



School Development Plan

2021-2022

Celebrating Achievement and Success for All



Quality of Education						
Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Further improve the progress and attainment across our schools, in particular that of disadvantaged students, so that they are broadly in line with FFT estimates national benchmarks.						
KS2	Milestone 50%	Milestone 55%	Milestone 60%	Milestone 65%	Milestone 70%	Milestone 70%
<ul style="list-style-type: none"> At least 70% of our pupils will reach RWM combined at KS2 by 2022 						
<ul style="list-style-type: none"> At least 10% of our pupils will reach RWM Greater Depth by 2022 	Milestone 4%	Milestone 5%	Milestone 6%	Milestone 8%	Milestone 10%	Milestone 10%
<ul style="list-style-type: none"> The percentage of PP children within our school reaching RWM will be 70% in 2022 	Milestone 50%	Milestone 55%	Milestone 60%	Milestone 65%	Milestone 70%	Milestone 70%
<ul style="list-style-type: none"> PP for progress not to be less than 0.5 for reading, maths and writing in 2022 	Milestone 0.1	Milestone 0.2	Milestone 0.3	Milestone 0.4	Milestone 0.5	Milestone 0.5
<ul style="list-style-type: none"> Progress not to be less than 0 for reading, maths and writing in 2022 	Milestone 0	Milestone 0.1	Milestone 0.2	Milestone 0.2	Milestone 0.3	Milestone 0.3
EYFS	Milestone 65%	Milestone 70%	Milestone 75%	Milestone 80%	Milestone 85%	Milestone 85%
<ul style="list-style-type: none"> At least 85% of our pupils will achieve GLD by 2022 						
Phonics	Milestone 65%	Milestone 70%	Milestone 75%	Milestone 80%	Milestone 82%	Milestone 82%
<ul style="list-style-type: none"> At least 81% of Year 1 pupils will pass the phonics screening by 2022 						
By Summer 2022, Speenhamland to be validated good with outstanding leadership (self- evaluation and external judgements).						

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Date for Monitoring
<p>To embed the teaching of the <i>Write Stuff</i> approach across the school leading to improved outcomes in writing and consistently good or better teaching</p> <ul style="list-style-type: none"> • June INSET training for all teachers on the Write Stuff approach. • Friday afternoon training in July for all TAs on Write Stuff approach. • Scheduled monitoring of English teaching across the school. • Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority • Scheduled book looks termly – what is the impact? Is there consistency across teams? Across the school? • Pupil voice – what do children like about the Write Stuff approach? Is there anything that could be better? Are pupils able to identify strengths in their learning and specific development points? • Data analysis – what is the impact of the approach on attainment and progress? Ensure there are set independent pieces each term to assess accurately and that assessment is not based on one piece alone. 	June 2021 onwards	<ul style="list-style-type: none"> • Consistently high quality of teaching in writing across the school. • Teacher confidence to deliver the Write Stuff approach and adapt lessons to the needs of their class. • Grammar objectives embedded into English lessons and linked to the text type making learning purposeful for pupils. • Higher level of language acquisition for all learners, including SEN,D and EAL. • Development of writing stamina and pupils confidence to write independently without adult support. • Additional writing opportunities to apply skills learnt in both English and wider curriculum subjects show impact of new approach on quality of writing. 	English lead	<p>Write Stuff cost £80.00 and training £150.00</p> <p>Staff meeting time</p> <p>Leadership time</p>	Termly
<p>To embed the new phonics <i>Rising Stars</i> scheme across KS1 leading to improved outcomes for the 2022 phonics screening test as well as maintain high outcomes for end of Y2</p> <ul style="list-style-type: none"> • September INSET training for teachers and TAs to introduce new approach to phonics teaching led by school lead. • October INSET led by Rising Stars for ALL staff • Scheduled monitoring of phonics teaching across the school. Phonics lead available 4 out of 5 phonics sessions a week to provide constant training to create school of 'experts' • Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority • Pupil voice – what do children like about the phonics? Is there anything that could be better? Are children practising their phonics at home? • Careful monitoring of phonics data and planned intervention for children identified as not making progress. • Data analysis – what is the impact of the approach on attainment and progress? 	September 2021 onwards	<ul style="list-style-type: none"> • Consistently high quality of teaching in phonics across the school. • Staff confidence to deliver the phonics scheme and adapt to suit needs of their learners. • Evidence of phonics knowledge being applied into reading skills. • High quality resources provided for children to embed phonics teaching at home – activities/books. 	Phonics lead	<p>Rising Stars Phonics cost £4500</p> <p>Staff meeting time</p> <p>Leadership time</p>	Termly

<p>To embed the <i>Rising Stars Spelling</i> scheme across the school leading to improved outcomes in spelling and consistently good or better teaching</p> <ul style="list-style-type: none"> September INSET training for teachers and TAs to introduce new approach to spelling teaching led by school lead. Scheduled monitoring of spelling teaching across the school. Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority. Pupil voice – what do children like about the spelling scheme? Is there anything that could be better? Are children practising their spellings at home? Are they applying them to independent writing? Careful monitoring of spellings data and planned intervention for children identified as not making progress. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> Consistently high quality of teaching in spelling across the school. Staff confidence to deliver the spelling scheme and adapt to suit needs of their learners. Evidence of spelling knowledge being applied into independent writing skills. Whole school standardised spelling test in September, March and July to measure impact of spelling teaching and progress/ attainment of pupils. 	<p>English lead</p>	<p>Rising Stars Spelling cost £500</p> <p>Staff meeting time</p> <p>Leadership time</p>	<p>Termly</p>
<p>To continue to improve reading provision, engagement and outcomes throughout the school</p> <ul style="list-style-type: none"> September INSET training for teachers and TAs to introduce <i>Go Read</i> – electronic recording system for daily reading. Promotion of <i>Go Read</i> with parents to record reading at home. Development of library provision – FOSS focus for development of outside reading area with open door from library. Accelerated Reader refresher training – Autumn term Use of AR within classes to monitor individual reading progress. Scheduled monitoring of guided reading teaching across the school. Review of ‘Reading Beyond Phonics’ provision and INSET training in January on consistent approach Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority Pupil voice – what do children like about reading? Is there anything that could be better? Are pupils able to identify strengths in their reading/comprehension and specific development points? Are children practising their reading regularly at home? Careful monitoring of reading data and planned intervention for children identified as not making progress. Identification of reluctant/weak readers within class and weekly reading opportunities planned for 1:1 reading with adult. Quality texts shared with children through daily class reader sessions. Data analysis – are all children making good or better progress in reading? Are there particular elements of comprehension that are strong/weak across school? Feed into future teaching focus. Planned celebration for World Book Day to engage pupils and parents. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> Consistently high quality of teaching in reading across the school. Staff confidence to deliver guided reading sessions and AR scheme, adapting to suit needs of their learners. Evidence of children reading regularly at home. Whole school standardised reading test in September, March and July to measure impact of reading teaching and progress/ attainment of pupils. High pupil engagement and enjoyment of reading. 	<p>English lead</p> <p>IT support</p>	<p>Go Read App cost £300</p> <p>Staff meeting time</p> <p>Leadership time</p>	<p>Termly</p>

<p>To strengthen the teaching of fluency across the school leading to improved outcomes in Maths and consistently good or better teaching</p> <ul style="list-style-type: none"> • Staff training on fluency in summer term with all teachers. • EYFS and infants use Mastering Number Programme (Maths Hub) to develop fluency • Friday afternoon training in July for all TAs on Maths. • Timetable provision ensures daily fluency session in all classes. • Scheduled monitoring of Maths teaching across the school. • Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority. • Scheduled book looks termly – what is the impact? Is there consistency across teams? Across the school? • Pupil voice – what do children like about Maths? Is there anything that could be better? Are pupils able to identify strengths in their learning and specific development points? Are they practising number bonds, times tables at home regularly? • Data analysis – what is the impact of the approach on attainment and progress? Are there particular elements of fluency that are strong/weak across school? Feed into future teaching focus. • Careful monitoring of maths data and planned intervention for children identified as not making progress. • Split year 1 and 2 children so learn in smaller groups focused on year group objectives 	<p>June 2021 onwards</p>	<ul style="list-style-type: none"> • Consistently high quality of teaching in maths across the school. • Teacher confidence to deliver daily fluency opportunities and adapt lessons to the needs of their class. • Development of rapid recall of number facts which pupils apply confidently to range of maths contexts. • Pupils practise fluency skills at home regularly. 	<p>Maths lead</p>	<p>Staff meeting time Leadership time</p>	<p>Termly</p>
<p>To enhance the EYFS provision to ensure improved outcomes and increased pupil engagement</p> <ul style="list-style-type: none"> • June, EYFS audit conducted to review current provision for indoor and outdoor learning environment. • Summer holiday focus on developing indoor and outdoor provision including sort out of current resources and purchasing of new resources. • Pelican Building project completed before October half term. Move EYFS to new building in holiday. • Conduct EYFS audit in early spring term to review/improve current provision. • Scheduled monitoring of EYFS teaching/provision termly. • Pupil voice – what do children like about their learning? Is there anything that could be better? Are children extending their learning opportunities beyond the school day? Are parents engaging with Tapestry at home? • Data analysis – what is the impact on attainment and progress? • How are we supporting children new to English? What additional support is planned for these pupils? • Develop links with schools who have leading EYFS provision in county – networking and learning from good practise. 	<p>June 2021 onwards</p>	<ul style="list-style-type: none"> • Consistently high quality teaching and learning provision within EYFS. • Children are engaged by their learning and continue their learning beyond school day – parents adding to Tapestry. • Staff confidence to deliver high quality learning opportunities through an engaging environment. • High parental engagement with children's learning. 	<p>EYFS lead EYFS teaching team</p>	<p>EYFS resources £1700 Leadership time</p>	<p>Termly</p>

<p>To ensure an engaging curriculum is in place for all learners which reflects the diversity of the school setting</p> <ul style="list-style-type: none"> Two-year curriculum map finalised which reflects skills and progression of National Curriculum objectives and linked to Write Stuff topics wherever possible. Unit overviews developed for each topic which include: prior knowledge and skills (reflect possible learning gaps resulting from pandemic); key questions; key knowledge and skills; vocabulary. Medium Term plans for each unit are developed by subject lead and aim to provide opportunities to study more diverse individuals/countries to reflect school context. Team time at end of unit to reflect and evaluate on medium term plan. Feedback to subject lead. Ensure lessons are engaging, inspiring and accessible to ALL learners and provide opportunities for children to demonstrate their understanding in a variety of ways, often with element of choice in task. Subject leads provide support to teachers with subject knowledge, delivery, differentiation/scaffolding of tasks. Scheduled monitoring of curriculum teaching across the school. Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority. Scheduled book looks termly – what is the impact? Is there consistency across teams? Across the school? Are all groups of children able to access and engage in learning? Pupil voice – what do children like about our curriculum? Is there anything that could be better? Do they feel they are represented in our current curriculum? Are pupils able to identify strengths in their learning and specific development points? Are they applying their maths/English skills to other curriculum areas? 	<p>June 2021 onwards</p>	<ul style="list-style-type: none"> Consistently high quality curriculum across all year groups, which leads to high quality learning opportunities and outcomes for all pupils. Curriculum reflects the diversity of our school and children feel represented. Increased teacher confidence to deliver wider curriculum and ensure all learners are able to access learning. Subject leads confident leading and monitoring their curriculum subject across the school. 	<p>Headteacher Subject Leads</p>	<p>Staff meeting time Leadership time</p>	<p>Termly</p>
<p>To review and implement an effective, rigorous and robust individualised assessment system</p> <ul style="list-style-type: none"> Develop assessment systems for each curriculum area which can be added to Insight. Each subject lead develops examples of working towards (W), expected (N) and greater depth work (A) for each year group which can be a reference for assessment. Moderation opportunities both within school and externally with other schools to validate judgements. Develop Assessment Calendar which includes termly opportunities for summative assessments - autumn – spring – summer - to ensure children have more exposure to test situations. 	<p>January 2021 onwards</p>	<ul style="list-style-type: none"> Assessment systems for each curriculum area are robust, comprehensive and manageable for teacher workload. Subject leads are confident supporting teachers with judgements. Subject leader files contain examples of different judgements for each year group and they provide a reference document for moderation. Cultural of openness both within school and within Trust to support teacher judgements. Parents and pupils are more informed about individual progress and attainment in the wider curriculum. 	<p>Subject Leads Assessment Lead</p>	<p>Staff meeting time Leadership time</p>	<p>Termly</p>

<p>To ensure disadvantaged pupils make good or better progress</p> <ul style="list-style-type: none"> • Performance management target for each teacher linked to PP progress and attainment for pupils in their class. • Pupil Progress Meetings strong focus on PP pupils –identification of PP pupils not achieving - discussion barriers and agreement of next steps. • Interventions for PP pupils: Baseline at start, set time frame, assessment at end for impact. • Phonics – tracking of PP and early interventions provided if identified at risk not passing Y1 phonics screen. • Smaller maths lessons in KS1 to allow coverage of the Year 1 and Year 2 curriculum separately. • Third Space Maths – 1:1 weekly tutoring for 15 children in Year 6 to close gaps and accelerate progress. • All PP children receive weekly/daily reading with an adult in school. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • PP children make good or better progress in reading, writing and maths. • PP children not achieving are identified quickly and additional class support or interventions are put in place. • PP children are championed by all adults working in the class. 	<p>PP lead Assessment lead</p>	<p>Staff meeting time Leadership time PP Meeting time</p>	<p>Termly</p>
<p>To ensure EAL pupils make good or better progress</p> <ul style="list-style-type: none"> • Early identification of children with language barrier and planned intervention support put in place. • EAL pupils with language barrier receive daily reading from adult in class. • Engagement with parents and network of support to aid communication barriers. • Work with Trinity for particular language needs. • Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority. • Scheduled book looks termly – are EAL children accessing the curriculum successfully? Are they making good or better progress? Are there clear annotations to explain what support has been received in the lesson? Is there consistency across teams? Across the school? • Pupil voice – what do children like about their learning? Is there anything that could be better? Do they feel they are supported enough? Are pupils able to identify strengths in their learning and specific development points? Are they able to access homework/reading tasks at home? • Data analysis – what is the impact on attainment and progress? • Research use of EMATs and cost effectiveness. How many pupils would be covered by the service? Would it be cost effective? Are there different resources available? (EAL Hub) 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • EAL children with language barriers are identified quickly and additional class support or interventions are put in place. • EAL children make good or better progress in reading, writing and maths. • EAL pupils and parents feel supported by the school and communication/links are good. • Staff feel confident supporting EAL children and adapting lessons to support their language needs. 	<p>EAL lead</p>	<p>Staff meeting time Leadership time Parent meeting time</p>	<p>Termly</p>

<p>To ensure SEN,D pupils make good or better progress</p> <ul style="list-style-type: none"> • Early identification of children with SEN,D and planned intervention support put in place. • SEN,D pupils receive daily reading from adult in class. • Engagement with parents and network of support offered. • Provision Map created to identify children across school receiving interventions. Interventions have baseline measure, set number of weeks, impact measure. Recorded on Insight. • Training for teachers on Keevill children – their specific needs, how to support them in class and effectively direct their TA. • TA training on specific interventions where needed. • Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority. • Scheduled book looks termly – are SEN,D children accessing the curriculum successfully? Are they making good or better progress? Are there clear annotations to explain what support has been received in the lesson? Is there consistency across teams? Across the school? • Data analysis – what is the impact on attainment and progress? • Pupil voice – what do children like about their learning? Is there anything that could be better? Do they feel they are supported enough? Are pupils able to identify strengths in their learning and specific development points? Are they able to access homework/reading tasks at home? 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • SEN,D children with learning difficulties are identified quickly and additional class support or interventions are put in place. • SEN,D children make good or better progress in reading, writing and maths. • SEN,D pupils and parents feel supported by the school and communication/links are good. • Staff feel confident supporting SEN,D children, including the Keevill pupils, and adapting lessons to support their learning needs. • Teachers feel confident directing TAs who work with Keevill pupils on how to scaffold learning. • Provision map outlines all interventions children receive and these are robustly evaluated for impact and recorded on Insight. 	<p>SEN,D lead Keevill lead Assessment lead</p>	<p>Staff meeting time Leadership time Parent meeting time TA training time</p>	<p>Termly</p>
<p>To ensure good or better teaching and learning across the school</p> <ul style="list-style-type: none"> • To develop a culture of collaborative learning with teaching learning partners working cross phases. • Use “Teaching WalkThrus” (Sherrington and Caviglioli) to focus on basics which affect children’s learning. • One teaching focus for half term, observe/coach each other embedding within teaching. Staff meeting time to review impact, share successes. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • A collaborative learning culture, where everyone is open, supportive, reflective and striving to constantly improve teaching and learning opportunities for children. • Clear improvements identified in teaching and learning where practise has developed and led to better outcomes. • All teaching and learning is good or better across the school. 	<p>Head teacher</p>	<p>Staff meeting time PPA time</p>	<p>Termly</p>
<p>To ensure pupil outcomes are at least in line with national average</p> <ul style="list-style-type: none"> • Assessments used to identify teaching priorities and to allocate support effectively. • Careful monitoring to ensure all pupils make good or better progress from their starting points. • Targeted interventions used effectively to ensure acceleration and impact. • Pupil Progress Meetings and Data Reports from Insight used to track individuals and cohorts. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • Accurate assessment leads to informed planning, efficient use of resources and accelerated progress. • Effective use made of additional funding to target specific groups/individuals/subjects to ensure good progress. 	<p>Head teacher Assessment lead</p>	<p>Leadership time Staff meeting time Pupil Progress Meetings</p>	<p>Termly</p>

<p>To develop the use of Firefly as our VLE and home school communication system.</p> <ul style="list-style-type: none"> • INSET training in September for all teachers led by Trinity IT support. • Firefly additional training – November. Staff start using Firefly. • Launch to parents – written information, information evening • Drop in workshops during club time for parents to receive additional IT support • Teachers upload homework tasks onto Firefly and Dragon Egg school rewards. • Reading at home uploaded onto Good Reader App found within Firefly domain. • Home learning tasks uploaded onto Firefly for children learning from home. • Letters and communications uploaded onto Firefly. • Staff meeting and Team Meeting time to explore use of Firefly and support each other in using the system. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • Staff are confident using Firefly for homework, rewards, blended learning and everyday communication. • Parents are confident accessing Firefly and actively seek support if unsure. • Pupils are confident accessing blended learning and homework tasks through Firefly. • Firefly continues to evolve and develop as staff, parents and pupils recognise its potential. 	<p>Trinity IT Support</p> <p>Our IT Support</p> <p>Head teacher</p>	<p>Cost of Firefly £3500</p> <p>IT Training</p> <p>Staff/Team meeting time</p>	<p>Termly</p>
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Personal Development						
Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Improvements in behaviour will lead to pupils who have positive attitudes to learning and are motivated, show resilience and enjoy learning. The quality of opportunities available are exceptional and pupils take full advantage of the offer.						
Meaningful and effective engagement takes place with learners and parents to ensure they feel supported and issues which arise are dealt with consistently, appropriately and quickly.						

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Date for Monitoring
<p>To develop our Forest School and outdoor learning provision across the school leading to improved engagement and resilience in learning</p> <ul style="list-style-type: none"> From September, introduce school expectation that two lessons of learning are completed outside for each class. Introduce rota for Forest School with each class receiving a scheduled Forest School session with FS teacher each week. Develop a Forest School Passport for each pupil which measures individual impact of FS work – confidence, attendance, behaviour, resilience, engagement etc. Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority. Pupil voice – what do children like about their outdoor learning? Is there anything that could be better? How have they developed as a learner? What do they feel they have improved on? 	September 2021 onwards	<ul style="list-style-type: none"> Attendance improves and children are excited to come to school for outdoor learning. Children are engaged, motivated and interested in their outdoor learning and become active participants. Children develop the 5Rs: resilience, resourcefulness, responsibility, respect and risk taking through FS work. CPD opportunities for teachers as they develop confidence and resources to deliver more outdoor learning opportunities for their pupils. 	Forest lead	<p>Any costs for equipment and resources</p> <p>Release time for FS teachers</p> <p>Leadership time</p> <p>Staff meeting time</p>	Termly

<p>To develop the extra-curricular provision we provide for our pupils so they feel motivated and enthused to attend school</p> <ul style="list-style-type: none"> Engage with staff and construct a termly plan for extracurricular clubs that can be offered to EYFS, KS1, LKS2, UKS2 and encompasses range of opportunities. Each club leader makes a 10-15 second video promoting their club which can be launched in assembly first week back. Create club page on school website and upload club videos and club schedule for parent reference. Prioritise PP pupils first by contacting parents and recommending clubs. Link sports clubs to upcoming sporting fixtures to enable practise opportunities. Offer drop-in space for parents of pupils attending clubs: place to complete homework with other child; IT support. Pupil voice – at end of each half term. What clubs did they enjoy? What clubs would they like on offer in the future? What has been the impact of attending a club? Produce club report for each half term – numbers attending? PP/boys/girls/ages? Use this to target future groups. Offer TAs running clubs time of in lieu as an incentive to get involved. Write provision into staff handbook. 	<p>July 2021 onwards</p>	<ul style="list-style-type: none"> Attendance improves and children are excited to come to school for extracurricular clubs. Engagement in clubs increases with PP and girls in particular making the most of the opportunities on offer. Children have the opportunity to develop new skills and explore new interests as well as socialise with different children. Staff develop positive relationships with children. Relationships with parents become stronger and they feel supported by the school. 	<p>Forest lead</p>	<p>Sports Premium funding to cover any club costs</p> <p>Time in lieu for TAs delivering clubs</p>	<p>Termly</p>
<p>To provide opportunities to develop children's confidence, values and character</p> <ul style="list-style-type: none"> Continue to embed the 5Rs values through school assemblies, weekly achievements, daily discussions on learning, displays. Develop the language of learning with children through daily learning reflections so they understand the life skills they need to be successful. Create a 'What makes a good learner?' display in each class which is a prompt for discussion and can be added to as children's vocabulary and understanding develops. Provide opportunities for self and peer marking where children can assess learning whilst reflecting on the values shown in the task. Focus for teaching learning partners and agenda on staff meeting termly to keep as school priority. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> Children and staff display the 5Rs daily and can confidently discuss how these skills help them to be successful. Children are active participants in their learning. They are confident discussing their learning strengths and next steps using a more developed language of learning. Class displays build over time and show an understanding of learning skills. Children are confident both self and peer marking work, commenting on the values used to be successful. 	<p>Head teacher</p>	<p>Assembly time</p>	<p>Termly</p>

<p>To develop the effectiveness of the school council and pupil voice</p> <ul style="list-style-type: none"> • Use school council to promote the idea of respect within our school – what does respect look like in lining up? Classroom environment? End of break? • School council involvement in future decision making – development of library, Keevill new outdoor space, etc. • Re-launch House charity focus and link with themed extra-curricular day which House Captains and school council help to organise. • Involve children in promoting the school – pupil write ups linked to different school events, child tours of school. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • Impact of respect work across the school is significant – children take ownership of monitoring and promote the values/standard. • Children feel involved in school decision making and are confident to share their voice. • Curriculum-themed days linked to a House charity which engage and inspire learning whilst raising money for a charity. • Children become involved in the promotion of the school and their voice is represented. 	<p>School Council lead Deputy Head</p>	<p>School Council meetings House Captain meetings House Charity Days</p>	<p>Termly</p>
<p>To improve parental involvement in school</p> <ul style="list-style-type: none"> • Continue to build positive relations between teachers and parents, especially those who are hard to reach through transparency, honesty and good communication. • Improve the communication parents' receive about their child's learning with termly newsletters and class blogs written by the children. • Offer IT support for parents with Firefly, homework, Good Reader app, accessing the website. • Update the parent handbook and involve parents in future developments – what else would they like in the handbook? What would be useful on the website? • Child-led learning videos to post on website which model particular calculation strategies or terminology. • Increased opportunities to come into school for class assemblies, celebration events linked to children's learning. • Promote work of FOSS and get more parents actively involved in meetings and supporting the group. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • Parents and teachers work together in a successful collaboration to support children. • Parental support and engagement in the school community is high and parents feel they are supported. • Parents feel actively involved in their child's learning and understand how best to support them. • Greater parent involvement in FOSS meetings and events. 	<p>Head teacher Deputy Head</p>	<p>Refreshment costs</p>	<p>Termly</p>

Behaviour and Attitudes						
Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attendance across all schools will show an improvement and will have closed the gap on national averages for overall and for similar students.						
• Attendance will be better than 95%	Milestone 90%	Milestone 90%	Milestone 92%	Milestone 94%	Milestone 96%	Milestone 96%
• PA will be less than 7% for disadvantageded pupils	Milestone 8%	Milestone 7%	Milestone 6%	Milestone 6%	Milestone 5%	Milestone 5%
• Lateness figure will be no more than 5%	Milestone 7%	Milestone 6%	Milestone 5%	Milestone 5%	Milestone 4%	Milestone 4%
Improvements in behaviour will lead to pupils who have positive attitudes to learning and are motivated, show resilience and enjoy learning. The quality of opportunities available are exceptional and pupils take full advantage of the offer.						
• PEX will be 0%						
• FTE will be less than 1.5%	Milestone 1.5%	Milestone 1.5%	Milestone 1.3%	Milestone 1.3%	Milestone 1%	Milestone 1%

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Date for Monitoring
To achieve the Bronze Quality Mark for anti-bullying <ul style="list-style-type: none"> • Create a child written behaviour and anti-bullying leaflet which school council present to the school. • Parent forum (representative of diversity of pupils) to meet and discuss behaviour and anti-bullying policy and procedures at the school. Design parent leaflet which outlines our values and ethos. 	September 2021 onwards	<ul style="list-style-type: none"> • Children and parents hold a strong understanding on what bullying is and how we deal with behaviour and bullying in our school. • Leaflet for parents and children which can be handed out annually as well as to new families joining the school. 	Deputy Head	School council meetings	Termly
To monitor and improve the school's attendance <ul style="list-style-type: none"> • Daily monitoring of attendance by office staff – follow up all absences. • Fortnightly tracking of attendance. • If child becomes a concern, class teacher makes initial contact and support agreed. If attendance does not improve, attendance letters issued and later, meeting with Head, EWO involvement. • Fixed penalty notices issued for term time leave. 	September 2021 onwards	<ul style="list-style-type: none"> • Attendance across the school remains above 95%. • Persistent absentees or lateness are dealt with effectively. 	Head teacher Office staff	Daily admin time	Daily/ fortnight Termly
To support PP families and reduce persistent lateness and absence <ul style="list-style-type: none"> • Identification of 12 families who have issues with attendance or lateness and live in same locality. Pick up in mornings by school staff to ensure arrive on time in positive mind-set for learning. 	September 2021 onwards	<ul style="list-style-type: none"> • Reduce number of PP absences or lateness. • PP children arrive at school in positive mind set and are ready for learning. 	Deputy Head	Use of minibus Staff driver	

Leadership and Management						
Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
By Summer 2022, Speenhamland to be validated good with outstanding leadership (self-evaluation and external judgements).						
The quality of teaching and learning across the school is good or better						
Meaningful and effective engagement takes place with all staff to ensure they feel supported and issues which arise are dealt with consistently, appropriately and quickly						

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Date for Monitoring
<p>To strengthen distributed leadership across the school so leaders effectively direct their subject areas</p> <p>Subject leaders work effectively to ensure the quality of teaching and learning in their curriculum area is strong</p> <ul style="list-style-type: none"> Leaders develop a clear vision (intent) for their subject which they are confident articulating to others. Leaders monitor planning closely to ensure the key skills are covered and there is progression across the school. Leaders carry out termly book looks to ensure the quality of learning is consistent across teams. Leaders support teachers with subject knowledge and CPD where necessary. Leaders carry out a Deep Dive of their area – formulating their answers before monitoring for confirmation. Leaders formulate an action plan which outlines their objectives for the year and review and feedback to the Head termly. Leaders produce a subject plan which outlines: their intent, implementation, impact; priorities for the year; what a good learner looks like; links to SMSC; links to British Values; links to diversity of our pupils; budget spending and assessment. This is shared with the Head and governors and regularly reviewed. Leaders contribute to a Monitoring & Evaluation calendar where they outline termly their focused actions. This will ensure teacher workload remains manageable. 	September 2021 onwards	<ul style="list-style-type: none"> Leaders will have a clear vision for their subject which will drive their curriculum area. Leaders will be confident articulating what is happening in their curriculum subject and will ensure consistency across the school. Teaching and learning in curriculum subjects will be good or better. Leaders will have a clear action plan which they will carry out and monitor/review termly. 	<p>Middle leaders</p> <p>Head teacher</p>	<p>Leadership time</p> <p>Staff meeting time</p>	Termly

<p>Ensure teachers' workload is manageable and appropriate and reduce wherever possible</p> <ul style="list-style-type: none"> • Ensure all meetings have a clear agenda and are purposeful. • Build in additional time to support teachers when there are specific big tasks that need completing. • Leaders contribute to a Monitoring and Evaluation calendar to avoid overloading teachers in specific weeks. • Revise marking policy and codes to make teacher workload more manageable. • Create an Assessment Calendar to ensure teachers can plan for all data requirements. • Stick to deadlines so teachers have time to plan in completion of tasks. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • Teachers feel supported and have a good work/home life balance. • Stress levels reduce and teachers are happy in the workplace. 	<p>Head teacher Deputy Head</p>	<p>Staff meeting time Leadership time</p>	<p>Termly</p>
<p>Develop school to school support offer to further develop staff's knowledge of leadership and management</p> <ul style="list-style-type: none"> • Plan in subject cluster meetings to increase opportunities to network and share good practise. • Plan in more moderation opportunities across schools to validate teacher judgements and build confidence. • Provide CPD opportunities through using 'experts' in the Trust. 	<p>September 2021 onwards</p>	<ul style="list-style-type: none"> • Leaders build a network of support within the Trust which they can access easily. • Leaders use the Trust network to develop subject knowledge and confidence as a leader. • Leaders are confident and skilled to assess and moderate work within their curriculum subject. 	<p>Head teacher</p>	<p>Staff meeting time Leadership time</p>	<p>Termly</p>