



# **Meadow View Primary School Improvement Plan 2020/21**

*Dream, Believe, Achieve*

The following Development Plan aims to ensure that together we are addressing key priorities for the school after rigorous data analysis together with the key areas for improvement identified by OFSTED December 2019

#### **OFSTED December 2019:**

- Phonics is not taught well enough in the early years. This means pupils cannot remember the sounds that letters represent. This hinders their early reading and writing. Leaders need to make sure that staff access the training they need, and continue to engage with external support, to make sure that teachers and teaching assistants have the skills they need to teach phonics effectively.
- In mathematics, pupils spend too long on simple tasks before they move on to more challenging activities. This means that many pupils become distracted and disengage with learning. Leaders need to make sure that tasks are well matched to pupils' needs.
- Subjects, beyond English and mathematics, are too often taught using the objectives for English rather than the subject. Curriculum leaders need to make sure that the content, sequencing and implementation of their curriculum plans enable pupils to effectively develop the necessary skills and knowledge, particularly in history.
- Some pupils do not follow the behaviour systems consistently. Some pupils are not clear about what these systems are. Some staff do not apply the behaviour system effectively. This leads to some disruptions to lessons and lunchtimes. Senior leaders need to review the behaviour system to make sure that it is clear to staff and pupils and that it is applied consistently.
- In Reception, children are not trained to use the well-resourced areas of provision. Adults do not intervene in a timely manner to model language. Children do not learn as effectively as they could and time is wasted. Children need to be taught to use the different areas of the classroom by adults who model language well. This would develop children's independence and language.

#### **EMERGING ISSUES from academic year of 2019/20**

- COVID-19 Outbreak – Addressing the gaps in learning
- COVID-19 Outbreak – Addressing Mental Health and Wellness
- SEND Review has identified actions requiring attention

Parts Highlighted in Blue are sections that we have changed during the Autumn term during strategic reflection

Parts Highlighted in Green are sections that we have changed during the Spring term during strategic reflection



## Priority 1: The Quality of Education

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>1</b>	<b>Quality of Education: Overall</b>							<b>A</b>	<b>S</b>	<b>S</b>
1.1	Ensure the effectiveness of home learning provided if children are self-isolating or school is requested to shut.	Children who are not in school due to self-isolation or local lockdown engage in the home learning.	Regularly review the home learning policy ensuring the plans are meeting the needs of the pupils. Conduct an audit on how children are able to access the home learning and plan for ICT equipment to be order for those who require it Consider the use of zoom/teams etc for use during self-isolating period in line with JMAT.	Jenni Logan Hannah Webster Danielle Hunter	IT equipment will only be sourced through financed routes to avoid impact on school budget.	Half Termly Autumn term ongoing	T1: Policy in place and ICT needs identified. T2 and T3: monitoring dependent upon the COVID-19 situation			

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>1</b>	<b>Quality of Education: SEN</b>							<b>A</b>	<b>S</b>	<b>S</b>
1.2	Ensure all children who are identified as having SEND will receive the appropriate support from staff within the school or by utilising external agencies	The individual needs of each child with SEND will be more closely met.	<b>Organise SEND Review to identify a 3 year plan.</b> Early identification and intervention used to support children's SEND needs pro-actively prior to referral to external agencies. Referrals to external agencies are used to provide further advice for pro-active planning of provision. Staff CPD at look at external agency reports and action planning. Ensure that any verbal advice from external agencies is recorded in the child's current plan and evidenced in the action planning for provision. Ensure that any written reports from external agencies are shared and recorded in the child's current plan and advice is evidenced in the action planning for provision. SENDCO to monitor the SEN planning to ensure that provision is meeting the needs of the child and utilising the advice of external agencies.	Jenni Logan Danielle Hunter Danielle Hunter Danielle Hunter Danielle Hunter Danielle Hunter Danielle Hunter Jade May	JMAT SEN TEAM paid for by JMAT topslice SENDCo time – Danielle Hunter SENDCo support time – Jade May CPD Time	Termly Monitoring Termly Monitoring Termly Monitoring Impact monitored through quality of SEN planning Termly Monitoring Termly Monitoring Termly Monitoring	T1: CPD session on use of external reports. Review inclusion systems with JMAT SEN TEAM Review Autumn plans and feed back to staff. External agency planning for Autumn term. T2: Review Spring plans and feed back to staff. External agency planning for Spring term. T3: Review Summer plans and feed back to staff. External agency planning for Summer term.			

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>1</b>	<b>Quality of Education: SEN</b>							<b>A</b>	<b>S</b>	<b>S</b>
1.3	Support Plans show a graduated response with SMART targets that are implemented in class and reviewed on a regular basis	The assess, plan, do, review cycle is embedded into the SEN practice of the	Staff to be given clear dates for each stage of the assess, plan, do, review cycle across the year. Teachers have knowledge of and access to the graduated response documentation for the 4 key areas of SEND need. Staff CPD to look at the graduated response documentations and how they can be used in conjunction with the ass, plan, do, review cycle. SENDCo to review the school SEN information document and share this with Governor, staff and parents (via the website) SENDCo to monitor the SEN planning to ensure that a graduated response is being planned for and appropriate targets are being set.	Danielle Hunter Danielle Hunter Danielle Hunter Danielle Hunter Danielle Hunter	JMAT SEN TEAM paid for by JMAT topslice  CPD Time  SENDCo time – Danielle Hunter SENDCo support time – Jade May	Termly Monitoring  Termly Monitoring	T1: Set up class spreadsheets and monitoring systems. T2: T3:			
1.4	In class support will be effectively monitored and steps taken to evaluate the overall effectiveness and impact on learning	Interventions and provision will be appropriate to need and will support the child towards achieving their individual targets.	SENDCo to undertake termly observations of in class support given to SEN children. SENDCo to spend time in the classroom to observe SEN children and give feedback to staff on how they are responding to provision need. SENDCo to cross reference the provision observed with the SEN plans in place for each child. An SEN audit of staff knowledge and skills to identify any CPD need. SENDCo to plan CPD where needed with support from Helen Gill / external agencies.	Danielle Hunter Danielle Hunter Danielle Hunter Danielle Hunter	JMAT SEN TEAM paid for by JMAT topslice  SENDCo time  CPD Time	Termly Monitoring  Termly Monitoring  Termly Monitoring  Impact monitored through quality of SEN provision	T1: Observation of all SEN children. Observation of all classes. Observations and plans monitored. Audit staff SEN need. T2: Observation of all SEN children. Observation of all classes. Observations and plans monitored. Plan CPD based on audit. T3: Observation of all SEN children. Observation of all classes. Observations and plans monitored. Evaluate impact of CPD.			
1.5	Develop a clear graduated response for children with	All staff, governors, pupils and parents will have a clear understanding of MVP's graduated	To develop the skills of the new SENDCO and SEN support leader with a focus on SEMH.	Jenni Logan  Danielle Hunter  Jade May	SENDCo time – Danielle Hunter SENDCo support	Support from JMAT  Monthly meetings JL, DH + JM	T1: EPS planning meeting for Autumn ROAR CPD T2: EPS planning meeting for spring ROAR CPD			

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>1</b>	<b>Quality of Education: SEN</b>							<b>A</b>	<b>S</b>	<b>S</b>
	SEMH needs	response to SEMH needs. All staff, governors, pupils and parents will have a clear understanding of MVP's graduated response to SEMH needs.	Develop the role of the Mental Health Officer. (Role allocation TBC)	Jade May	time – Jade May	Half termly meetings TK + JM + KG	T3: EPS planning meeting for summer ROAR CPD			
			Seek EPS advice for children who are identified as having SEMH needs early to provide pro-active provision/intervention.	Danielle Hunter Jade May	CPD Time	Reviewed termly				
			Establish how/where to use the Mental Health Response to COVID19 – 4Rs programme led by Trauma informed schools.	Danielle Hunter Jade May	SENDCo time – Danielle Hunter	Reviewed termly				
			Develop the use of ROAR within the schools graduated response for SEMH. Staff CPD used to drive this.	Danielle Hunter Jade May	SENDCo support time – Jade May	Reviewed termly				
			To develop the skills of an SEN support leader with a focus on SEMH.	Danielle Hunter Jade May	CPD Time	Monthly meetings TK + JM				
1.6	Leadership, Middle Leaders, all staff and Governors will share the same vision for meeting the needs of children with SEND	A clear vision for meeting the needs of children with SEND will be established and will be applied consistently across the school.	Termly meetings with the SEND governor to discuss key actions and progress towards DEP outcomes.	Danielle Hunter	SENDCo time	Termly Monitoring –in governors meetings minutes	T1: book Gov visit Review SEN information Doc and send to Gov. Email middle leaders. T2: book Gov visit Monitor middle leader observations and book scrutiny. Give feedback. T3: book Gov visit Monitor middle leader observations and book scrutiny. Give feedback.			
			The SEN information document will be reviewed and shared.	Danielle Hunter		Annual Review				
			Middle leaders will begin to contribute to supporting SEND needs for their subject areas. Consideration will be given to the SEND learners during middle leader's observations and book scrutiny.	Danielle Hunter		Termly monitoring.				

<b>1</b>	<b>Quality of Education: Literacy</b>							<b>A</b>	<b>S</b>	<b>S</b>
1.7	To address the gaps in knowledge caused by COVID-19	To 'catch up' the missed learning in English in all year groups.	<b>Reading actions:</b> Baseline children to ascertain if reading level is in-line with age expectations through the use of benchmark materials in KS2 and Phonics Assessment in EY and KS1.  Teachers to identify and track any children who are not age related using reading tracker. Teachers to review this termly	Hannah Webster	Literacy Leader Time	Ongoing	T1: Catch-up programme should be complete. T2: Review Data and address as necessary T3: Review Data and address as necessary			

1 Quality of Education: Literacy								A	S	S
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			Regular reading of age-related texts/books used in literacy and reading sessions. Check Reading text file to ensure age- texts are being added to the bank in preparation for next year.							
			Teachers to focus on the explicit teaching of vocabulary, retrieval, inferential and summarising skills during reading sessions. Informal observation to ensure teachers are following the progression of skills within reading.							
			<b>Writing actions:</b> Teachers to implement spag focus from afternoon sessions into the following day's literacy sessions to ensure there is exposure and application.			Ongoing				
			Teachers to focus on the consistent and accurate use of age-appropriate punctuation and coherent sentence construction.							
			<b>Phonics actions:</b> Teachers from FS to Y3 to know which phonics stage the children in their class were prior to school closure (March 2020) according to previous class teacher.			Ongoing				
			Assess children in Y2 (and those in Y3 who did not pass the phonics screening in Y1) using phonics screen materials to ascertain gaps in children's knowledge.							
			Address apparent gaps based on this through targeted teaching.							
			<b>Spag actions:</b> Teachers to hold daily 15-20 minute catch-up sessions focusing on elements from the previous years.			Ongoing				
			Teachers provided with a list of statutory spag concepts from the previous years that need to be covered in Autumn terms.							
1.8	To work with the Literacy HUB to develop phonics and Early Reading	To increase the percentage of children passing the phonics test in Y1 by at least	Early Reading Leader to be released 3 times per week to observe the teaching of phonics across Early Years and Key Stage One. Leader to identify good practice and to intervene to address any misconceptions as and when they occur.	Katie Tupling Hannah Webster	Literacy leader time and Early Reading Time	Ongoing throughout the year. Regular	T1: CPD occurred and any misconceptions/areas that need developing identified and addressed. T2: Teaching should be			

1	Quality of Education: Literacy							A	S	S
		10% from the 2019 data and increase EYFS attainment in Reading and writing by 10% compared to 2019 results.	Introduce weekly CPD sessions to build on and develop subject knowledge and the teaching of phonics across the Early Years and Key Stage One team to establish a team of Early Reading Experts.		£6000 budget from Literacy HUB, however any resources required above this need to be paid for by the school.	meetings to be held between Early Reading Leader, Literacy Leader, EYFS Leader and Head to discuss progress of children.	consistent across Foundation and Key Stage One. T3: Assess impact of these steps.	u	p	u
			Whole School phonics training INSET September 1 <sup>st</sup> 2020 to ensure all staff have the skills and understanding of phonics and how it is taught.					u	p	u
			Whole school phase 1 phonics training to ensure all staff have the skills to identify and assess phase 1 phonics with lowest 20% and identify any interventions needed.					u	p	u
			To use reading materials that are in line with the child's ability. To have these materials stored in a clear but central place for staff and children to access. Send these resources home for additional practice.					u	p	u
			Develop staff subject knowledge across Foundation and Key Stage One in regards to good practice in the teaching of phonics, vocabulary, use of resources and in application.					u	p	u
			To identify KS2 reading teachers and provide half termly CPD sessions to develop subject knowledge and confidence in the teaching of phonics.					u	p	u
			Staff to regularly track the progress and progression of each child in phonics. Staff to identify the lowest 20% within their class by the third week of Autumn 1 and monitor their progress. Targeted support and interventions are immediately used to catch these children up quickly.					u	p	u
			Early Reading Lead and Literacy Lead to track and monitor the lowest 20% in each class and interrogate data when required.					u	p	u
			Develop the use of language linking to reading and writing within the Foundation setting. Staff to model this effectively to children during guided and free-flow sessions.					u	p	u
			Ensure that children leaving Y1 are "Y2 Ready" by having passed the phonics screen test and have developed good levels of fluency (can read at least 60 words in minute). Ensure that children leaving Y2 are "Y3 Ready" by having reached at least the Y2 Expected level in reading and can read with fluency to understand a text (approximately 90 words in a minute). Assess children's fluency using the "Assess Fluency in Reading" and provide scored for transition.					u	p	u
1.9	To ensure consistency and progression in	To have a consistent, embedded and progressive	Embed the practices of guided reading and shared reading within Foundation and Year One.	Hannah Webster		Ongoing	T1: Staff are familiar with the use of lexile scores.	u	p	u
			Introduce and develop the use of lexile scores to ensure progression in texts across the different age groups.				Observations/R eading enquiry	Texts used in class match the expected scores for	u	p

1	Quality of Education: Literacy							A	S	S
	teaching reading comprehension and how to answer different style questions from F1 to Y6	approach to the teaching of comprehension and answering questions throughout school.	<p><b>Check that these texts are being added to collective file.</b></p> <p>Continue to embed the reading approach from Y2 to Y6. Ensure any teachers new to this phase are familiar with the progression, structure and teacher knowledge needed for the age they teach.</p> <p>Develop the use of reading questions to mimic the structure and phrasing of those used in end of Key Stage assessments. Teachers to model effective answering of these questions during taught sessions.</p> <p><b>Reading scrutiny to identify if this is continuing</b></p> <p>To observe comprehension lessons, identify strong teachers of comprehension and support any teachers requiring additional assistance in this areas.</p> <p><b>Drop-ins</b></p> <p>Staff from Y2-Y6 to monitor their lowest 20% readers and use targeted support to address gaps and misconceptions to close these gaps.</p> <p>Literacy lead to track, monitor and interrogate data.</p> <p><b>Teachers to pass this information onto teachers.</b></p>			conducted before the end of Autumn 2.	the year groups. Use of key question stems. T2: Embedding of question stems. T3: More children are achieving age-related expectations.	Red	Yellow	
1.10	To ensure Staff Subject knowledge is comprehensive for the year groups they teach./support	Staff to possess greater knowledge and confidence in regards to these areas which will be used to positively impact the teaching and learning of literacy.	<p>Use of CPD to develop staff's knowledge of phonics terminology, the progression of sounds and knowledge of early reading through Foundation and Key Stage One.</p> <p><del>Develop staff knowledge and enthusiasm for children's literature through CPD linking to theory and practice. Further staff meetings to discuss book preferences, share stories/authors, book sampling.</del></p> <p>Continue to embed the subject knowledge required to use the yearly writing assessment frameworks with accuracy and confidence.</p>	Hannah Webster And Katie Tupling	New books/ novels	Autumn 1  Autumn 1	T1: Staff build on their knowledge of authors and literature. T2: Staff have the confidence to converse and recommend literature to children. T3: Staff are instilling these skills in the children.	Green	Green	Grey
1.11	Review and reorganise the handwriting	To ensure a consistent and progressive approach to the	<p>Implement new progressive handwriting sequence across all year groups within school.</p> <p>Use of new teaching approach to handwriting is occurring regularly within school.</p>	Hannah Webster		Termly monitoring	T1: Implementation of new approach within school T2: Impact of approach	Green	Green	Yellow

1 Quality of Education: Literacy								A	S	S
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	policy.	teaching of handwriting runs throughout school.	Implementation and impact of the new handwriting approach is being monitored. <b>Book scrutiny</b>				should be evident in pupil's writing T3: Assessment of new approach to assess usefulness.			

1 Quality of Education: Maths								A	S	S
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1.12	To address the gaps in knowledge caused by COVID-19	To 'catch up' the missed learning in Maths in all year groups.	Baseline children to ascertain what knowledge the children have retained and identify where the gaps are.	Danielle Hunter	Maths management time.	Monitor catch up sessions in the afternoon.	T1: Catch up sessions to be completed. T2: Review Data and address as necessary T3: Review Data and address as necessary			
			To develop an overview of the missed learning within each year group based on Key Objectives using White Rose Maths as support.							
			To identify any aspects of learning that will not be covered this year and ensure this is mapped into next year's curriculum.							
			In Y2 and Y6 conduct SATs test analysis in January- May to identify and address gaps evident. Where possible, address these gaps in whole class teaching. Consider implementing a 10 minute 'maths gap' session each afternoon in addition for those that need it.							
			Identify the lowest 20% of children and ensure they receive maths intervention.							
1.13	To ensure that tasks are carefully matched to the children's needs.	All tasks at all levels (main, mastery and greater depth) are carefully planned and children are accessing the appropriate challenge.	To monitor variation within the main activity to ensure it is varied and challenging.	Danielle Hunter	Maths management time.	Monitor work in books. Research hinge questions and develop staff CPD.	T1: Monitor books. Observe lessons. T2: Repeated as above. T3: Repeated as above.			
			To research hinge questions and trial for impact.							
			To track books of GD, Exp and BExp children to ensure activities are appropriate.							
1.14	To evaluate and eliminate any	No wait time for children when	To review marking policy in light of research and good practice seen at other schools.	Danielle Hunter	Maths management	Work with TAs on quality	T1: Observe sessions and support TAs with			

1	Quality of Education: Maths							A	S	S
	wait time during marking and feedback sessions.	moving between main, mastery and greater depth learning.	<p>Trial and monitor pupils accessing the next step of learning independently after main has been completed. Teachers to check.</p> <p>To train teaching assistants on effective verbal feedback and quick marking using answers provided by teachers to mark at speed.</p>		time.	<p>verbal feedback at speed.</p> <p>Observe sessions.</p>	<p>marking.</p> <p>T2: Observe sessions and monitor TAs marking.</p> <p>T3: Repeated as above.</p>			
1.15	To further strengthen mastery maths progression throughout school	The EYFS Mastery curriculum is built on in Y1.	<p>To support Y1 Teacher to develop Y1 maths planning following EYFS mastery training and Key stage 1 mastery to ensure progression and fluency in maths</p> <p>Staff CPD on stem sentences in maths and children are using them in lessons</p> <p>To further embed the 5 Big Ideas through staff training following maths audits and support staff where necessary</p> <p>Ensure maths assessment is in line with White Rose planning</p> <p>To complete the teaching for mastery (tfm) programme.</p> <p>To ensure that staff subject knowledge across all key stages is strong through CPD, observations</p>	Danielle Hunter	<p>Maths management time.</p> <p>Release time for teaching for mastery (grant to cover).</p>	<p>Mastery specialist to observe teaching and support the maths lead.</p> <p>CPD on stem sentences.</p> <p>Observations and monitoring.</p>	<p>T1: Half termly meeting for TFM. Termly support visit from mastery lead. Work closely with Year 1 teacher and support maths in Y1. Whole school monitoring.</p> <p>T2: TFM repeated as above. Monitor maths assessments. CPD stem sentences. Whole school monitoring.</p> <p>T3: TFM repeated as above Whole school monitoring.</p>			
1.16	To increase the challenge for children targeted for GD.	Evidence that children are regularly challenged is evident in books.	<p>All Teachers to start Children targeted for GD on the mastery element of the planning ensuring challenge for all pupils. Regular monitoring by the Maths Lead to ensure that this takes place.</p> <p><del>To consider if GD children need to access all of the main teaching to gain appropriate understanding or can they start their task at an earlier point in the lesson. Gain advice from the maths HUB to support this.</del></p>	Danielle Hunter	Maths management time.	<p>Monitor books of GD children.</p> <p>Observe inputs and trial GD children accessing learning earlier using hinge questions.</p>	<p>T1: Monitor books and observe inputs.</p> <p>T2: Repeated as above.</p> <p>T3: Repeated as above.</p>			
1.17	To ensure that the structure of times table teaching is preparing Y4 pupils and teaching staff	Outcomes of Y4 MTC (Maths Timetables Check) are strong	<p>To develop a teaching overview for teaching times tables from Y1 – Y4 with regular Timetables tests</p> <p>Maths lead to support teacher new to Y4 with the test and monitoring of the test following trail last year</p>	<p>Danielle Hunter</p> <p>Y4 teacher</p>	Maths management time.	<p>Liaising with Y4 teacher and working closely on the MTC plan and monitoring of children's times tables to inform</p>	<p>T1: Baselines in Sep. Half termly monitor and interventions.</p> <p>T2: Half termly monitor and interventions.</p> <p>T3: Half termly monitor and complete the check.</p>			

1 Quality of Education: Maths								A	S	S
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appropriately for the MTC (Maths Timetables Check)							interventions.			

## Priority 2: Behaviour and Attitudes

2	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
								A	S	S
u	p	u								
2.1	Introduce a behaviour policy that is consistent and clear.	Staff will use the behaviour policy consistently and pupils will be able to explain	Review and amend the behaviour policy to ensure clarity for all and to monitor and embed this policy into practice.	Jenni Logan	AHT – Danielle Hunter  SENDCo support time – Jade May  CPD Time	Termly Monitoring	T1: Launch new behaviour policy in assemblies and in class. Create displays. Create parent newsletter. Autumn 2 Collect pupil, parent and staff views. Monitor application. T2: Spring 2 Collect pupil, parent and staff views. Monitor application for consistency. T3: Summer 2 Collect pupil, parent and staff views. Monitor application for consistency.			
			Specifically teach children the expectations and routines required in line with our behaviour policy.	Jenni Logan						
			Behaviour concern meetings to be held fortnightly straight after staff meeting for staff to discuss individual children, successes and areas of concern. These discussions will inform the wider SLT meeting the following night. Weekly Inclusion Team Meetings implemented. Team created.	Jenni Logan Sue Gregg Jade May						
			Review behaviour in practice at all wider SLT meetings to address issues at strategic level.	Jade May Sue Gregg						
			Focused virtual assemblies to embed policy and practice with children.	Jade May Sue Gregg				Termly Monitoring		
			Audit child knowledge of school policy and gain a realistic view of how this is working in practice.	Jade May Sue Gregg				Termly Monitoring		
			Behaviour newsletter for parents to focus on policy Consult parent council prior to sending out wider.	Jade May Sue Gregg				By end of Autumn 1.		
			Identify the use of the ROAR project within the Behaviour policy.	Jade May Sue Gregg				Autumn 1		

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>2</b>	<b>Behaviour and Attitudes:</b>							<b>A</b>	<b>S</b>	<b>S</b>
			Review staff understanding of the behaviour policy termly – staff voice.	Jade May Sue Gregg		Termly Monitoring				
			Observations undertaken by any member of leadership or middle leadership to comment on the use of the behaviour policy.	Jade May Sue Gregg		Termly Monitoring				
			Displays created in classrooms and in communal areas to explain and promote the behaviour policy.	Jade May Sue Gregg		Autumn 1				
2.2	To manage children with high behaviour needs well.	There is a reduction in disruptive behaviour from these children.	To plan and ensure the implementation of preventative, therapeutic strategies for all high needs children.	Danielle Hunter Jade May	AHT – Danielle Hunter	Termly Monitoring	T1: Plan then Review provision mapping for Autumn term.			
			To regularly assess the effectiveness of plans, amend the plans or systems as necessary and identify and address CPD needs.	Danielle Hunter	SENDCo Support time – Jade May	Termly Monitoring	T2: Plan then Review provision mapping for Spring term. T3: Plan then Review provision mapping for Summer term.			
2.3	To address bullying proactively in school.	There is a reduction in the number bullying incidents	To work towards Anti Bullying Award	Danielle Hunter	AHT – Danielle Hunter	Termly Monitoring	T1: Action plan for Anti-Bullying Award. Assemblies and PSHE lessons on what bullying is/is not and how school respond to Bullying. Collate pupil voice			
			Educate children to have a clear understanding of what bullying is and what it isn't.	Danielle Hunter	Ann-Foxley Johnson – time paid for through ROSIS.	Termly Monitoring – pupil voice	T2: Repeat assemblies/PSHE lessons. Collate pupil voice			
			Educate children to understand what school would do if bullying was disclosed.	Danielle Hunter		Termly Monitoring – pupil voice	T3: Repeat assemblies/PSHE lessons. Collate pupil voice			
			To monitor for a consistent approach towards bullying incidents by all staff across school.	Danielle Hunter		Termly Monitoring – pupil voice				
2.4	To increase attendance in order for it to be higher than the previous year.	Attendance figures are higher than previous year. (95.4%)	Establish a new attendance team who meet half termly to review impact and addresses issues as they arise.	Jenni Logan Dawn Riley Bev Morgan	Dawn Riley and Bev Morgan paid for by PP funding	Half termly meeting	T1: establish attendance team and conduct an attendance audit. Meet as a team to discuss and plan for outcomes.			
			Monitor attendance daily conducting phone calls and sending letters in accordance with school policy.	Dawn Riley		Reviewed at half termly meeting				

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>2</b>	<b>Behaviour and Attitudes:</b>							A u	S p	S u
	(not including COVID-19 related absence)		Monitor the impact of Friday afternoon closure on attendance.	Jenni Logan		Weekly	T2: review meeting and plan next steps.	Yellow	Green	White
			Raise the profile of good attendance within parents and children of the importance of attendance	Jenni Logan		Reviewed at half termly meeting.	T3: review meeting and plan for next steps.	Yellow	Green	White

### Priority 3: Personal Development

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>3</b>	<b>Personal Development:</b>							A u	S p	S u
3.1	To develop key values in MVP children to prepare them to be future citizens.	Children know and understand key values.	Assemblies to focus on our key values of aim high, stay safe and be kind.	Jenni Logan	NA	Assembly timetable	T1: Set assembly timetable	Red	Grey	Grey
			Ensure that ambition to succeed academically and socially are intertwined in all aspects of school. Provide updates to Governors	Jenni Logan		Termly monitoring of pupil voice	Collate pupil voice	Red	Yellow	White
			Use of the ROAR response to build resilience	Jade May		Termly monitoring of pupil voice	Provide update to Safeguarding Governor T3: Collate pupil voice	Yellow	Yellow	White

### Priority 4: Leadership and Management

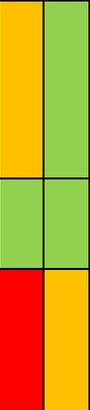
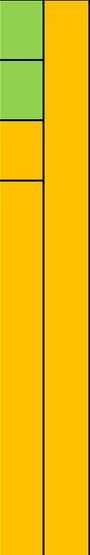
	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>4</b>	<b>Leadership and Management:</b>							A u	S p	S u
4.1	To secure the senior leadership in light of recent changes.	The leadership team are efficient and effective in its practice.	High expectations of the SLT through coherent and consistent approach	Jenni Logan	Helen Headland and Jo Davenport paid for in JMAT topslice	Governors to monitor termly through reports, data and performance management	Monthly meeting with HT and CofG	Yellow	Yellow	White
			Develop leadership through coaching and mentoring	Jenni Logan Jo Davenport			DEM Day with CEO of JMAT to review impact	Yellow	Yellow	White
			Jo Davenport to support JL in developing as a new Head Teacher	Helen Headland			Yellow	Green	White	
			Regular meetings between New HT and New Chair of Governors	Jenni Logan			Green	Green	White	

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
4	Leadership and Management:							A	S	S
			Leadership document to ensure all staff are aware of leadership responsibilities	Jenni Logan						
4.2	To ensure all Subject Leaders feel confident and know what to do to lead their subjects	Subject Leadership is strong and consistent.	Jenni Logan and Jo Davenport to model good subject leadership (e.g. model how to conduct observations and book scrutiny etc.)	Jenni Logan Jo Davenport	Management time for all SLs  JD aid for by JMAT Topslice	Termly through HT and subject Leader Meetings	T1: First round of subject leader time – focus on action planning and lesson observation  T2: second round of subject leader time – Focus on work scrutiny  T3: third round of subject leadership time – Focus on effective use of pupil voice			
4.3	To support the workload and wellbeing of all staff	Staff have a positive work life balance and a positive attitude to school life	Survey of workload and development of ‘Big 3’ things for SLT to work on.  Provide internal emotional support for all staff through wellbeing first aid.  Provide wellbeing support during and in addition to CPD time.  Identify sources of support and sign post staff towards these sources of support.  Make an effort to make all staff feel valued ensuing commitment, flexibility, effort and care are all celebrated.  Develop an ethos of positivity and teamwork.  Have realistic curriculum expectations to allow teachers to focus on COVID catch up and reduce workload.	Jenni Logan Jade May	TBC once outcomes of audits are evaluated	Staff survey on wellbeing and workload	JL to report at each governors meeting			

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>4</b>	<b>Leadership and Management:</b>							<b>A</b>	<b>S</b>	<b>S</b>
4.4	To ensure that the Governance of school remains strong and is well-prepared for Academy conversion.	Governors provide effective support and challenge.  School converts to academy smoothly with strong governance	Review structure, membership and meeting frequency and format to ensure vacancies are filled and we are meeting best practice guidance..  Mid point <del>Monthly</del> meetings in-between FGB meetings for Chair of Governors and Head Teacher to plan strategically for development.  Ensure governors are clear on their roles and that they remain strategic at all times.  Ensure new governors undertake training in order to provide challenge and support.  Review how governors get to know school and monitor implementation of different strategies/performance effectively when it may not be possible to visit in person.  Review how governors meaningfully engage with pupils, staff and parents when it may not be possible to come into school.  Ensure that communication between school and governors is strong with regular, focussed visits/conversations with key people.  Undertake 360 degree appraisal of Chair.  Work with JMAT on governance arrangements post-conversion to ensure smooth transition with strong governance .	Trisha White	Training including online is included in RoSIS offer.	Governors reports from school/virtual visits will demonstrate greater knowledge  Governors report back from training including online learning.  Arrangements agreed for school /virtual visits.  New governance arrangements in place following conversion.	T1: Clarify roles and expectations of a governor  T2: review effectiveness and address any issues  T3: review effectiveness and address any issues	Yellow	Yellow	White
								Green	Green	White
								Red	Yellow	White
								Red	Yellow	White
								Red	Yellow	White
								Yellow	Yellow	White
								Green	Green	White
								Red	Yellow	White

## Priority 5: Early Years

	Objective	Intended Outcome	Actions	Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
<b>5</b>	<b>Early Years Foundation Stage (EYFS):</b>							<b>A</b>	<b>S</b>	<b>S</b>
5.1	To support and grow a new leader for EYFS	Strong leadership of EYFS who has high expectations and offers clear direction for the unit to improve.	<p>Head Teacher to support new EYFS leader in their role to ensure high expectations and maintain the standards in EYFS</p> <p>FS Leader to attend ROSIS EY CPD FS Leader works as Associate Leader for RoSIS – EYFS.</p> <p>FS Leader to monitor assessments to ensure broad and balanced and quality</p> <p>FS Leader to gain a good understanding of the EIF (2019) and is clear on the expectations.</p> <p>As an 'Early Adopter' school, HT, EYFS Leader and all EYFS Staff to ensure they understand the changes by attending training and conducting personal research.</p>	<p>Jenni Logan</p> <p>Jenni Logan</p> <p>Sue Gregg</p> <p>Sue Gregg</p> <p>Jenni Logan</p>	<p>RoSIS CPD included in RoSIS Service Level Agreement</p> <p>FS Leader Management Time</p> <p>CPD time for all staff</p>	<p>HT to meet with EYFS Leader fortnightly initially to review progress.</p> <p>EYFS governor to meet termly with EYFS Leader to challenge EYFS Leader's DEP analysis.</p>	<p>T1: attain EYFS knowledge and gain confidence with high levels of support.</p> <p>T2: reduce support and monitor impact.</p> <p>T3: further reduce support and monitor impact</p>	<p>u</p> <p>u</p> <p>u</p> <p>u</p> <p>u</p>	<p>p</p> <p>p</p> <p>p</p> <p>p</p> <p>p</p>	<p>u</p> <p>u</p> <p>u</p> <p>u</p> <p>u</p>
5.2	To work with the Literacy HUB to develop phonics and Early Reading	To increase the percentage of children passing the phonics test in Y1 by at least 10% from the 2019 data and increase EYFS attainment in Reading and writing by 10% compared to 2019 results.	<p>Early Reading Leader to be released once per week to observe the teaching of phonics across Early Years and Key Stage One.</p> <p>Leader to identify good practice and to intervene to address any misconceptions as and when they occur.</p> <p>Introduce weekly CPD sessions to build on and develop subject knowledge and the teaching of phonics across the Early Years and Key Stage One team to establish a team of Early Reading Experts.</p> <p>Whole School phonics training INSET September 1<sup>st</sup> 2020 to ensure all staff have the skills and understanding of phonics and how it is taught.</p> <p>To use reading materials that are in line with the child's ability.</p> <p>To have these materials stored in a clear but central place for staff and children to access.</p> <p>Send these resources home for additional practice.</p> <p>Develop staff subject knowledge across Foundation and Key Stage One in regards to good practice in the teaching of phonics, vocabulary, use of resources and in application</p>	<p>Katie Tupling</p> <p>Katie Tupling</p> <p>Katie Tupling</p> <p>Katie Tupling</p> <p>Katie Tupling</p>	<p>Early Reading Leader Time</p>	<p>Early Reading Leader (ERL) to monitor phonics and early reading 2-3 a week</p> <p>JL and Jo D to support ERL</p>	<p>T1: All staff trained, systems implemented and ERL in place.</p> <p>T2: Review, evaluate impact and plan for next steps</p> <p>T3: Review, evaluate impact and plan for next steps</p>	<p>u</p> <p>u</p> <p>u</p> <p>u</p> <p>u</p>	<p>p</p> <p>p</p> <p>p</p> <p>p</p> <p>p</p>	<p>u</p> <p>u</p> <p>u</p> <p>u</p> <p>u</p>

			<p>Staff to regularly track the progress and progression of each child in phonics. Staff to identify the lowest 20% within their class by the third week of Autumn 1 and monitor their progress. Targeted support and interventions are immediately used to catch these children up quickly.</p>	<p>Katie Tupling  Hannah Webster</p>	<p>Subject leader time</p>	<p>Ongoing throughout the year.</p> <p>Regular meetings to be held between Early Reading Leader, Literacy Leader, EYFS Leader and Head to discuss progress of children.</p>	<p>T1: CPD occurred and any misconceptions/areas that need developing identified and addressed. T2: Teaching should be consistent across Foundation and Key Stage One. T3: Assess impact of these steps.</p>	
5.3	To develop the quality of maths lessons in EYFS	The EYFS Mastery curriculum is developed and mastery is strengthened throughout the setting.	<p>Staff CPD on stem sentences in maths and children are using them in lessons</p> <p>To further embed the 5 Big Ideas through staff training following maths audits and support staff where necessary.</p> <p>To build mathematical opportunities into daily routines as well as having strong maths areas in the environment.</p> <p>To strengthen the use of mathematical vocabulary in the setting</p>	<p>Danielle Hunter</p>	EYFS Leader Time	Lead, monitor and observe maths interactions in the unit.	<p>T1: Observe children's play and interactions. Develop mathematical vocabulary amongst staff and children. Monitor the 5 big ideas. T2: Observe use of mathematical language and the 5 big ideas. CPD on stem sentences. T3: Observe use of mathematical language and the 5 big ideas.</p>	

5.4	To ensure that the Quality of Education in EYFS is good or better during children's play	Children use their time effectively to learn and play at the different activities with adults supporting them as appropriate.	The EY Leader to develop a shared view of MVP's approach to play and learning, with clear expectations that can be monitored.	Sue Gregg	EYFS Leader Time	SLT and Helen Headeland to do spot checks to gauge level of engagement for children.	T1: develop shared approach to play and learning and begin monitoring.  T2 and T3:Track and monitor, making adaptations and implementing CPD as required	Yellow	Green	
			To develop the use of language and vocabulary in play situations.	Sue Gregg				Yellow	Yellow	
			To monitor the cohort levels of engagement of children in productive play and have professional dialogues surrounding the outcomes of this monitoring.	Sue Gregg				Yellow	Yellow	
			To track a child termly and monitor their levels of engagement and have professional discussions around this.	Sue Gregg				Red	Yellow	
			The EY Leader to monitor the effectiveness of children's play and address issues as they occur.	Sue Gregg				Yellow	Green	
5.5	To ensure that the quality of education is good or better during adult guided tasks.	Time is used efficiently and effectively in guided tasks and is impacting on the children's attainment.	The EY Leader to develop a shared view of MVP's approach to adult led tasks, with clear expectations that can be monitored.	Sue Gregg	EYFS Leader Time	Literacy Subject Leader to monitor writing books.  Early Reading Leader to monitor phonics books  Observations of teaching	T1: develop shared approach to play and learning and begin monitoring.  T2 and T3:Track and monitor, making adaptations and implementing CPD as required	Yellow	Green	
			Ensure writing expectations are aspirational and this is evident in books.	Sue Gregg				Yellow	Green	
			Ensure early reading plans are followed and are having impact on children's learning.	Sue Gregg				Yellow	Yellow	