

# SEF/SIP – Based on the new inspection framework

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## Wheeler Lane Primary School



### Self-Evaluation and School Improvement Plan 2021 - 2022

Wheelers Lane Primary School 'A community of inspiration, aspiration and enrichment.'

### School Aims

Wheelers Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Everyone in school aims to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

Updated: 1<sup>st</sup> September 2021

<p><b>Context</b></p>	<p>What are we proud of?</p> <p>We are proud of our school vision to be “A community of inspiration, aspiration and enrichment” which was developed in collaboration with staff, children, parents, carers and Governors. Our vision is embedded throughout our school community, it is used to inform decision making at all levels, in particular the ongoing evolution of our curriculum.</p> <p>Our children are motivated and inspired to learn through our curriculum, which was developed carefully with the needs of our children in mind, and provides creative ways of exploring our learning concepts as well as opportunities and experiences to enrich and embed learning. Children often tell us that they enjoy learning.</p> <p>A range of support is available for children and staff to support their well-being and enable them to engage positively socially and academically. We take a positive individualised approach to supporting well-being in school and work closely with the families, children and external agencies to access additional support.</p> <p>As well as the themed weeks and themed days which enhance our curriculum, our children enjoy a wide range of extra-curricular opportunities, including sports, music and the arts, enabling them to further develop their talents and interests.</p> <p>We have developed a culture of children as leaders supporting them to share knowledge through a “learning buddy” programmes, Junior leadership team and House Captains as well as regular sharing good practice opportunities for staff.</p> <p>We have achieved the silver Rights Respecting Schools Award. In 2021, our school was nominated for, and has received, a Birmingham Civic Society School Stars Award for our “engagement with pupils and school community during the Covid pandemic”.</p> <p>Facts and Figures</p> <p>Whealers Lane Primary is a 3-form entry primary school with a nursery. There are 652 children on roll including nursery. The children come from a range of backgrounds; 77% have English as their first language with the remaining 23% speaking one or more of 28 different languages. 27% of children are in receipt of pupil premium funding. 17% of children are identified as having SEND and 6 of these children have an Education Health and Care Plan or Statement. (Autumn Census 2019) <b>to be updated after census October 2021</b></p> <ul style="list-style-type: none"> <li>• Behaviour data 20-21</li> </ul> <p>85 notable behaviour incidents logged using CPOMS.</p> <ul style="list-style-type: none"> <li>• Exclusion data: fixed and permanent 20-21</li> </ul> <p>1 permanent exclusion for repeated physical assault of a pupil.</p> <p>5 fixed term exclusions.</p> <ul style="list-style-type: none"> <li>• Bullying data 20-21</li> </ul> <p>16 bullying incidents were logged, the school deals with bullying swiftly using a restorative approach. There are rarely repeat incidents, if these do occur school seeks support from outside agencies.</p> <ul style="list-style-type: none"> <li>• Discrimination data 20-21</li> </ul>
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	<p>8 Homophobic incidents logged and dealt with.  9 racist incidents logged and dealt with.</p> <ul style="list-style-type: none"> <li>• Attendance 20-21</li> </ul> <p>Overall attendance 94.5%. PP attendance 91.38%</p> <p>The Leadership structure is regularly reviewed and from September 2021 includes the Leadership Team (Head Teacher, Deputy Head and three Assistant Heads), Upper Leaders (Maths Lead, English Lead, Pupil Premium Lead for EY and KS1 and Pupil Premium Lead for KS2) and Middle Leaders (Computing Lead, Interventions Lead, PSHE Lead, ICT Manager and Senior Office Leader). The AHT post for curriculum is vacant and will be appointed to during the autumn term.</p> <p>A broad and balanced curriculum is in place and the school uses Frog for assessment, based on the 'Step Up' assessment tool which was created with local schools and the Colmore Teaching School Alliance.</p> <p>The school is part of a group (STEP) with 2 local primary schools and 4 local secondary schools, we work together to improve outcomes for all of our children. We have all been peer review trained and have a programme of reviews and action plans in place which includes all seven schools. Peer Reviews took place in June 2015 with a focus on curriculum and assessment, March 2017 focusing on Key Stage 1 and pupil premium and March 2019 focusing on Writing.</p>
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<b>Progress against previous inspection</b>	
<b>Areas to improve</b>	<b>Progress</b>

New programme for Phonics starting September 2021 – Little Wandle Letters and Sounds. Staff training and implementation to be a focus.

New teachers in September 2021 – induction and support for implementing programmes and expectations.

Focus on closing learning gaps as a result of learning missed during school or bubble closures and/or not accessing online lessons during the pandemic.

Writing baseline completed informing staff of the areas they need to target.

Closing The Gap tasks are personalised for each class further addressing areas for development. Misconceptions are addressed then revisited – impact seen in children’s books.

Disadvantaged children are targeted first and frequently in lessons which ensures that they access the learning and maximises their time to complete tasks.

Additional teaching groups for are in place in Reception and Years 1, 2, 5 and 6 to focus on closing gaps.

Tuition for children in Years 3 and 4 through National Tutoring Programme funded through the Catch Up Premium.

NELI programme used in Reception in 2021.

No Nonsense Spelling is being used in KS2 with greater consistency.

Letters & Sounds used consistently in EY and KS1. They are following LCP planning.

Exciting and engaging opportunities are being planned which results in children being motivated to write.

Books evidence children having more opportunities in their own decisions for content and how it looks.

High-quality texts are used to motivate the children in their writing. Children give positive feedback on the texts used and quality of writing has shown an improvement.

Autumn Adventure week provided opportunities for children to write. There was positive feedback from children, staff and parents across school.

Pre-cursive script is being taught from Reception. Presentation is improving in all books.

Inset on the first day and a staff meeting during the Autumn term. Expectations are clear for all staff.

		Books evidence teachers revisiting presentation expectations in books.	
<b>Area for Development 2021 - 2022</b>	<b>Intent By July 2022</b>	<b>Implementation</b>	<b>Impact</b>
Disadvantaged children' skills, particularly in writing, are developed further to match those achieved in reading and mathematics.	<p>Monitoring and evaluation will show that disadvantaged children's skills in Writing will be comparable to those in Reading and Maths.</p> <p>Outcomes for disadvantaged children in Writing will be in line with Reading and Maths at the end of each Key Stage and year group.</p> <p>Specific writing skills will be planned and taught in all lessons involving writing. Teachers will know what the gaps in learning are for all of their disadvantaged children and will target those gaps through planned activities and in lesson support - individual children's writing will show an improvement as a result.</p>	<p>Teachers will carry out a baseline assessment to identify learning gaps for individuals then plan, support and monitor for improvement.</p> <p>Teachers will plan for and teach specific writing skills to address gaps in English lessons and across the curriculum.</p> <p>Teachers will use Closing The Gap tasks to address areas which need further targeting and/or revision. These will be class specific to address needs of the current cohort.</p> <p>Increased adult focus for disadvantaged children in lessons – verbal feedback, targeted questioning, modelling etc.</p> <p>Short term (maximum 2 weeks) writing targets for all disadvantaged children to address gaps.</p> <p>Specific, time limited Writing interventions where appropriate.</p> <p>Monitoring – books, assessments, teaching, pupil voice, planning.</p> <p>Focused year on year comparisons for each cohort and individual children to monitor how gaps are reducing.</p> <p>Specific support for individual teachers to develop their teaching of writing.</p> <p>CPD for all staff on developing writing skills at all levels.</p> <p>Pre-Key Stage targets will be used to support progress where needed.</p>	

<p>The quality of children' writing improves, including the accuracy of spelling, and is sustained throughout the school so that more children achieve higher standards.</p>	<p>Monitoring and evaluation will show that the teaching and learning of spelling is applied in all lessons and books.</p> <p>Monitoring and evaluation will show that children are inspired to write as a result of planned creative and purposeful writing opportunities, as well as the celebration and high profile of quality writing.</p> <p>Outcomes for children in Writing will show an improvement across the school, including an increase in those achieving GDS.</p>	<p>No Nonsense Spelling will be embedded consistently across KS2 to teach spelling patterns and to review and revise previous learning.</p> <p>Little Wandle Letters and Sounds will be implemented and consistently used in EYFS and KS1.</p> <p>Staff will be trained in implementing Little Wandle Letters and Sounds</p> <p>Adult focus during all lessons on application of spelling patterns learned through modelling, feedback etc.</p> <p>Children with specific spelling needs will be identified with appropriate support planned and implemented.</p> <p>Teachers will identify specific gaps in spelling knowledge for individuals and groups and provide appropriate tasks or support to address them.</p> <p>Age-appropriate editing sessions will include a specific spelling focus.</p> <p>Exciting and engaging writing opportunities planned and taught across the curriculum.</p> <p>Opportunities will be planned for children to make decisions about the content and format of their writing.</p> <p>Inter-house writing competition in the autumn term.</p> <p>Quality writing across the curriculum will be celebrated through Twitter, Writing displays, celebration assemblies.</p> <p>Teachers will use quality resources as stimuli for writing as well as the children's interests.</p> <p>Higher level writing skills will be specifically taught along with exposure to higher quality texts as models for GDS.</p>	
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		<p>Children securely achieving expected will be targeted for GDS.</p> <p>Real-life opportunities for writing will be used regularly e.g., invitations to class assemblies, letters/emails to trip venues etc.</p> <p>Scaffolding for editing will be planned relating to individual or group needs e.g., appropriate year group spellings, specific skills to address gaps etc.</p>	
<p>All adults have consistently high expectations of children' presentation in books and develop a greater consistency in the quality of children' work.</p>		<p>Cursive writing script will be taught from Reception.</p> <p>Continuous cursive writing script will be used and modelled by all staff.</p> <p>Training session for staff in September 2021 on school presentation and quality of work expectations.</p> <p>Signs and labels around school will model the continuous cursive or pre cursive script as appropriate.</p> <p>Basic expectations for presentation in all books will be taught and regularly revisited.</p> <p>Expectations for presentation will be the same in all subjects.</p> <p>Specific targets and time limited support for children where presentation needs improvement.</p> <p>Consistent procedures for editing and use of gold books will be embedded.</p> <p>Monitoring of books with presentation focus</p>	



<p><b>School improvement priorities</b></p>	<p>Quality of education – closing the gap between disadvantaged children and those who are not, improvement in progress from individual starting points, refining of assessment systems, embedded the updated curriculum to cover all aspects of the equality duty, support for subject leaders, further improve the pedagogical skills of all class-based staff</p> <ul style="list-style-type: none"> <li>• Behaviour and attitudes - improving attendance for disadvantaged children, embedding behaviour processes to support children and staff, improvement in behaviour and attitudes to learning for children with complex and specific needs.</li> <li>• Personal development - promotion of the Equality Duty through all aspects of school life and learning, embed British values in the curriculum to develop children’s understanding, further develop opportunities for spiritual, moral, social and cultural experiences and learning</li> <li>• Leadership and management - induction of new leaders including Governors, further develop CPD for all staff to include an individualised approach focusing on improving pedagogy</li> <li>• Quality of education in early years – implementation and embedding of the new EY framework, embed language and communication programmes to improve curriculum access, embed Reading and Phonics programmes, further develop the curriculum to promote emotional security and character development, further develop engagement and support for parents and carers to enable them to support their child at home</li> <li>• Overall effectiveness - new staff induction, monitoring and support to ensure the school is progressing in all areas towards outstanding</li> </ul>
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**QUALITY OF EDUCATION – Good**

<p><b>Strengths</b></p>	<p>The school enriches the curriculum through a variety of quality, memorable experiences.                  Clear, structured, and sequenced curriculum design planned                  Introduction of skills and knowledge-based curriculum to ensure full National Curriculum coverage                  Dedicated job roles in school to focus on closing the gap between disadvantaged and non-disadvantaged children                  English, Maths, Pupil Premium and SEND leads all part of SLT or ULT so are able to raise issues to senior leaders easily and quickly                  Teachers check pupils' understanding effectively through focused verbal feedback techniques, and identify and correct misunderstandings.                  The school's approach to teaching remains rooted in evidence and the key elements of effective teaching, with a clear focus on modelled teaching and feedback.</p>		
<p><b>Area for Development 2021 - 2022</b></p>	<p><b>Intent</b> <b>By July 2022</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>
<p>Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work children produce</p>	<p>All end of Key Stage attainment and progress data to be in line with or above national averages  <i>Children in Year 2 and Year 6 will achieve in line or above the national average in the End of Key Stage Tests.</i>  <i>Children achieving Reading, Writing and Maths (combined) will be in line or above national average</i></p>	<p>Focused interventions in Year 2 and Year 6                  Identify focus children based on previous year's data and baseline assessment                  Maths arithmetic focus for priority Year 6 children                  Year 6 breakfast boosters                  More practice at test technique                  Tracking of progress and gaps in knowledge throughout the year (See assessment systems intent)</p>	

<p>Disadvantaged children and children with SEND acquire the knowledge and cultural capital they need to succeed in life</p>	<p>Reduce the gap between disadvantaged and non-disadvantaged children across all subjects</p> <p><i>The gap in Reading, Writing and Maths between disadvantaged and non-disadvantaged children will be smaller than the previous year</i></p> <p><i>The gap between disadvantaged and non-disadvantaged children achieving combined is smaller than the previous year.</i></p> <p><i>Any gap that may exist between disadvantaged and non-disadvantaged children in the wider curriculum will be identified and addressed.</i></p>	<p>Areas of concern identified through previous year data</p> <p>Continue with 'PP first' policy</p> <p>Intervention teachers in key year groups to support PP children in English and Maths</p> <p>PP team to oversee use of resources for PP and track impact</p> <p>Ensure new PP lead for EYFS and KS1 settles in quickly to new role and is able to work effectively as part of the team</p> <p>Analyse assessment data throughout the year to track the gap between disadvantaged and non-disadvantaged children.</p>	
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<p>Children are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum.</p>	<p>All children make good progress from their starting points within lessons and over time</p> <p><i>Attainment data for all children will show progress</i></p> <p><i>Children will have new books for each subject</i></p> <p><i>These books will show the learning journey across the unit and through the year - progress should be clear (misconceptions identified, corrected, applied correctly later etc.)</i></p> <p><i>Closing the Gap tasks and lesson starters (e.g. last lesson/last term/ last year) will support children to remember previous learning and show how that can build on what they will learn next</i></p> <p><i>Tools such as low stakes quizzes at the end of each unit will give an indication of what the children have learned and remembered</i></p>	<p>New books for each subject</p> <p>Unit cover sheets to make it easy to track progress throughout the individual unit.</p> <p>Unit cover sheet will include some key vocabulary that children can refer back to constantly</p> <p>Closing the Gap tasks and lesson starters will be developed and used to support recall of previous learning and enable children to build on it with new learning.</p> <p>Tools, such as low stakes quizzes, will be developed and used at the end of the unit for children to recall their learning from that unit and aid retention.</p> <p>New assessment process developed using a mixture of standardised testing and formative testing</p> <p>Progress will be tracked alongside attainment using the new assessment process</p> <p>New assessment process should allow tracking of progress across the year and also throughout the years.</p>	
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	<p>Children remember more of what they have learnt and understand how it relates to what they are learning next</p> <p>Teaching is designed to help children to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>Closing the Gap tasks and lesson starters (e.g. last lesson/last term/ last year) will support children to remember previous learning and show how that can build on what they will learn next</p> <p>Tools such as low stakes quizzes at the end of each unit will give an indication of what the children have learned and remembered</p> <p>Children will be able to talk about what they have learnt and make links to other learning confidently</p>	<p>Closing the Gap tasks and lesson starters will be developed and used to support recall of previous learning and enable children to build on it with new learning.</p> <p>Tools, such as low stakes quizzes, will be developed and used at the end of the unit for children to recall their learning from that unit and aid retention.</p>	
<p>Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work children produce.</p> <p>Where available, impact is reflected in results from national tests</p>	<p>To increase the number of children across the school achieving Reading, Writing and Maths (Combined) at GDS</p> <p>End of year assessment data will show the number of children achieving GDS combined will increase across the school</p>	<p>Identify a group of focus children in each class (from previous year's data) who are achieving GDS in 1 or 2 areas and target for the other areas</p> <p>Class teacher aware of these children and plans accordingly</p> <p>Phase leaders/other adults to support these children in focus area</p>	

<p>Teachers and leaders use assessment well. For example, they use it to help children embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or children.</p>	<p>Refine and develop assessment systems for measuring attainment and progress.</p> <p><i>There will be a structured, well planned assessment schedule across all year groups</i></p> <p><i>The midpoint assessment will be used specifically as a formative assessment to identify gaps in knowledge which can then be addressed.</i></p> <p><i>End of year assessments will show attainment as well as progress</i></p> <p><i>These data will be used to compare against data from other schools.</i></p>	<p>New assessment process developed using a mixture of standardised testing and formative testing</p> <p>Progress will be tracked alongside attainment using the new assessment process</p> <p>New assessment process should allow tracking of progress across the year and also throughout the years. Assessment process should include data analyse which should be shared with relevant class teachers, leaders, and governors</p>	
<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>The new curriculum will be embedded across the whole school</p> <p><i>A full year of curriculum units and objectives will be mapped out by the end the 2021 - 2022 academic year.</i></p> <p><i>All planning and resources will be easily available to all staff</i></p> <p><i>Starting from 2022 - 2023, WLPS will have a well-developed and embedded curriculum with a framework for lessons and resources which class teachers can then spend their time adapting for the individual needs of their classes</i></p> <p><i>Children will have a broad and balanced curriculum offered to them</i></p> <p><i>Children will have a broad range of skills and knowledge across a range of subjects which they will be able to confidently talk about.</i></p>	<p>New curriculum documents completed</p> <p>Subject leaders to develop MTPs for their subjects for SPR (during AUT) and SUM (during SPR)</p> <p>Subjects leads to have the opportunity to request time out of class to work on their area of the curriculum and monitor its implementation.</p> <p>Curriculum and planning monitoring system to be developed to ensure full delivery but with as non-evasive into teachers' time and autonomy as possible</p>	

	<p>Subject leaders and teachers will be supported to improve their subject knowledge of the curriculum</p> <p><i>Subject leaders will know it is ok not to have all the answers - there is no need to be expert at all.</i></p> <p><i>Subject leads will become more confident at sharing their knowledge and experience in their subject area and will be given the time to do this.</i></p> <p><i>Subject leads will feel their subject and their experience of it is valued across the school.</i></p> <p><i>Teachers will improve their subject knowledge across a range of subjects and will feel supported when required</i></p> <p><i>A culture of sharing knowledge and best practice and 'it's ok to ask for help' will exist in the school</i></p>	<p>Questionnaire to subject leads around their confidence/knowledge/ support required in their curriculum area.</p> <p>CPD identified where appropriate</p> <p>Subject leads to have teacher confidence/ subject knowledge / support as a key part of their subject area action plan</p> <p>Subject leads have the opportunity to lead full of part INSETs to address any areas of concern within their area</p> <p>Create a culture of sharing good practice/knowledge - year groups encouraged to work as a team and to each other's strengths.</p>	
<p>The curriculum reflects the school's local context</p>	<p>The curriculum will cover all protected characteristics of the Equality Duty and will reflect our community.</p>	<p>Regular review of curriculum content to ensure that our school community is reflected in the curriculum.</p> <p>Class teachers adapt planning to meet the specific needs and make up of their class relating to the protected characteristics</p>	

<p>Relaunching established pedagogical strategies and introducing new pedagogical strategies to accelerate progress, further develop engagement and a love of learning, and encourage risk taking within teaching.</p>	<p>Teachers will be supported to embed the established pedagogical techniques to improve their teaching and enable the children to make good progress when working towards an end result.</p>	<p>Outline the established teaching techniques to the staff, particularly new staff.</p> <p>Create a bank of videos on Google Classroom that can be accessed by all staff and be used to be signpost selected members of staff.</p> <p>Monitor teaching through formal and peer observations and offer support through video analysis and modelled teaching where necessary.</p> <p>Insets devoted to teaching backwards, verbal feedback techniques and modelled teaching.</p>	
	<p>Teachers will be supported to develop and use a range of pedagogical techniques to improve their teaching and enable the children to make good progress</p>	<p>Personal research into different techniques and offer direction with this to all staff.</p> <p>Create a bank of videos on Google Classroom that can be accessed by all staff and be used to be signpost selected members of staff and implemented within school Insets.</p> <p>Trial and share techniques through Sharing Good Practice Insets and coaching conversations.</p> <p>Peer observations linked to pedagogy within year groups and across school.</p> <p>Coaching system developed with a focus on improving pedagogy and taking risks</p>	



<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<p>Reading is prioritised to allow children to access the full curriculum offer.</p>	<p>Reading sessions are designed to cover all areas of the reading skill requirements. These lessons are modelled and videos are created to offer support to all members of staff.</p> <p>Reading for Pleasure is embedded in school on a daily basis to promote a lifelong love of reading.</p> <p>Ensure that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>Interventions are designed to address gaps in phonics knowledge and reading comprehension throughout the school.</p>	
	<p>Work given to children is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Next steps within verbal feedback are personalised to challenge and move the learning forward of all children within the class.</p> <p>Children are actively encouraged to 'go deeper' in their learning, allowing them to make their own decisions.</p> <p>WAGOLLS created are ambitious and are designed to extend the learning of children.</p>	

<b>Progress to date:</b>	Autumn Term:  Spring Term:  Summer Term:		

## BEHAVIOUR AND ATTITUDES - Good

<b>Strengths</b>	<p>Behaviour is good across the school with the Behaviour Policy used consistently.</p> <p>The majority of children report that they feel safe in school.</p> <p>There has been in reduction in low-level disruptions in lessons.</p> <p>Those children with specific, individual behaviour needs have clear support plans in place.</p> <p>Staff use restorative approaches to deal with problems which arise.</p> <p>Outside agencies are accessed and used well to support staff and children with specific needs.</p> <p>Leaders and mentors support staff and children well to manage behaviour.</p>		
<b>Area for Development 2021 - 2022</b>	<b>Intent By July 2022</b>	<b>Implementation</b>	<b>Impact</b>
<p>All staff will have consistently high expectations of behaviour, the policy will be implemented across school leading to positive attitudes to learning and positive relationships. Staff will be supported by leaders; behaviour will be monitored by all leaders.</p>	<p>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.</p> <p>Leaders support all staff well in managing children's behaviour.</p>	<p>Relaunch of behaviour policy</p> <p>Staff training in Autumn term and then re-cover across the year</p> <p>Assemblies will support sharing expectations – focusing on entering and exiting the hall and active listening.</p> <p>Each class will have their own behaviour display</p> <p>All staff will know the Behaviour Policy expectations and will follow them consistently</p> <p>Observations and monitoring</p>	

<p>Increase consistency of application of the behaviour policy with a focus on our vision of aspirations, community, inspiration and enrichment to help to create a positive ethos and improved relationships across school.</p>	<p>Relationships among children and staff consistently reflect a positive and respectful culture; children are safe and they feel safe.</p>	<p>KiVa Project  PSHE curriculum  Relaunch behaviour policy, system of rewards and sanctions  Support for new staff  Mentoring programmes  Paired work, group work and team work to be reintroduced following the removal of covid restrictions  Assembly themes  Enrichment activities</p>	
<p>There is a demonstrable improvement in the attendance of children who have particular needs. Targeting SEND, Pupil Premium.</p>	<p>Children with SEND and/or PP improve their attendance from their previous percentage, leading to greater progress and positive attitude towards learning</p>	<p>Daily tracking  Rewards and encouragement  Pastoral care from adults across school  Improved links with parents  Target monitoring from attendance team and PP leads  3 houses to identify issues and support plans to address</p>	
<p>Develop and embed a graduated approach to behaviour management enabling leaders at all levels to consistently support children and staff.</p>	<p>Leaders at all levels have the skills and knowledge to support and improve the behaviour of children, so behaviour does not disrupt lessons or day to day school life.</p>	<p>Behaviour team lead and develop the graduated approach, embed across the school  Inset  Outside agency support  Support for individual staff</p>	

	Children with complex needs will show improvements in behaviour and attitudes to learning	<p>DLP project with consortium – ASD focus and CPD for staff to support dealing with complex needs.</p> <p>Clear plans in place for each individual with their needs, support, rewards and consequences.</p> <p>Regular contact, both formal and informal with parents or carers by all staff supporting each individual.</p> <p>Early Help plans to support the family are in place where appropriate.</p>	
There will be a consistent approach to behaviour and expectations across school. New staff will complete an induction program and all staff will be involved in training and support.	New staff will know and use the school systems for management of behaviour	Support and induction for new staff on behaviour expectations, policies and procedures	
<b>Progress to date:</b>	<p>Autumn Term:</p> <p>Spring Term:</p> <p>Summer Term:</p>		

**PERSONAL DEVELOPMENT – Good**

<p><b>Strengths</b></p>	<p>A wide range of opportunities are offered to the children, beyond the academic including: themed weeks, trips and visitors in school, the use of sports premium funding to provide additional opportunities for physical activity, lunchtime and after school clubs, forest classroom.</p> <p>School enhances the children’s spiritual, moral, social and cultural development well: RE and PSHE curriculum, behaviour policy, restorative justice and code of conduct, RRSA, assembly themes, work through the vision on community, celebration of festivals.</p> <p>Healthy lifestyles are encouraged through curriculum topics and themed weeks.</p> <p>Children’s talents and interests are encouraged through opportunities in school: sports events, talent competitions, assemblies, JLT leadership, Eco Warriors, Enterprise group, fund raising.</p> <p>Pastoral support given daily across school from class teachers, TAs, SLT, mentors, support staff.</p> <p>Outside agencies work with the school supporting the needs of the children.</p>		
<p><b>Area for Development 2021 - 2022</b></p>	<p><b>Intent By July 2022</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>
<p>The children are prepared for life in modern Britain. They have a better understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Children can confidently talk about the values of democracy, rule of law, individual liberty, tolerance and respect.</p> <p>Greater awareness of similarities and differences are evident through class discussions. Pupils engage with views, beliefs and opinions that are different from their own in considered ways.</p> <p>Children understand and take part in class and whole school voting and complete the class code of conduct.</p> <p>Children work together on class and whole school projects through the curriculum and extra- curricular events.</p>	<p>New curriculum-including reference to Equality Duty</p> <p>PSHE/RSE-including reference to Equality Duty</p> <p>Assemblies</p> <p>RE</p> <p>Texts and discussions in English and Foundation subjects</p> <p>Class council</p> <p>Circle time</p> <p>Monitoring by all leaders</p>	

<p>The children will have the opportunity to take part in events and celebrations over the year, widening their experience and understanding of similarities and differences. They will take part in discussions and debates relating to similarities and differences. They will develop tolerance and respect for others.</p>	<p>Equality of opportunity and diversity are promoted effectively across school. Children understand, appreciate and respect difference in the world and its people and they celebrate the things they have in common</p>	<p>Curriculum enrichment: visits and visitors, class and whole school projects Extra-curricular activities Competitions Pupil leaders Festivals and celebrations Assemblies New curriculum-this has been developed with reference to the Equality duty Themed weeks</p>	
<p>Staff will plan and deliver an enriched curriculum. A greater range of pedagogical strategies will be used and visits and visitors will be included to enhance the curriculum. The provision of after school activities will improve during the year.</p> <p>Leaders will monitor the participation of disadvantaged children and additional opportunities will be planned for those in receipt of PPG</p>	<p>Provide rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, considerably strengthening the school's offer. The most disadvantaged pupils benefit from this work.</p>	<p>Themed weeks will be developed across the year to provide rich experiences.</p> <p>Music tutors Visits and visitors will recommence and continue to develop opportunities to support all children.</p> <p>After school activities will commence and monitored for uptake – ensure that disadvantaged pupils take high priority.</p> <p>PE from specialist coaches Drama/music through Artis for KS1 to deliver the curriculum in a rich coherent way. Pupil leaders - house captains, pupil tutors, JLT, Eco-warriors and enterprise group. School projects/events that engage the community will be set back up across the year.</p>	

<p>Children will take part in lessons, celebrations and events to enhance their spiritual, moral, social and cultural development.</p> <p>Time will be planned in the curriculum for children to observe, reflect, think, share and to talk and listen.</p>	<p>Children will participate in opportunities to enhance their spiritual, moral, social and cultural development.</p>	<p>Class timetables are to include time for reflection, mindfulness and meditation.</p> <p>Assemblies and collective worship will include time for reflection.</p> <p>Yoga opportunities in P.E. curriculum.</p> <p>Summer term themed week –healthy minds/healthy bodies.</p> <p>Assemblies to cover different religions – reflecting our community.</p> <p>Celebration of festivals from different religions.</p> <p>Timetable weekly sessions for Guided imagery</p> <p>Opportunities planned in the curriculum for awe and wonder e.g. nature, music, art</p> <p>Leaders to observe and monitor</p>	
<p>School attendance will improve on last year, promoting an environment where children are passionate about coming to school.</p>	<p>Children have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p>	<p>Regular individual monitoring of attendance across school.</p> <p>First day contact and regular home visits.</p> <p>Regular communication with families who are falling below 90%</p> <p>Regular informal and formal meetings</p> <p>Pupil voice to understand reasons why attendance is low.</p> <p>Celebration of attendance which covers individuals, class achievements, including most improved.</p>	



<b>Progress to date:</b>	Autumn Term:  Spring Term:  Summer Term:
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## LEADERSHIP AND MANAGEMENT – Good

<p><b>Strengths</b></p>	<p>There is a clear school vision which is used to inform decision making</p> <p>Safeguarding policies and procedures are in place, understood and implemented by all staff – all statutory duties are met. There is a strong culture of safeguarding across the school.</p> <p>Leaders focus on improving teachers’ subject, pedagogical and pedagogical content knowledge to enhance teaching and impact upon progress and outcomes for children.</p> <p>Governors understand their role and hold leaders to account. They have a strategic overview of the school and focus on statutory duties.</p> <p>Quality CPD is provided for all staff through in-school expertise, local schools (Billesley Research School, STEP and Consortium schools), visiting services (PE coaches, Artis, Play Therapist), engagement with projects (DLP, KiVA, Maths Hub, English Hub, NELI) coaching, National College online training and external CPD opportunities.</p> <p>Staff mental health and well-being is supported by all leaders through open door policies, individual coaching and/or mentoring, provision of a counsellor, specific external services available. When introducing any new strategies or programmes, impact on workload is considered and changes made or appropriate time given where appropriate.</p> <p>Relationships with parents, carers and local community are good. School leaders are visible and available at the beginning and end of every day for informal contact and make time for formal meetings where appropriate. Families find leaders approachable and supportive.</p>		
<p><b>Area for Development 2021 - 2022</b></p>	<p><b>Intent</b> <b>By July 2022</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>
<p>Induction for new and recently appointed Governors and in-school leaders.</p>	<p>Those responsible for governance understand their role and carry it out effectively.</p>	<p>Induction training for new and recently appointed Governors.</p> <p>Audit of skills and knowledge of all Governors and training programme planned.</p> <p>National College online training available to all Governors with specific courses directed to complete.</p> <p>Increase engagement of Governors with school through Link Governor roles and attendance at school events.</p>	

	<p>All in-school leaders understand and carry out their role in promoting the school vision and strong shared values, policy and practice.</p>	<p>Establish and agree clear protocols for teams, individuals and meetings. Regular meetings of Upper Leadership Team and Middle Leadership Team to establish new teams and support individual leaders.</p> <p>Audit skills and knowledge of all leaders and plan a training programme to meet individual and team needs.</p> <p>Coaching between leaders to support individual needs.</p> <p>Establish an expectation that leaders will challenge each other to enable consistency of practice and behaviours and continued improvement.</p> <p>Leaders will be supported to respond appropriately to challenge and take action as a result.</p> <p>Leadership Action Plans produced, implemented and monitored by individuals and teams.</p>	
<p>Further development of the school CPD programme to include and individualised approach with more coaching, online training and research –</p>	<p>Staff will receive appropriate CPD which improves their subject, pedagogical and pedagogical content knowledge.</p>	<p>Audit of staff knowledge and skills related to pedagogy and pedagogical skills.</p>	

<p>focusing on improving subject, pedagogical and pedagogical content knowledge.</p>	<p>The impact of the CPD programme will be seen in individual lessons, units of learning and improvements in outcomes for children.</p>	<p>Research and information gathering to identify training available to school, including costs and impact on time and/or workload.</p> <p>Training programme planned and implemented.</p> <p>Formal coaching programme planned, implemented and reviewed to ensure impact.</p> <p>Video analysis INSETs carried out at least termly.</p> <p>Peer observation programme trialled.</p> <p>STEP Peer Review focusing on pedagogy?</p> <p>Regular monitoring activity carried out by leaders to ensure continued progress.</p>	
<p>Monitoring and support for staff to ensure all children complete the required programmes of study as part of a curriculum that is inclusive to all.</p>	<p>The curriculum will be inclusive to all children regardless of background and level of need.</p> <hr/> <p>All children will complete the appropriate programmes of study and make good progress from their starting point.</p> <hr/> <p>Monitoring and support will be timely and will enable progress to be made. The impact upon staff workload and well-being will be considered when planning monitoring activities.</p>	<p>Expectations that all children should complete the required programmes of study shared with staff. (Taking into account impact of pandemic – some children may not have completed the PoS for previous year group)</p> <p>ULT review of previous monitoring programme and impact upon staff.</p> <p>Monitoring plan prepared and implemented with termly review to ensure it meets the needs of the school and is having the expected impact.</p> <p>Expectations for monitoring set out clearly and shared with staff.</p>	

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**QUALITY OF EDUCATION IN EARLY YEARS – Good**

<p><b>Strengths</b></p>	<p>Intent</p> <p>Leaders adopt a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed. The curriculum is coherently planned and sequenced to build on what children already know and what they can do. There is a focus on ensuring that children acquire a wide vocabulary and can communicate effectively. The school has a systematic approach to reading and synthetic phonics, to ensure that all children learn to read words and simple sentences by the end of Reception. The school has the same ambitions for all learners, where children have particular needs, the curriculum is designed to meet their needs.</p> <ul style="list-style-type: none"> <li>• Implementation</li> </ul> <p>Staff are knowledgeable about the areas of learning they teach; they manage the EYFS pedagogy in relation to the learning needs of their children. Staff present information clearly for the children and check children's understanding, identify misconceptions and provide clear explanations to move the learning forward. Staff read to the children daily and in a way that excites and engages them, introducing new ideas and vocabulary well. Staff are knowledgeable about the teaching of early phonics and maths; they ensure that the children have sufficient practice to be confident in using and understanding letters and numbers. Teaching is designed to help children remember long term what they have been taught and to integrate this knowledge into larger concepts. Staff give clear messages about why it is important to eat, drink, rest, exercise and be kind daily. They teach children to manage risks and challenges as they play and learn, supporting them to be active. Staff provide information for parents about their children's progress, in line with the requirements for EYFS.</p> <ul style="list-style-type: none"> <li>• Impact</li> </ul> <p>Children develop detailed knowledge and skills across all 7 areas of learning in an age-appropriate way. By the end of Reception children use their knowledge of phonics to read accurately. Children leave Reception ready for their next stage of education, Year 1. By the end of Reception, children achieve well, particularly those with lower starting points. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen and respond positively to adults and each other. Children are beginning to manage their own feelings, understanding how these have an impact on others.</p>		
<p><b>Area for Development 2021 - 2022</b></p>	<p><b>Intent</b> <b>By July 2022</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>

<p>Implement and embed the updated EY Framework across Nursery and Reception.</p>	<p>The new EY framework will be understood and delivered by all staff and children will make good progress from their starting points.</p> <p>At the end of Reception, attainment will be in line with national averages.</p> <p>Staff will use a range of pedagogical skills and techniques to ensure engagement with the curriculum for all children.</p>	<p>Support and induction for staff new to Nursery and Reception.</p> <p>The Reception Baseline Assessment will be carried out according to the specified guidelines – data will be used to prioritise groups for support and to inform planning.</p> <p>Training on the new framework and RBA as needed.</p> <p>Regular monitoring of attainment and progress – planning and support to address needs identified.</p> <p>Training and support for staff to develop pedagogy and teaching skills.</p> <p>Engagement with the consortium DLP project focusing on early identification and support for children with SEND in Early Years.</p> <p>Engagement with appropriate CPD offered as part of the DLP project.</p>	
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<p>Develop the Language and communication programme of support to ensure that all children can access the curriculum.</p>	<p>Children will develop their vocabulary and understanding of language across all 7 areas of learning.</p> <p>Children will enjoy, listen attentively and respond to stories, rhymes and songs appropriately for their age and stage of development.</p>	<p>Speech link baseline to be carried out in September and end of year assessment in June 2022.</p> <p>Intervention groups identified in Autumn 1 and Intervention teacher to carry out weekly sessions.</p> <p>Parent support material to be shared through parent workshops.</p> <p>Referrals to Speech and language for children who are below 80 standard score during assessments.</p> <p>Termly reviews of intervention programme to measure impact and put in next steps of support.</p> <p>Language audit of environment to ensure it supports the needs of all children.</p> <p>Ensure we provide a language rich environment.</p>	
<p>Embed reading and phonics to ensure that children are prepared to become confident and fluent readers.</p>	<p>The implementation of a new Phonics and reading programme will lead to all children in Reception achieving good progress from their starting points for Reading.</p>	<p>All staff to complete training for New Little Wandle Letters and Sounds Programme of teaching.</p> <p>Daily phonics teaching in Reception.</p> <p>Observations of phonics teaching to ensure the programme is delivered well.</p> <p>Keep up – Phonics intervention programme daily from Autumn 2.</p> <p>Termly phonic assessments to be carried out.</p> <p>Phonic and reading lead to support staff with delivery of programme.</p>	



<p>To develop the curriculum to promote and support emotional security and development of character.</p>	<p>Children will be able to regulate their own emotions and understand the emotions of others.</p> <p>They will understand how their actions can impact on others.</p>	<p>Assess PSED on entry to baseline the needs across Reception.</p> <p>Through assemblies and circle time work on the concepts of feelings, kindness, friendship.</p> <p>PSED groups in place for children who need additional support.</p> <p>Play based therapies for children with specific needs.</p> <p>Consider use of outdoor space for children who need support to self-regulate.</p> <p>Staff training on attachment, ASD, ADHD and sensory support.</p>	
<p>Support and develop parents and carers to work with their children at home, including details about the school's methods of teaching reading and how to help their children learn to read.</p>	<p>There will be good family engagement with learning and more support at home.</p> <p>Parents and carers will have a good relationship with the school and, specifically, the Early Years staff.</p> <p>Parents and carers will have a good understanding of the curriculum we teach and how progress is made.</p> <p>Parents and carers will understand which stage their children is at and know how to support their next steps.</p>	<p>Staff will be available for informal contact at the beginning and end of the school day and will make time for more formal meetings when appropriate.</p> <p>Parent and carer workshops for phonics, reading, maths, language.</p> <p>Regular information sent home using a range of tools – ParentMail, Twitter, Google classroom, physical resources.</p> <p>Coffee mornings to support information sharing.</p> <p>Parent and Carer groups to support where children have additional needs.</p> <p>Share resources and updates from outside agencies that are available to support parents.</p>	

<b>Progress to date:</b>	Autumn Term:  Spring Term:  Summer Term:
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Areas for development	
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**OVERALL EFFECTIVENESS – Good**

<b>Strengths</b>	<p>All statutory safeguarding requirements are in place and safeguarding policy, practice and procedures are effective.</p> <p>The quality of education provided is good.</p> <p>All other judgements have been assessed and evaluated as good.</p>		
<b>Area for development 2021 - 2022</b>	<b>Intent By July 2022</b>	<b>Implementation</b>	<b>Impact</b>
Induction and support for new staff and Governors.	All staff and Governors will understand and implement their duties as required and work with the school to ensure continued school improvement.	Clear induction programme and support implemented for individual staff and Governors related to need.	
Monitoring of whole school provision and addressing needs that are identified in a timely and supportive way.	All leaders will carry out regular monitoring addressing any needs identified to ensure the school continues to progress and outcomes for children improve in all areas.	<p>Monitoring activities will include – 1:1 meetings with staff, pupil voice, questionnaires, lesson observations, book scrutiny, data analysis, peer review, moderation meetings.</p> <p>Action plans will be produced and implemented following monitoring activities – whole staff, group and individual support will be carried out as required.</p>	
Focus on continued improvements in all areas ensuring all good criteria are met and progressing towards outstanding.	<p>All of the good criteria will be met and some elements of outstanding.</p> <p>Progress and attainment outcomes for children in all areas will show improvement.</p>	<p>Self-evaluation will be reviewed termly to keep track of progress and plans to address needs implemented.</p> <p>Outcomes for children will be monitored termly and plans to address needs implemented.</p> <p>All staff will be held to account by leaders for their role in continuous school improvement.</p>	

<b>Progress to date</b>	Autumn Term:  Spring Term:  Summer Term:
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