

## School Development Plan

Sandringham Federation of Church of England Primary Academies

**Sandringham and West Newton CE Primary Academy September 2019-August 2020**

***‘Live together, Learn together, Play together’***

**Our Academy Vision**

We create a warm, inclusive and stimulating environment for all children, aiming to ensure that children enjoy school and develop the love of learning. Through partnership with parents and the community we will help children reach their full potential.

**We do this through:**

* Developing a sympathetic understanding of the Christian faith and a respect for the other major world religions
* Aiming for the highest possible standards of work and behaviour
* Promoting positive relationships with parents, the Church and the wider community to enable us to provide the best possible learning experiences for our children
* Sustaining a broad and balanced curriculum which meets the needs of our children and promotes their spiritual, moral, cultural, mental and physical development
* Providing a welcoming, stimulating, safe and comfortable environment in which all children have equal opportunity for success and are fully supported so they can reach their full potential
* Encouraging our children to develop personal independence, so fostering an attitude of love and respect towards others and towards God’s world





**Data Context for 2019-20 School Development Plan**

**Key Themes from 2019 KS1 and 2 SATS Question Level Analysis/GL Assessments/PiXL:**

**Maths:**

* Overall results at both KS are strong 92% at KS2 and 75% at KS1. However progress measure for maths is still the lowest of the 3 core subjects at -1.3, – focus needs to be on continuing the rate of progress through to the end of KS2, particularly those that achieve GDS at KS1.
* Children are good at arithmetic scoring in line with national or higher. We need to maintain the focus on securing times tables early especially with the introduction of Multiplication test from 2019/20 in year 4.
* Only specific weakness measurement – 17% and geometry -21% compared to NA on some questions – will form a focus of Maths BIF.

**Reading:**

* Reading is a strength of the school 100% at KS2 and 50% Greater depth standard.
* Only area of weakness making comparisons to the text -9% from QLA (although this was an improvement on -20% on QLA in 2018 data).
* Development area – need to ensure enough lower end Phonics based books available in KS1.

**SPAG:**

Generally strong results 92% at end of KS2

**Areas of weakness from KS2**

* Grammatical terms/word classes need to improve -21% on QLA
* Combining words/phrases/classes poor -44% on QLA
* Spelling needs to improve -13% on QLA

**Key Themes from Key Data 2019:**

* Maintaining EYFS as a strength with strong results - 75% in 2019.
* Maintaining Phonics (y1) as a strength with better than national results (trend over time).
* Maintain strong KS1 results – ensure higher standard (GDS) in R/W/M combined and Reading alone improve to in line with National.
* Improving progress scores from KS1 to KS2 in Maths to be in line with Reading and Writing and at least at expected progress measure 0+
* Improve attainment and progress of middle and higher prior attainment groups across core subjects.

**School Key Priorities As part of the new Federation with Flitcham Primary Academy, both schools will work together. The strength of working in partnership to develop staff and enrich the pupil experience and learning opportunities will be a priority for this academic year and will be a thread through all school development activities.**

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| **Priority 1 related to : Quality of education - curriculum focus:**  All stakeholders are involved in pupils’ learning and we will ensure that all of our decisions ensure that the curriculum is coherently planned to be both ambitious and broad, giving all pupils the skills, knowledge and cultural capital, they will need to succeed in their future lives. In order to achieve this, we will focus on three key areas :-  **Intent:**  At Sandringham Federation of Schools, our vision and values underpin everything we do and in turn shapes the curriculum. All stakeholders worked together to decide on a parable to link our vision to. We all chose the ‘Parable of the Sower’. It was felt by all and the children especially, that they are the seeds of the future, being nurtured by everyone in the school community. We see education as a life long journey, for our pupils and our staff. Our aim is to prepare pupils with all the skills needed for life, ensuring they become well-rounded individuals, both academically, emotionally and spiritually. Both of the schools in the Federation are set within the natural beauty of the Sandringham Estate in rural Norfolk. We draw on the beauty of our natural surroundings to inspire our curriculum, whilst also ensuring children are inspired to experience life outside of Norfolk, by showing them the wider world and everything it has to offer. We believe in developing the whole child through a creative, purposeful curriculum , full of inspiring experiences, which encourages them to develop a curiosity in God’s creation. We wish our children to leave us , well prepared for the next stage in their education, with a rich vocabulary and having achieved a progression of skills throughout our rich curriculum, where information and learning is embedded into long term memory and can help inform their next stage of their education. Our Christian values are central to our school community and we focus on these as part of every day. We focus on one core value for each half term and for this year these will be Thankfulness, Generosity, Courage, Justice, Service, Truthfulness.  Our theme is Live together, Learn together, Love Together. Our intent is to provide meaningful experiences throughout a broad and rich curriculum that encourages pupils to explore, develop and refine skills and discover hidden talents.  **Implementation :**  The BIF (Bite – sized improvement focus) approach to school improvement allows the whole school community to work on improving focus elements together. This year focus projects include :- Autumn 1 - Presentation, Punctuation and Handwriting, Autumn 2 – Times tables, Spring 1 – Maths inspiration , Summer 1 – Inspirational People week – with links to careers day.  Through the continued use of **cooperative learning in all areas of the curriculum**, pupil engagement is maintained and will ensure a greater percentage of pupils reach their full potential through enhanced pupil engagement in their learning. We wish to ensure children’s interest are reflected in the planning process; this is achieved with the introduction of No Plan Days, which are reactive and based on current interests and themes, reflecting children’s interest, local and national / international themes and issues. The teaching staff become facilitators of the learning and empower the children to make their own discoveries.  We continually focus on improvement in the core subjects but ensure that these are not taught in isolation and are developed in all subjects to ensure skills are cross-curricular and embedded. The use of QLA, PIXL and GL assessment analysis, ensures that gaps in knowledge are quickly addressed and assessment is used as a tool for teaching and learning, not just as a test. Clear feedback, both written and verbal is used ‘in the moment’ to ensure pupils have the fastest opportunities to learn from misconceptions. Teachers adapt their teaching swiftly to deal with any such misconceptions. Teaching staff are provided with extensive access to CPD to ensure they have good subject knowledge. DNEAT provides multiple opportunities for teacher and teaching assistant CPD, through their Joint Development programme and Ambassador groups for development of curriculum leadership, which staff are widely engaged in this year. We have appointed our head of School as Curriculum Champion over the federation, to oversee this major project this year.  Floor books (and Tapestry in EYFS) are used to document the children’s learning journeys and to capture their voice throughout a variety of subjects they act as a useful reminder to the children of the learning that has taken place, enrichment opportunities and the memories that they have made at school.  Federation Learning Together Days, clubs, local visits are used to expand the curriculum further and build links within the local community and further afield. Collaboration between the Federation staff of both schools means expertise is easily shared and staff support each other.  Work towards Nationally recognised awards which expands the curriculum further e.g. Sportsmark and Arts Mark for this year.  As the school has mixed-age classes, planning is reviewed annually and planned on a two-year rolling programme. We wish to raise pupils’ aspirations and ensure that both visits and visitors expose children to the huge variety of opportunities the world has to offer.  **Impact:**  All learners develop a detailed knowledge and skills across the curriculum and as a result pupils achieve well. Children have a wide vocabulary and develop a progression of skills through a subject and across subjects, so that embedded learning takes place.  In respect of National tests, pupils achieve in line with or above National averages at EYFS/KS1 and 2. QLA analysis is used to inform the next stage in teaching, so that gaps are closed quickly. There is a specific focus on ensuring progress between EYFS/KS1 and KS2 is maintained.  Our curriculum approach ensures learners develop into resilient learners, with a strong sense of self, aspiration and with key life skills. We educate to create a life-long thirst for learning, encouraging our pupils to reach higher and aspire to be the best that they can be. We strive to ensure pupils are well prepared for the next staged in their education. |
| **Priority 2 related to: Behaviour and attitudes:**  Our Pivotal behaviour policy focuses on ensuring pupils develop positive behaviours for learning and for life. Relationships between staff and pupils is relentlessly positive and respectful, The 3 school rules of Ready, Respectful, Safe are adhered to by all.  Focus areas for this year are;   1. To maintain and promote ‘The Pivotal Approach’ behaviour programme, by ensuring staff use the weekly tips and develop and use a reward display. 2. Ensure that the Christian values are lived out in the daily life of the school. 3. Cooperative learning principals are embedded into all teaching approaches (including foundation subjects) to ensure that engagement is high and learning is active not passive. 4. High expectations for good attendance and punctuality are pursued for all pupils and celebrated. |
| **Priority 3 related to: Personal development:**  This year we will be focusing on 3 core areas;   1. Development of an Eco-Council and eco-friendly school initiatives e.g.: Battery recycling, reducing plastic and waste throughout the school. 2. Promotion of British Values, to prepare learners for life in modern Britain – including making links to our Christian values e.g.: an understanding of Service and how we can equip our pupils to contribute to society positively. 3. Launch of the new RSE curriculum and refresh of the PSHE curriculum. |
| **Priority 4 related to: Leadership and management:**  This year we will be focusing on 3 core areas;   1. To embed subject leadership across the Federation, including embedding new staff and providing appropriate support and CPD to ensure staff have the required skills to lead subjects and are supported, e.g.: engagement in the CofE NPQH programme for the Head of School. To plan opportunities for middle leaders to be able to monitor their subjects across the Federation actively, ensuring there is skill progression and the curriculum is covered in a board and rich way, encouraging pupils to develop a rich vocabulary and broad understanding of individual subjects. 2. To ensure staff well-being and a reduction in teacher workload e.g.: through sharing of planning and links to a leading outstanding school, to refresh the marking policy to further reduce teacher workload and ensure pupils benefit from in the moment feedback and the appropriate use of assessment. 3. To change the process of reporting to parents from summer reports to termly report cards, thereby reducing workload and giving parents more timely information on their children’s learning. 4. To introduce a new on line system for recording safeguarding information. We will begin to use CURA this year to enable digital recording of safeguarding information. |
| **Priority 5: related to EYFS provision:**  This year we will be focusing on 2 core areas;   1. Implementation of the new Reception baseline assessment trial year. 2. Creation of a new nursery provision working in conjunction with the local Preschool to provide enhanced provision for the local area. |

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| |  | | --- | | Quality of Education (incorporating Teaching, Learning and Assessment and Outcomes) |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 1.1 | **To ensure the consistency of practice so all is Good or Better** | 1. Weekly teaching and learning meetings which build on identified areas of need 2. Frequent learning walks and drop-ins to gather evidence on all areas of Quality of teaching 3. Ensure staff have opportunities to attend in house or external CPD. | * 100% of teaching and learning will be Good or Better * CPD for professional development will be self-perpetuating with staff seeking on-going support from colleagues and some external courses. * **IMPACT – Consistently improved quality of teaching = accelerated progress** | SLT/EHT | Some CPD courses – release costs from class. | SLT | BY Autumn 2019 – 100% Good or better  By Spring 2019 increase % of OS teaching to 25% | All teaching observed in the Autumn Term by EHT and AGEP is good or better  Staff have attended all relevant CPD outlined on the DNEAT JPD;  HOS – Curriculum Champion training which was then disseminated to staff and is part of a continuing programme of curriculum reflection and improvement  CB – English Moderator training and GD writing – to be disseminated to staff in the New Year  EHT/HOS – Ofsted Framework training – key actions taken and shared with staff | | 1.2 | **All books to show clear progress from starting point and work matched to pupils needs**  **To also include a focus on presentation throughout curriculum.** | 1. PPA opportunities to work and plan together given to staff 2. Effective use of tracking system to identify further differentiation or support needed 3. Pupil feedback is useful and age-appropriate 4. Consistency across curriculum | * Consistency of expectations across year groups * Teachers regularly accessing PIXL and Pupil Progress Tracker to monitor the impact of teaching and learning on all groups within their class * Pupils are able to understand and use feedback and share that this is useful to them through pupil voice * **IMPACT – Improved Pupil Progress** | Subject Leaders with responsibility for Appraisal plus EHT | N/A | SLT | Autumn 2019– 100% Core good or better  Summer 2020 – 100% Foundation good or better | PPH BIF undertaken in Autumn 1. Ch. are motivated to present their work using neat cursive handwriting underpinned by practise outlined by Letterjoin subscription.  Each class held a parent workshop to share Letterjoin software and reinforce PPH message  Work scrutiny for all subjects broadly demonstrated progress both within year and across year groups. Next steps have been identified and shared with staff | | 1.3 | **To review timetabling to build in time to do 1:1 or small group consolidation/misconception work or feedback with pupils** | 1. SENDCo and teachers identify pupils needing support and plan intervention using PIXL and other material. 2. Short independent activities planned in 3. Use of support staff effectively when you have them 4. To provide staff with more time to support children with metacognition | * Pupils have a clear understanding of their areas of strength and development and are confident in their next steps * Pupils are able to work independently whilst teacher is completing focus/targeted work with identified students * **IMPACT – Improved Pupil Progress** | SLT/SENCO | N/A | EHT/SENDCo | Autumn 2019– increased progress in vulnerable groups compared to Autumn starting points. | Small groups have been identified by teachers and are held by intervention TA each week. Regular conversations ensure that progress is being made from starting points  Marking and feedback policy encourages both teachers and pupils to look closely at learning outcomes and address misconceptions/reflect on learning. This was acknowledged to be embedded during work moderation.  As part of the Maths BIF staff will be specifically focussing on identifying 2/3 pupils for catch up within that day  PPM meetings show… | | 1.4 | **To ensure full curriculum coverage within the academic year, supported by the use of knowledge organisers to support children’s understanding and retention and progression of skills is made both within a subject and between subjects.**  **To ensure children developed a broad and rich vocabulary.**  **To continue the use of Floor books to evidence children’s learning.** | 1. Teachers to ensure curriculum planning is broad and providing meaningful experience. 2. Knowledge organisers are used to promote learning including home engagement and inspiration for learning in new subject areas. 3. Subject leaders to monitor coverage 4. Children develop and retain a broad and rich vocabulary; key vocabulary is retained. 5. Use of London Fields support material for vocabulary 6. Floor books are in use and children can discuss their previous learning and relate it to new learning. | * **IMPACT – Greater levels of pupil engagement and improved attainment** * **Greater parental engagement and opportunities for pre-learning.** * **Key vocabulary is embedded and progression is made across and within subjects.**   **Children retain into long term memory a broad and rich vocabulary**  **Children can relate what they have learned previously to new learning and make links.** | SLT  All curriculum leaders | N/A | EHT/Curriculum Champion/ HOS  Floor books shared with visitors and in class regularly. | On-going throughout year – termly review by subject leaders  CPD January 2020 – curriculum overview day | Staff have trialled using knowledge organisers and it has been agreed that they will be used in Science and History. Once use of knowledge organisers has been embedded in these subjects we will continue to use them in other curriculum areas  Curriculum progression documents have been shared with subject leaders and will be used by teachers per cohort to track skills/objectives taught  Next steps: Subject leaders will put together lists of subject specific vocabulary that each phase will need to use and understand as part of their learning in that subject – linked to work with London Fields and Curriculum Champion training  TAs are beginning to work with the children | | 1.5 | **To use electronic tracking system (Pupil Asset) to ensure all teachers know the progress and attainment of all groups within their class – work with PIXL to support intervention.** | 1. Pupil Asset tracker installed and being used effectively 2. Staff understand how to look at progress of groups within their class 3. To use for summative assessment on termly basis 4. Link assessment to pertinent intervention as needed. (PIXL) | * Pupil Asset updated half termly by all staff and group/subject progress and attainment feeds into planning * **IMPACT – Work even more closely matched to pupil needs and pupils and teaches more aware of pupil progress from starting points.** | SLT | On-going PA and PIXL subscription | Class Teachers | End Autumn 2019 all teachers familiar with PA/PIXL data sheets.  Parents receive helpful pupil info at parents’ eve October 2019. | Staff uploaded data to Pupil Asset in readiness for DNEAT data drop  EYFS baseline completed and uploaded  Teachers using PIXL to inform planning KS2 uploaded results to PIXL and can now use data to inform planning | | 1.6 | **To ensure accuracy of assessment and evaluation** | 1. All teachers will attend cluster and DNEAT moderations sessions throughout the year especially in writing and Maths. | * 100% of teacher will be confident in judging writing against ITAFS (Y2 and 6) and PIXL trackers from year 3-5 | EHT /Subject leaders | NA | Subject leaders E and M plus EHT | Termly from October 2019 | Y2 and Y6 teachers have attended core moderation sessions for the Autumn term  CB training as an English moderator and therefore undertaking further moderation training | | 1.7 | **To ensure that key themes from the assessments are used to inform teaching and learning** | 1. Analysis done and shared with staff 2. Planning ensures key areas of weakness i.e. teaching of spelling throughout school and basic arithmetic/times tables is improved. 3. Areas of weakness in reading comprehension addressed through PIXL. | * Teachers are more confident in areas to work on. * Intervention in small groups/whole class is used in conjunctions with the new PIXL resources to target weak areas | EHT/HoS | PIXL cost £1800 | EHT plus Maths/  English leads | In place by Half term October 2019– monitored throughout year. | Weaknesses in Maths from GL assessments and SATs used to inform Maths BIF  KS2 staff using data from PIXL October/November tests to inform planning in Reading/GPS and Maths  Tackling tables training updates and being used by staff to improve timestables knowledge |  |  | | --- | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 1.8 | To ensure the gaps for identified vulnerable groups are narrowing/closing | 1. Pupil Asset will clearly identify for staff how all groups of pupils in their class and sets are performing – staff to check regularly 2. Regular 1:1 pupil progress meetings take place to hold staff to account for pupil performance and to focus on vulnerable group gap closing 3. Clear tracking of impact of intervention groups for SEN and Pupil Premium | * Teachers will have checked group attainment and progress regularly – half termly and use this to inform planning * 1:1 pupil progress meetings will take place for all teaching staff every half term to discuss focus pupils in key under-achieving groups including Sen and More able. * The impact of SEN and Pupil Premium spending will be clearly measurable * **IMPACT – Closing the attainment and progress gaps for all** | EHT/SLT/  SENCO | N/A | EHT | Termly impact report for SEN and Pupil Premium presented at SLT  Dec 19  March 20  July 20 | Tracking for PP pupils undertaken and to be completed for SEN  Vulnerable groups have been discussed as part of PPMs | | 1.9 | To ensure the attainment and progress of pupils at end of KS1 and KS2 SATs exceeds National Average (including combined R,W and M)  And to ensure that pupils make good or better progress in core subjects. | 1. On-going discussions with staff as to the current predicted status and evidence – using PIXL trackers/PA 2. Use of raising standards groups for identified pupils 3. 1:1 tutoring for identified pupils 4. SATs Club for KS2 starting in January and running to May | * Any under-achieving group or pupils will have a programme in place to accelerate progress * Termly review of evidence and statistics will be closely reviewed and additional support put in as needed * Whilst all pupils will be invited to SATs club – additional personalised letters/phone calls to parent(s) of target pupils to ensure they attend * **IMPACT – Attainment and Progress for KS1 and 2 in line with National 2019 and progress measures improve from 2019 results.** | SLT | N/A | Subject leaders and EHT | Termly impact report presented at SLT and support revised as required  Dec 19  March 20  July 20 | Y6 Morning Maths club has started |  |  | | --- | | Behaviour and attitudes |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 2.1 | To maintain and promote the consistent use of The Pivotal Approach behaviour programme | 1. All staff to use the weekly tips 2. Rules – Ready/Respectful/Safe in use by all 3. Reward display and recognition board actively in use in all lessons. 4. Relaunch of ‘Hot Choc Friday’ | * Maintain low numbers of reported incidents * Children speak confidently about the rules and are able to explain how they are applied at SAWN * Recognition Boards in classrooms will be populate and this is ever-changing * **IMPACT – Behaviour for learning is good, children are engaged and respond positively to adults** | SLT | N/A | EHT/HoS | Termly review of behaviour incident logs | Recognition boards can be seen in classroom.  Pupil voice reflects that The Pivotal Approach is embedded. Recent pupil surveys were broadly positive | | 2.2 | To promote the School’s Christian values through weekly collective worship, with a focus on one value per half term and ensure the values are lived in the daily life of the school. | 1. Values assemblies are in place and class teachers link to the Christian values in all learning opportunities in class and on the playground. 2. Use Roots and fruits material so all staff have ready resource, linked to Christian values and shared with incoming clergy. | * Values to remain in entrance hall to keep up high profile and be in all classes/shared areas * events * **IMPACT – Pupils understand the importance of Christian values and can relate them to their own lives.** | SLT | N/A | EHT/HoS | Termly review of impact through Ethos committee. | Christian values in place half termly focus.  Roots and fruits used in all CW.  All classes have CV display.  Next steps: Children to complete a daily reflection of collective worship | | 2.3 | To embed the cooperative learning techniques across the wider curriculum | 1. Include opportunities within the staff meeting agenda to revisit cooperative learning techniques 2. Monitor use of CLPs in lesson observations and lesson drop-ins | * Children are actively engaged in learning opportunities * Children are able to speak confidently about their learning * **IMPACT – children are not passive in lessons and engage at their own level** | SLT | N/A | EHT/HoS | Termly Monitoring | Through lesson observations, drop-ins, pupil voice and floor books  Jakob booked to come in in January to deliver refresher training to ensure CLPs continue to be used as a teaching tool | | 2.4 | To promote and celebrate good attendance and punctuality | 1. Introduce an incentive for the class with the best attendance e.g. an extra playtime for the winning class 2. Celebrate 100% attendance each term 3. Timely follow-up on absentees and persistent absenteeism in accordance with the Attendance Policy | * Whole school attendance will be in line with or better than national (<95%) * **IMPACT – Academic performance is sustained at the best level it can be through children being in attendance at school <95% of the time** | SLT | N/A | EHT/HoS | Termly monitoring | Monitoring of attendance data on Pupil Asset  Letters sent out and meetings to be held for persistent absentees |  |  | | --- | | Personal development |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 3.1 | To develop and Eco-Council | 1. Discuss with School Council – children to be involved in set up. 2. Link with the PTA as they are keen to support environmental initiatives 3. Termly meetings and action plans 4. Promoting the Eco-Council and their initiatives in the classroom and around the school i.e. in appropriate lessons, on a display board and with posters | * Eco-friendly initiatives are in place e.g.: battery recycling, waste monitoring and reduction of plastic waste. * The children have achieved goals outlined in their initial meetings by the end of the year * **IMPACT – the children are more environmentally savvy and have the tools and voice to stand up for and contribute to their future** | HoS and members of the Eco-Council | Any cost could be covered through fundraising or request to the PTA | HoS | Introduced by October half term  Convened termly with actions recorded and taken between meetings | Pupil Voice  Outcome of actions taken by the Eco-Council i.e. quantifying reduction in waste or total of money raised for charity etc.  ACE – Action Committee for the Environment to be set up in the new year | | 3.2 | To develop pupil understanding of British Values | 1. Evaluate current teaching of British Values 2. Create a whole school display that reflects learning that has taken place 3. Encourage staff to record a page in floor books under the heading of British Values that can be added to throughout the year | * Teaching of British Values evident throughout the school | SLT | N/A | SMSC Lead | On-going throughout year | To be developed throughout year – trip to houses of parliament? | | 3.3 | To launch the new RSE curriculum | 1. Ensure all staff have training 2. Select and order appropriate resources which reflect the new curriculum 3. Provide an opportunity to share details of the new RSE scheme with parents | * RSE delivered in accordance with new curriculum expectations * **IMPACT children are able to make accurate reflections about the different types of relationships that they see and keep themselves safe** | EHT/SLT | NA | EHT | By September 2018  Report to FGB through HT report | Training undertaken by all teaching staff in the Federation September 2019  Schemes of Learning purchased from Educator Solutions and shared with Governors. Preparations being made for introduction of the new scheme in September 2020 | | 3.4 | To celebrate cultural and religious diversity | 1. Highlighting and sharing key festivals and celebration 2. Ensure that development points from SIAMS inspection are addressed – such as visits/visitors. | * Pupils will have a greater understanding and appreciation of the cultural diversity within school * Pupils and families will all feel that their cultures are being equally understood and respected * **IMPACT – pupils will have a greater knowledge of cultural diversity.** | SLT | N/A | RE and SMSC lead | As per planned annual events  Plus linked to Learning Together days. |  |  |  | | --- | | Leadership and Management |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 4.1 | To embed the subject leadership structure to provide more secure, and sustainable leadership and monitoring of subjects, especially across the federation.  To ensure the progression of skills through a subject and that pupils make links between subjects. | 1. Leaders meetings held regularly to ensure consistency of approach and expectation – all singing from the same hymn sheet 2. All subject leaders to be actively involved in monitoring their subject, through learning walks/work scrutiny etc. within school and across federation. 3. Progression of skills and subject coverage is clear. 4. 1:1 / groups sessions for   leaders to discuss any issues they may have and provide coaching /mentoring to develop leadership styles | * Core leaders attend core moderation through DNEAT and PIXL conferences. * Middle and senior leaders are confident in executing their role and feel supported * School leadership at all levels is sustainable   **IMPACT – More effective leadership at all levels and a sustainable profile for the school** | SLT/Curriculum champion | Included in DNEAT core offer/AGEP support | HOS and EHT  Curriculum Champion | Initial statement and policy work/action plan SL work completed by end of Autumn term 19  Any new practices agreed and implemented by end Nov 19  Ongoing curriculum leader development work throughout year. | CPD delivered to subject leaders around the new Ofsted Framework and Curriculum project  Governors have been identified to work alongside subject leaders for monitoring  Subject leaders have written curriculum statements for their subject, subject action plans and have undertaken a work sample. Curriculum statements and action plans shared with the AGEP  Curriculum progression documents have also been shared with subject leaders | | 4.2 | To reduce teacher workload and improve teacher well-being | 1. To promote shared working and sharing of planning through links with outstanding London school. 2. To refresh the marking policy to encourage more ‘In the moment Marking’ | * Reduced teaching staff absence * Positive staff response in well-being survey * **IMPACT -** | EHT | Release time where needed for monitoring. | SLT |  |  | | 4.3 | To reduce summer reports and replace with termly report cards. | 1. To refresh the reporting to parents system so parents have more timely information and teacher workload is reduced. | * Positive response from the parent body referencing communication about their children’s learning * Positive comments from teachers about the reduced time spent writing report comments, specifically in the Summer term | EHT/HoS | N/A | SLT | Termly monitoring | New report card format has been introduced and shared at Parents Evening in October and parents have responded positively to this. Those who had already received report cards at Parents Forum were positive about them |  |  | | --- | | 5.EYFS |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 5.1 | To develop a new Nursery provision in conjunction with the local Preschool | 1. Consultation out to the community in September. | * **New nursery will be up and running in January with afternoon provision.** * **Reception intake for September 2020 to be back to capacity.** | HT | N/A | SLT | Consultation end September  DFE application by November  Opening January 2020 |  | | 5.2 | To trial the new Reception baseline | 1. Office to register for pilot 2. Reception staff to trial new baseline | Baseline in use by September first 6 weeks.  Results on system and reported.  Used to assess Sept | EYFS/HOS | NA | CT | Registered for pilot  Assessment in use Autumn 1 | New Reception baseline undertaken with September 2019 in take. |  |  | | --- | | 6.Safeguarding |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 6.1 | To regularly develop and refresh staff knowledge and understanding of CP and Safeguarding | 1. Termly workshops available for staff to sign up to in order to refresh knowledge 2. Frequently revisited at all staff and TA/LSA/Office/Site meetings to keep high profile 3. Where any procedures are not followed to offer support and if needed to issue a management instruction letter | * Refresher sessions and workshops are in place and staff have been given the opportunity to attend or directed to attend * All staff follow all CP/Safeguarding procedures correctly using the correct forms/paperwork * **IMPACT – Outstanding CP/Safeguarding practices in place for our children and staff** | HT | N/A | SLT | Termly review with triangulation documents and discussions on what is needed provision wise | Safeguarding refresher training delivered as part of September insets  Next steps: Sandringham HOS to refresh DSL training in the new year | | 6.2 | To ensure monthly CP/Safeguarding update meetings happen to ensure all have current knowledge of all active cases and concerns | 1. Monthly meeting dates are in place and are sacrosanct 2. All staff with responsibility for cases have current knowledge in case they need to deal with or attend meetings that are not their own caseload | * Monthly update meetings take place * All staff are confident to attend and work on cases which were not initially theirs as knowledge is there * **IMPACT – More effective communication with each other and other agencies as all have key information** | HT | N/A | SLT | Monthly – on-going | HOS and EHT regularly discuss safeguarding concerns raised and vulnerable families to ensure that we are aware of the most up to dare information  HOS completed online training for new CURA system.  Next steps: To implement CURA in the new year | | 6.3 | To implement new CURA online reporting tool for safe-guarding | 1. All DSLs and office staff to have training from Trust. 2. CURA system set up | * Sharing of concerns and information will be digitised and more4efficient. | EHT/HOS/Office | TBD Trust contract | Governors /SG/DSLs | Monthly and as needed | See above |  |  | | --- | | Staff Well-Being |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Objective** | **How will we achieve this?** | **Success criteria/Impact** | **Monitoring/**  **Evaluation** | **Cost** | **Person(s) Leading** | **Milestones** | **Evidence and Evaluation** | | 7.1 | To ensure staff feel valued - | Regular thanks in weekly newsletter/staff meetings | * **Staff feel valued especially when going above and beyond** | EHT | NA | EHt | Weekly | EHT gives thanks in weekly memo each week  HOS regularly touches base with staff to check in | | 7.2 | To adopt a regular drop in approach to monitoring through learning walks in all subjects to evaluate the Quality of Teaching and Learning | 1. To start all staff meetings with positive news/good practice sharing. 2. To ensure that drop-ins are limited to a maximum of 10-15 minutes unless there is a reason agreed to stay longer | * Staff feel they have some control over how often they are being visited and also have the option to show off what they are doing * Appraisal staff are able to gain the information they need to make judgements without teaching staff feeling over-whelmed * **IMPACT – Greater consistency of practice observed and staff well-being being taken into consideration** | SLT | N/A | Appraisers | On-going throughout year |  | | 7.3 | To have half termly staff social events | Arrange opportunities for staff to relax together and get to know partners at Sandringham too. | * Staff feel valued and have time to improve partnerships both in school and socially. | EHT | NA | All | Termly events | Christmas Do organised for 18/12/19 | | 7.4 | To ensure that through the TSP/DFE project  Teacher workload is  reduced. | Focus on sharing resources and planning – London Fields DFE TSP project material. | * Staff have suitable resources with having to reinvent continually. * See 4.2 above | EHT/HOS | £300 | All | termly |  | |
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