through lunchtimes 2 x weekly, thus further supporting development of pupils' balance and coordination skills.</p> <p>20.1.20-Balance Bikes being used at Breakfast Club on a regular basis. IMPACT provides pupils with increased amount of physical activity, supporting the development of gross motor skills and balance.</p>

Subject Leader Action Plan: English

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 Letters and Sounds sessions (Phonics teaching) in FS and KS1	LS	LB	Through monitoring and evaluation schedule examine the effectiveness and impact of discrete L&S sessions by undertaking: <ul style="list-style-type: none"> Lesson study Pupil interview Work scrutiny (See also Phonics Action Plan)	Lesson Visits conducted <ul style="list-style-type: none"> Autumn 19 Spring 20 Summer 20 	Liaise with Phonics lead on actions in Phonics subject action plan	N/A	Consistent teaching approach across the Key Stage	Lesson Studies completed in Autumn term. Next Steps: complete next cycle.
	LS	LB	To embed and secure Phonics reading principles and develop 'the mechanics of reading' in Early Years and Year 1	Further supplement ORT Reading scheme- purchase additional Phonics Reading books to be taken home e.g. Floppy's Phonics, Songbirds Autumn 19 Each child in Reception and Year 1 (and in Year 2 if they did not pass the screener) to have at least 1 Phonics reading book to be sent home alongside their ORT reading books to enable to them practice and apply phonic reading skills. Ongoing	Govs	£1000	Improved application of phonics Accurate mechanical decoding Segmenting and blending skills fully embedded in daily practice Improved results (Y1 Phonic Screener)	3/2/20 All children in FS and KS1 receive at least one phonics reading book a week while they use phonics as the primary approach for reading. New books purchase to supplement scheme in December 2019. IMPACT: all children practice and apply ongoing phonics skills at home and at school

Evaluate and monitor the quality of Reading lessons in KS2	LS	LB	<p>Through monitoring and evaluation schedule examine the effectiveness and impact of discrete reading lessons in KS2 by undertaking:</p> <ul style="list-style-type: none"> • Lesson study • Pupil interview • Work scrutiny • Moderation Activities 	<p>As part of monitoring and evaluation schedule termly undertake work scrutiny of English books/Reading journals to determine the impact of reading lessons on outcomes for pupils, focusing on:</p> <ol style="list-style-type: none"> 1. Range of reading skills being taught across the term 2. Quality of comprehension questions 3. Quality of pupil responses 4. Range of activities being used 5. Quality, breadth and range of texts 6. Range of genres 7. Appropriate targets <p>Sustained improvement over time</p>	Govs	N/A	<p>Consistent outcomes for pupils</p> <p>Improved attainment</p>	<p>Autumn Term 2019 All KS2 Reading lessons observed and teachers provided with feedback. Advice and next steps shared at INSET on 28/10/19 IMPACT: consistency in approaches across the Key stage Teachers have a clearer understanding of expectations and outcomes.</p>
	LS	LB	<p>Monitor frequency of 1:1 reading and its impact</p>	<p>Ensure when engaged in Lesson Visit:</p> <ul style="list-style-type: none"> • Sample 1:1 reading of children across the school 	Govs	N/A	<p>Children have the opportunity to develop further their opportunity to fluency, stamina and can respond to question types when asked</p>	<p>Spring Term 2020 LS has heard the bottom 20% readers in Fs and KS1 classes to ascertain trends and reading material suitability IMPACT Improved subject leader knowledge and understanding of the lowest 20% of readers in KS1 (will hear KS2 next term) feedback given to teachers and SEND support plans adapted in light of advice. Trends in terms of reading strategies and support for lowest pupils identified. Outcomes to be shared with SLT</p>

	LS	LB		Reading Interview to ascertain and inform about reading habits and preferences	Govs	N/A		<p>Autumn Term 2019 Pupil interviews conducted in Y3,4,5 and 6 to ascertain pupils' attitudes to reading, frequency and stamina IMPACT: feedback given to teachers RE pupil responses and teachers have acted on comments/ outcomes appropriately to ensure that children's issues RE the value of reading and reading frequency are addressed.</p>
	All Staff	LS	Undertake reading moderation activities:	<ul style="list-style-type: none"> Key Stage level Whole school Termly Cluster group November 19 	LB	N/A	To ensure that teachers have the opportunity to deepen their understanding of standards in reading	<p>14/1/20 LS attended English cluster meeting as part of GRACE schools work IMPACT Self-evaluation tools to help monitor reading support and development across school. Also updated with latest DFE and Ofsted priorities</p>
To promote resilience, fluency, pace and stamina: Purchase class sets of books for KS2 reading lessons to allow access for all.	LS	LB	Evaluate the quality of teaching materials being used in Reading lessons for the whole class and in the library for individual readers	<ul style="list-style-type: none"> Scrutinise LTP and MTP Ongoing Feedback to teachers about texts being used. Discuss the importance of challenging and quality texts Through CPD- Teacher Meeting Nov 19 	Govs	N/A	To further develop access to good quality texts in Reading lessons.	<p>Autumn Term 2019 KS2 meetings held to look at appropriateness of book choices linked to curriculum, topic and stage of class. IMPACT: appropriate and high-quality texts from recognised and recommended reading lists being used.</p> <p>3/3/20 Results of Pupil interviews to determine the attitudes to reading compiled. These have been ongoing since Sept 19 and now a sample have been interviewed across the whole school. IMPACT We now have information about a cross sample of children's attitude to reading, what they like/dislike about reading lessons, who they read t and how often. Information has been with shared with individual class teacher so they can address issues and information will be shared more widely at Teacher meetings so common trends across Key stages can be addressed</p>

	LS	LB		Liaise with teachers to purchase texts from Recommended 3/4 and 5/6 reading lists on a termly basis over two year rolling cycle to build a resource of class sets to be used in reading lessons Ongoing	Govs	£2000		Autumn Term 2019 KS2 class reading sets ordered. IMPACT: Books arrived Jan 2020 are being used in reading lessons so all children have access to the class book
	All Staff	LS		Further develop librarian's role so that they can support the issuing of books throughout the week. Work with teachers to review book bands	LB	N/A		January 2020 Librarian role broadened out so that library can operate effectively. Library work e.g. cataloguing, returning and tidying undertaken on a Monday. Librarians open up library to Key Stage 2 classes on Tues, Wed, Thu, Fri IMPACT: productive use of library
	All Staff	LS	To further promote parental engagement and support in reading	Reading workshops held with each class teacher on Curriculum Open Evening Spring 20 allowing teachers to share: <ul style="list-style-type: none"> • Reading expectations/ standard for year group • Strategies to support at home • Expectations with reading homework • Reading beyond the scheme i.e. quality texts rather than commercially popular ones 	LB	N/A	To improve parental support for pupils reading	Next Steps: complete next cycle.

	LS	LB	To promote parental support and allow for easier monitoring of at home support for teachers:	<p>Redesign Reading Records Dec 19</p> <p>Incorporate a:</p> <ul style="list-style-type: none"> • Week to a view per page • Homework tasks opposite with room for parents to acknowledge when their child has completed homework • Weekly spellings pre-printed so homework is all in one place rather than being sent home in multiple documents to facilitate parental support 	Govs	N/A		<p>December 2019</p> <p>Reading Records redesigned</p> <p>New Records circulated to parents 17/1/20</p> <p>IMPACT:</p>
	LS	LB		<ul style="list-style-type: none"> • Review Reading lists and develop further lists to be shared with parents to support access to good quality texts <p>Nov 19</p>	Govs	N/A		<p>November 2019</p> <p>Recommended books for each year group shared at Parent's Evening with parents in every class</p> <p>IMPACT: Parents have a better understanding of high-quality texts for their children that are appropriate for the age group to develop stamina, fluency and a love of books.</p>

Subject Action Plan: Mathematics

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation	
To develop the teaching of mental maths strategies to promote children's independence, fluency, rapid recall and depth of understanding.	TS All Staff	LB	1. Evidence of mental and oral starters in books—is it differentiated appropriately? Does it challenge? Is it built upon later on in the term? Are children been given the chance to apply it?	KS2 meetings Autumn 2 / Spring 1 April 2020 February 2020	All	N/A	Pupil fluency and accuracy when recalling the multiplication/division on facts improves.	October 19: KS2 maths books collected in and explored by maths lead to ensure non-negotiables (roman number date mental arithmetic starter) Impact: Fed back to individual teachers and discussed the necessity to build on knowledge throughout the year and terms. Next Steps: complete next cycle.	
			2. Planning scrutiny— is there evidence of a range of mental maths strategies being taught?						Next Steps: complete next cycle.
To develop a new online homework tool to replace the maths jotter and help improve mental maths proficiency and recall speed of times tables.	TS All Staff	LB	1. Times Table Rockstars training delivered to staff on INSET day	INSET September 2019	Year 1-6	£190	All Stakeholders are supported to utilise new software.	4.9.19: Times Table Rockstars training delivered to all staff. IMPACT All staff understand how to use/access the app. Staff effectively delivered training to children on the APP and new homework expectations.	
			2. Launch assembly delivered to children.	14 th September 2019					14.9.19: Launch assembly delivered to the children to develop the app. Staff dressed up to promote enjoyment and excitement in the new software. Letter devised and sent out
			3. Devise a letter to inform parents of the new platform	14 th September 2019					Impact Children enthused about new homework format and given the opportunity to have a go at the app. Letter on the website and sent to parents to break down and explain the application.
			4. Monitor progress pupils make	Ongoing					
To develop teaching of reasoning and problem solving across KS2.	TS KS2 Staff	LB	1. Book Scrutiny's—evidence of teaching long/medium term planning. Ensuring children are not completing numerous calculations and are been given the opportunity to apply.	Refer to Monitoring & Evaluation Schedule	KS2	N/A		10.10.19 Book scrutiny of KS1 carried out to develop maths lead knowledge of delivery of maths in KS1 IMPACT developed understanding of progression from KS1 EYFS to year 1 to year 2 and how split classes differentiate between year groups.	

	TS	LB	2. Lesson studies; How are teachers developing a problem-solving approach to children of all abilities? how are teachers providing children with ways to apply, develop deeper understanding and master problem solving and reasoning?	Monitoring & Evaluation Schedule Summer Term 2020	Govs	N/A	Ensure teachers are developing pupil's application of reasoning skills.	29.1.20 Informal lesson drop in in Reception SB to develop Maths Leader knowledge of Maths in EYFS and how this progress in the school. Impact Maths lead evaluated use of resources and use of outdoor classroom. Developed a good understanding of lesson structure and provision for EYFS.
			3. How are teachers developing their practice to ensure children are applying skills constantly within their maths lessons? Book scrutiny. 4. How is a level of consistency achieved throughout the school? e.g. number formation.	<ul style="list-style-type: none"> • December 2019 • February 2020 • April 2020 • July 2020 	Govs	N/A		05.03.20 Maths policy reviews and updates made in relation to changes within the school. IMPACT: Number formation policy written and included in the policy to ensure a level of consistency throughout the school in line with the Nelson handwriting scheme. Changes also made to planning in the policy as KS2 have moved to a weekly planning format. Furthermore, updates have been made to assessment following the removal of formative assessments 3 times a year and the introduction of maths arithmetic tests in KS2.
To monitor assessment methods across maths.	TS All Staff	LB	1. Ensure mental arithmetic scores are been tracked using new Classroom Secret arithmetic assessments (tri-weekly)	Staff Meetings	All	N/A	Ensure standards are consistent across KS2.	December 19: Monitor arithmetic assessments on the KS2 trackers. Impact
			2. Monitor PUMA assessments to ensure assessment method is robust and consistent across the school	Assessment 'drop-ins'		N/A		Next Steps: complete next cycle.

Subject Action Plan: Science

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
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 2020	TS ST	LS	1. 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.	January 2020	LB	N/A	Ensure stakeholders are supported to further develop understanding of new RSE curriculum.	Next Steps: complete next cycle.
Audit Science resources we use in school and establish if any new resources need to be purchased.	TS ST	LS	1. Teachers to audit materials they frequently use in science lessons as they develop through their topics.	April 2020	LB	N/A	Ensure that resources are available to encourage greater first-hand experiences.	Next Steps: complete next cycle.
	All Staff		2. Teachers to feed back to ST and TS.		LB			Next Steps: complete next cycle.
Continue to monitor science assessments in line with work completed last year (scientific enquiry)	TS 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?	December 2019	LB	N/A	Ensure standards are consistent and progress throughout the school.	Next Steps: complete next cycle.
			2. Monitor knowledge assessments and ensure learning and progress is evident.	February 2020	LB	N/A		05.03.20 Science assessment trackers checked for updates. IMPACT: All assessment data is present for the Autumn term with evidence of an enquiry and knowledge assessment completed.

Use of scientific vocabulary by the children in their lessons	TS	LB	1. Book scrutiny- are children evidencing use and understanding of relevant, subject specific vocabulary?	December 2019 February 2020	LB	N/A		Next Steps: complete next cycle.
	ST		2. Planning monitoring- are teachers evidencing use of relevant vocabulary to inform their lessons?	November 2019 January 2020 March 2020				Next Steps: complete next cycle.

Subject Action Plan: RE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
To plan support teaching staff in the planning of RE for Cycle A	NS	LB	To provide planning support for teachers to plan RE Schemes of work for their year group for Cycle A, using the Understanding Christianity document and the New Lincolnshire Agreed Syllabus 2018-2023.	Sep20	Govs	N/A	Staff will plan, teach and deliver RE lessons following the correct units in Understanding Christianity and The Lincolnshire Agreed Syllabus.	Next Steps: complete next cycle.
			To conduct planning scrutiny each half term/term to ensure that teachers are following the correct unit from the Understanding Christianity document and the New Lincolnshire Agreed Syllabus.	Autumn Term and KIT days			Teaching staff will continue to ensure that over the course of a unit of RE, all elements of RE will be covered, e.g. Understanding the Text (Believing), Understanding the Impact (Living) and making Connections (Thinking). This will be monitored through planning scrutiny.	Next Steps: complete next cycle.
			To provide coaching and mentoring providing planning scrutiny for those members of teaching staff who need it.	Autumn Term and KIT days.			Standards within RE planning will continue to be high.	Next Steps: complete next cycle.
To continue to lead and further develop RE Cluster Group.	NS	LB	NS to collaborate with colleagues attending RE Cluster group. This has now gone beyond the six Cluster schools (GRACE schools) NS to set agenda items, disseminate prior to cluster groups, take minutes from the meeting and share minutes with all who attended.	ongoing	Govs	N/A	Strong links with other RE leads within the area will continued to be fostered. NS will continue to lead termly cluster meetings as part of KIT days whilst on maternity leave. RE lead will support other schools in the area and receive support.	Next Steps: complete next cycle.

			<p>NS to liaise with RE Advisor to invite along to cluster meetings and be a part of it.</p> <p>To continue to organise and facilitate training for HT's, Governors, Subject leaders and school staff about developments in RE/SIAMS</p>				<p>Establish strong links with the diocese. To organise training - SMSC and Cultural Capital for the schools within the local area.</p>	
To develop a RE curriculum map, linked to the knowledge and skills across the school and across the key elements of RE	NS	LB	<p>To write RE Curriculum Map.</p> <p>To ensure that the curriculum map shows the knowledge that children will build in Christianity, Islam and Hinduism over the course of their time at Barrowby Primary School.</p> <p>To ensure that the curriculum map shows the development of skills in Understanding the text, understanding the impact and making connections (Believing, living and thinking).</p> <p>To ensure that the curriculum map matches the assessment points throughout each cycle for each year group.</p> <p>To disseminate RE curriculum Map to teaching staff and ensure that they understand how it is set out.</p>	Autumn 20	Govs	N/A	<p>All staff will have access to an RE curriculum map that sets out the knowledge and skills that children should achieve at the end of each phase: Reception, Year 1/2, Year 3/4 and Year 5/6</p> <p>The curriculum map will link to the key documentation used in school: Understanding Christianity and the New Lincolnshire Agreed Syllabus.</p>	Next Steps: complete next cycle.
To continue to conduct pupil interviews about their views about RE.	NS	LB	<p>Opportunities to meet with groups of children during Autumn, Spring and Summer (KIT days) to collate ideas/thoughts about the teaching of RE.</p> <p>To share some of the views with the school community via the school newsletter.</p>	Ongoing	Govs	N/A	<p>Children will have the opportunity to voice their thoughts about RE.</p>	Next Steps: complete next cycle.

Subject Action Plan: Computing

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
<p>1. To further embed use of the Curriculum Map. Updated and made more succinct in the last academic year.</p> <p>*particular focus on coding</p>	LJW	LB and SLT	<p>In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum. Ensure coding is being taught and understand appropriately.</p> <p>Pupil interviews to gain their understanding.</p>	End of each term.	Monitor with teaching staff	N/A	Ensure standards are consistent.	<p>Dec 19: curriculum map redeveloped to be completely in line with NC requirements. Shared with teaching staff. LTP altered and disseminated.</p> <p>June 2020: LJW attended a virtual training course to gain ideas for the next academic year. New ipad apps installed and training for staff to commence by November 2020.</p> <p>No assessments completed in Spring or Summer Terms due to school closures as a result of covid-19.</p> <p>Continue as a target for the next academic year.</p>

<p>2. To further develop understanding of and accountability for assessment of the subject.</p>	LJW	LB and SLT	<p>In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and understand how to assess and what they are looking for. Ensure assessments are completed accurately and rigorously.</p>	End of each term.	Monitor with teaching staff	N/A	<p>March 20 - planning scrutiny completed. Next steps: ensure that all is available across the school</p> <p>July 2020: No assessments completed in Spring or Summer Terms due to school closures as a result of covid-19.</p> <p>Continue as a target for the next academic year.</p>
<p>3. Begin to explore the potential / idea of using social media within the school. Parent questionnaire</p>	LJW	LB	<p>Pupil interviews to gain their understanding.</p> <p>Following on from Mr P does ICT course and consider the implications and potential benefits. Research has been undertaken into how other schools use SM. Can it be used to positive effect here?</p>	Questionnaire by January 2020	Complete needs by end of term one, order for each term as it approaches.	N/A	<p>December 19: in development</p> <p>July 2020: pupil interviews not completed due to covid-19.</p> <p>SM: school facebook account set up during lockdown, unfortunately removed before going fully live with parents due to misuse.</p> <p>Look further into how to do this positively and in way that does not allow for comments or reactions to be made.</p> <p>Reconsider implications from Jan 2021</p>

4. To ensure that we are correctly resourced and equipped to correctly deliver the coding curriculum	LJW	LS	Assess what is needed term by term to fulfil resources and ensure curriculum can be taught to its full potential. Possible large expenditure required.	<ul style="list-style-type: none"> • Dec 19 • Mar 20 • Jun 20 	LB	£1000	Ensure that resources support and extend pupil knowledge.	<p>December 19: curriculum plans written for years 5/6 and 1/2 for coding curriculum by LJW New blue-bots purchased and ready for use in spring term</p> <p>June 2020: new apps purchased to support coding and use of IT in the world. Teaching staff to receive more modern i-Pads in the new academic year.</p>
--	-----	----	--	--	----	-------	---	--

Action Plan SEND

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Raise profile of SEND with class teachers	IL	LS	Ensure SEND children are making relevant progress and are supported in doing this. Ensure SEND action plans are relevant, achievable and personalised.	Complete Data Analysis <ul style="list-style-type: none"> Dec 19 Feb 20 Jun 20 	LB	N/A	Class teachers will be more aware of the needs of their SEND children and support accordingly.	<p>8th January 2020: SEND data analysis of pupils. Impact: Ensuring that SEND children are making relevant progress.</p> <p>12th February 2020: Ensured that all SEND plans are relevant, achievable and personalised. Impact: Children have targets that they can achieve in manageable steps.</p> <p>16th July 2020: SEND plans unable to be altered in most cases to reflect any progress due to COVID 19 School closure. IL will need to work closely with teachers to ensure SEND plans are accurately updated as soon as possible in academic year 2020/21.</p>
Organisation of SEND	IL	LS	Ensure class SEND folders are clearly labelled and dividers are easy to access. Ensure digital SEND folders are clearly labelled and organises accordingly.	SEP 2020	LB	N/A	Teachers and relevant staff members can access documents easily.	<p>10th February 2020: Reorganised SEND folders with new dividers and ensured the correct documents were in the correct place. Shared with teacher's new way of organising at teacher meeting. Impact: The folders are much easier to navigate ensuring documents</p>

								are more accessible for class teacher/SENCO/admin support. 25 th February 2020: Organised digital folders on the server, clearly categorising documents. Impact: Improved ease of access, ensuring that documents don't get 'missed' or overlooked.
SEND Planning meetings	IL	LS	Ensure SEND planning meetings are relevant and well organised, with the correct staff members present.	SEP 2020	LB	N/A	Meetings will be more succinct, whilst ensuring that relevant members of staff are informed or matters that concern them/ children in their class.	4 th March 2020: SEND planning meetings have been merged into SLT meetings, and are on the agenda every week. Impact: to ensure that SEND remains a high priority throughout the year- not just in SEND planning meetings. 16 th July 2020: SEND planning meetings happened during Zoom over the COVID 19 school closure and subsequent reopening. Next Steps: ongoing next cycle.
SEND interventions	IL	LB	SENCO to ensure that class teachers are facilitating correct interventions for SEND children. SENCO to explore research - based interventions for the school to buy into.	Ongoing	LB	Intervention cost	SEND children are making progress during the intervention. New interventions are put in place, which are research based and making an impact.	16 th July 2020: SENCO was unable to audit interventions/ purchase new ones due to COVID 19 School closure. This action will continue into 2020/21 academic year.

SEND governor	IL & governor	LB	Designated SEND governor has reports/ face to face meetings regularly.	Termly	LB		Meetings/ reports ensure that there is communication between SENCO and governor.	<p>16th July 2020: IL has been updating SEND governor on SEND progressions throughout the COVID 19 school closure.</p> <p>Next Steps: ongoing next cycle.</p>
---------------	---------------	----	--	--------	----	--	--	---

Subject Action Plan: History

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. Ensure that the correct curriculum map is now in place and being used appropriately. Ensure that staff understand the revised map.	IL	LS	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum/subject. Ensure all the non-negotiable aspects of the history curriculum are covered. Check that the LTP and MTP (Schemes of Work/ daily lesson plans) reflect the curriculum map.	See Monitoring & Evaluation Schedule	LB	N/A	Evidence of progressions being used.	<p>27th September 2019: Ensured that staff have followed the newly implemented curriculum map in their planning. Impact: children are being taught from the curriculum, ensuring coverage and progression.</p> <p>4th March 2020: Ensured that all staff are following the new curriculum map in their spring term history planning. Impact: children are being taught from the curriculum, ensuring coverage and progression.</p> <p>16th July 2020: Ensure that going into Cycle B, Staff are following the curriculum map in academic year 2020/21.</p>
2. To develop understanding of and accountability for assessment of the subject.	IL	LS	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. Develop some exemplar history assessment examples to provide guidance for teachers assessing.	End of each term	LB	N/A	Evidence of progressions being used.	<p>16th July 2020: Unable to go into classes and moderate lessons due to COVID 19 School closure.</p> <p>This action will continue into 2020/21 academic year.</p>

3. Update Subject Leader folder to reflect new curriculum changes and developments	IL	LS	Use other subject leader folders as a base to update the history subject leader folder to include: LTP MTP (SoW) Examples of STP Examples of work/outcomes SDP	December 2019	LB		Folder up to date with all relevant sections included	27 th January 2020: Collated History plans for Spring Term, with examples of planning from KS1. Impact: Strengths include cross-curricular links and depth of planning/ subject knowledge.
--	----	----	---	---------------	----	--	---	---

Subject Action Plan: Geography

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To develop use of the skills progressions now in place.	KG	LS	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.	End of each term.	LB	N/A	Evidence of skills progressions being used. Scrutiny of topic books.	Next Steps: complete next cycle.
			Ensure staff understand how they can assess the areas in the skills progression with greater confidence and understanding.		LB	N/A		21/7/20 Further evaluation of planning and support of staff suspended due to Covid-19.
2. To evaluate coverage of the curriculum and teaching/learning of the subject across the school, with a goal of raising standards in the subject.	KG	LS	Collect samples of lesson planning/MTP and scrutinise for coverage against the skills progression (all areas) and depth of understanding. Are objectives being delivered in enough depth and key skills delivered throughout the year?	End of each half term.	LB	N/A	Ensure teachers have appropriate support to develop practice.	Jan-20. Coverage of Curriculum Progression cross referenced with the current MTP. Areas for development noted. KS1 planning thorough. To address coverage across KS2 and identify gaps. IMPACT-Better understanding of curriculum coverage as subject lead. 21/7/20 Feedback to staff to continue in next academic year due to Covid-19.
			Carry out a pupil interview about Geography investigating children's understanding.				Measure pupil understanding of fieldwork skills-has the CPD made a	Feb-20. Written Pupil Interview. 21/7/20 Unable to carry out due to Covid-19. To implement in Autumn 2020.

			Identify areas where locality/school grounds are being used.				difference?	21/7/20 Unable to review with staff due to Covid-19
			Explore Primary Geography Mark and identify baseline and next steps.		LB	N/A	Use National organisation to evaluate Geography curriculum and inform next steps	1/3/20 Initial exploration of Geography mark. Further work required on curriculum development. To take further in Summer 2021.
3. To monitor use of fieldwork techniques in lessons.	KG	LB	Monitor and evaluate the use of fieldwork techniques through work scrutiny and discussion with staff.	End of Spring term and end of summer term.			Ensure that CPD training provided- 23.7.19 has had an impact.	Next Steps: complete next cycle.

Subject Action Plan: Art & Design

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To continue to develop use of the skills progressions now in place focussing on the use of Sketch Books in KS2	SB	LB	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.	End of each term.	Monitor with teaching staff	N/A	Evidence of skills progressions being used through sketch book work scrutiny. Pupils will show higher levels of artist skills and confidence.	DEC 19 Curriculum map revised and in line with NC and EYFS IMPACT: Teachers are able to plan meaningful and impactful lessons for all children in line with the NC intent
			Sketch Book Work Scrutiny				Next Steps: complete next cycle.	
2. Continue to embed assessment opportunities in Art ensuring staff know what skills they are looking for.	SB	LB	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.	End of each term.	Monitor with teaching staff		There will be evidence of the progression in skills being used by the children in their art work. (Sketch Book Work Scrutiny)	Next Steps: complete next cycle.

Subject Action Plan: Music

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To embed use of the Curriculum Map now in place.	LJW	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum. Pupil interviews to gain their understanding.	End of each term.	Monitor with teaching staff	N/A	Ensure teachers are able to make robust decisions.	Dec 19: curriculum map updated and shared. March 20 - planning scrutiny completed. Next steps: ensure that all is available across the school Pupil interviews not completed as a result of covid-19 school closures.
2. To greater develop understanding of and accountability for assessment of the subject.	LJW	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.	End of each term.	Monitor with teaching staff	N/A	Ensure teachers are able to make robust decisions.	Dec 19: curriculum map updated and shared. Feb 20: key pieces of music from a range of composers identified to be introduced on a 3-weekly basis in Collective Worship. June 2020: began working with Peter Higgins to further enhance singing across the school during lockdown. Moderation and tracking to be re-addressed in the next academic year.
			Ensure assessments are well understood and robustly and accurately undertaken.					July 2020: Assessments not completed due to school closure as a result of covid-19.
3. to upskill / review teaching staff knowledge to ensure they understand requirements for composition and are confident to teach it.	LJW	SLT	Staff meeting CPD block to look at skills, following arrival of new resources.	By June 2020 to allow for summer term assessment.		N/A	Support staff to further develop understanding in composition	Dec 19: questionnaire developed with Cluster group, to be disseminated early in spring term. July 2020: new resources not yet ordered. No further training due to covid-19 school closures.

Subject Action Plan: Design & Technology

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Evaluate and refine the Curriculum Map for DT.	SC JL	LS	Articulate the curricular intention for DT. Review and refine the Curriculum Map against the National Curriculum and EYFS.	Dec 19 Nov 2019	Govs	N/A	DT curriculum is progressive and ensures each child has the opportunity to progress and develop their skills and knowledge.	DEC 19 Curriculum map revised and in line with NC and EYFS IMPACT: Teachers are able to plan meaningful and impactful lessons for all children in line with the NC intent.
Continue to embed assessment opportunities in DT ensuring staff know what skills they are looking for. Monitor and evaluate the standards of pupils			As outlined in the Monitoring & Evaluation Schedule: <ul style="list-style-type: none"> Spring 20 Summer 20 Begin to collate evidence of pupil's work and support teachers to make robust judgements upon children's knowledge.	Spring 20 Summer 20 Ongoing			Support teachers to further develop their understanding of standards in DT.	Jan 20 Completed Data analysis of summer 2019 data. Impact: Overall attainment of classes across the school. Informs teachers where children are in terms of attainment. Jan 20 Collation of SOW Impact: Develop teacher's knowledge of DT taught in school. Also ensure DT taught is in line with the school's curriculum map and the NC and EYFS. Jan 20 Inventory of DT resources in OSR. Impact: Clear picture of resources available and whether they are appropriate for the SOW. 25th Feb 20 Updated curricular intent. IMPACT: To inform staff and parents on intent of subject in our school. 2nd March 20 Devise DT pupil interview. IMPACT: Inform subject leaders on areas to concentrate questions on in order to maximise DT in our school. Next Steps: complete next cycle.

Subject Action Plan: MfL

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
1. To further develop skills progression to ensure fully aligns with the curriculum.	LJW	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum.	Dec 19 Ongoing throughout the year	LB	N/A	Ensure standards are consistent	March 20 - planning scrutiny completed. Next steps: ensure that all is available across the school
			Pupil interviews to gain their understanding					July 2020: interviews not completed due to school closures as a result of covid-19. Next Steps: complete next cycle.
2. To develop an understanding of what written work in MfL should look like, particularly for Years 5 and 6	LJW	LB and SLT	In-year moderation and tracking to ensure staff understand the demands and skills required within the curriculum and are following the TLM planning fully to allow for these written opportunities.	Ongoing	LB	N/A	Ensure standards are consistent	Next Steps: complete next cycle.
			Pupil interviews to gain their understanding.					Next Steps: complete next cycle.

Subject Action Plan: RSE

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Review and update policy in view of new documentation 2019.	ST TS	LB	Changes to be made to policy by ST.	October 2019	Govs	N/A	Foundation on which to base all future actions to take place this year.	Next Steps: complete next cycle.
Information Evening for Y5 / 6 parents to discuss the resources to be used for teaching aspects of RSE. Meeting at the start of the Spring Term 2020	ST TS	LB	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.	January 2020	Govs	N/A	Ensure stakeholders are supported to develop understanding of new RSE curriculum	Next Steps: complete next cycle.
Online safety, with regard to building relationships, to be given a greater emphasis in the Y5/6 curriculum.	ST TS	LB	New content to be integrated into RSE curriculum for Upper KS2.	Ongoing	Govs	N/A	Ensure pupils are resilient and able to make informed decisions	Next Steps: complete next cycle.
LGBT to be fully integrated into RSE curriculum for Y6 children.	ST TS	LB	Use of 'Love and Sex Matters document' to be used as a guide.	December 2019	Govs	N/A	Further develop pupils understanding	LGBT guidance read and understood. Notes made to update policy.

