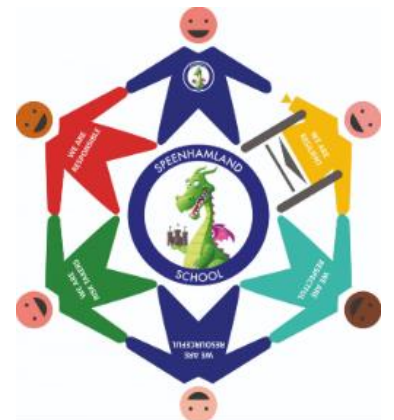




School Development Plan

2023-2024



Overall Effectiveness: Grade 2, Good

Quality of Education is good because there is a broad and balanced curriculum in place, which matches the ambitions of the National Curriculum. Subject leads have carefully planned the knowledge and skills to ensure lessons are focused and progressive from EYFS to Year 6. Through careful subject planning, we are developing lessons to ensure they are ALL engaging and develop our learners' curiosity. Teachers have improved subject knowledge and staff meetings are planned to provide relevant training, often led by the subject lead. Early reading and phonics is good – teaching is prioritised at the start of the day; the phonics lead supports the continued expertise of staff in sessions; an engaging new scheme which is carefully matched to the needs of learners. There is a consistent approach to 'Reading Beyond Phonics' which follows a set weekly programme and incorporates exposure to high level texts and genres – this is based on the 'Hooked on Books' approach. In addition, our Accelerated Reader scheme motivates our pupils to read more widely at home and provides opportunities to regular quiz. Our Reading Spine books ensure a love of reading is promoted throughout the school and class readers are appropriately matched to the children's level. Termly reading audits with Whiteknights English Hub ensure we are consistently improving the quality of our phonics teaching. Single year group Maths groupings, which are smaller, as well as stand-alone fluency teaching strengthens our Maths provision. Working with Maths Mobius Hub as well as Natalie Ivey, a LA Maths Specialist, has enabled us to strengthen our teaching and learning both with teachers and TAs.

Behaviour and attitudes are good because most pupils are keen to learn, have a good attendance and pupils respond well to the high expectations of most staff in terms of behaviour and achievement. Our behaviour approach ensures children feel listened to and there is a strong rapport between staff and pupils, including a sense of justice and feeling they are treated fairly. Our attendance lead rigorously identifies and provides early support for pupils and families where attendance is an issue. This can include solving problems and sign posting parents to external support and resources. Our school values – respect, resilient, responsible, resourceful, risk taker - have been embedded across the school, as well as the recent introduction of a new vision - we aspire, we challenge, we support. Children are encouraged to develop responsibility through a range of pupil leadership roles and pupil voice.

Personal Development is good because pastoral care and the wellbeing of pupils and staff has a high priority across the school. Forest School provides children with quality outdoor learning opportunities on site where they can take calculated, supported risks appropriate to the environment and themselves. Children gain an understanding of their environment and the human connection with it. They have a strong appreciation of their natural environment whilst improving their physical, social and emotional wellbeing, allowing them to reflect on how their actions affect others, themselves and the environment. In addition, our extra-curricular provision ensures there is always a variety of new experiences for children to enjoy as well as important opportunities to work socially with others. Children are respectful of each other and interact well. Strong relationships exist between staff and pupils. The Deputy Head achieved her qualification as Senior Mental Health Lead and she meets termly with the local authority Mental Health Support Team in supporting our families and children. MHST has also provided mental health training to staff.

Leadership and Management is good because most leaders have a clear awareness of the school's strengths and weaknesses and are effective in addressing areas of development quickly. The school provides good opportunities for subject leads to develop their expertise through local networking and both local authority and whole-school Trust training. As a school, we have developed a culture of collaborative learning, working together and sharing expertise. The senior leadership team place staff and pupil wellbeing as a priority - developing a senior mental health lead role within school and evaluating work/home balance. There is a strong culture of safeguarding and all staff share a collective responsibility to record all concerns, which are actioned by SLT. There are regular monitoring visits timetabled in with governors and other Trust members to evaluate safeguarding and share best practises. Governance is good and there are regular opportunities to hear from subject leaders and hold senior leaders to account.

EYFS is good because pupils make good progress. An engaging curriculum has been carefully planned with the support of subject leads to ensure there is a range of experiences to immerse the children. Robust monitoring and half-termly assessments ensure children are challenged and supported where necessary with the aim of achieving the 12 end of year targets. Both the outdoor and indoor learning environments provide opportunities for children to develop independence and embrace new learning as well as consolidating existing skills. There is a strong emphasis on language development through high-quality reading opportunities, Fantastic Foundations and an approved phonics scheme. These tools provide the children with a strong transition and readiness for year 1 learning. Pupils benefit from skilful and committed staff who engage and interact with pupils, helping them to extend their learning. Carefully planned interventions ensure children who are falling behind have the opportunity to catch-up with their peers.

Key Performance Indicators			
KPI 1: Ensure that progress and attainment is in line with National Averages for all children and young people.	Autumn Term	Spring Term	Summer Term
KS2 Reading - 75%; Writing - 75%; Maths - 75%			
Yr 2 Phonics - 100%			
Yr 1 Phonics - 80%			
EYFS GLD – 75+%			
KPI 2: Attendance will be at 95% or better and persistent absence lower than 12%	Autumn Term	Spring Term	Summer Term
Attendance >95+%			
Persistent Absence <12%			
PP Attendance >95%			
KPI 3: Meaningful and effective engagement takes place with all learners and parents so they understand what they are learning and why to become resilient, effective learners who constantly make progress.	Autumn Term	Spring Term	Summer Term
Make use of external feedback to embed excellent practice to enable all pupils to progress			
Further develop effective use of assessment to inform teaching and learning			
To ensure pupils feedback is purposeful, manageable and consistently moves learning on.			
Increase parental involvement			

For in-year admissions develop a system of pupil review meetings.			
KPI 4: Development and growth of a strong and healthy community with our Trust at the centre	Autumn Term	Spring Term	Summer Term
Adapt the PSHE scheme to ensure it is meeting the needs of Speenhamland pupils			
Provide greater opportunities for SMSC development of all pupils through strategic planning			
KPI 5: Sustainable growth and development creates a thriving community as a result of the excellent experiences and facilities on offer.			
Develop pupil leadership roles further			
Develop the outside space for Keevil pupils			
Introduce Nursery provision			
Create a new dining space and kitchen			

Quality of Education

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<p>Consistently good or better teaching of maths leading to improved outcomes for all.</p> <ul style="list-style-type: none"> New long term planning Pre-tasks used effectively to identify learning gaps. Daily assessment for learning used effectively Termly Testbase tests Manipulatives are used more effectively Reasoning and problem solving opportunities including APE Range of learning activities to achieve outcome More-able mathematicians are stretched in every lesson. Effective use of interventions to catch up children. TRUST strategy and termly monitoring 	Introduced June & September Inset	<ul style="list-style-type: none"> Consistently good or better teaching of maths is evident across the school. New lesson structure ensures bottom 20% and SEND 'keep up' and gaps in understanding are marginalised. Specific teaching of reasoning and problem solving ensures children become confident and skilled with these question types. Whole school maths data improves. Classroom environments across the school promote mathematical thinking. Accurate Assessment for Learning. Effective use. Robust teacher assessment levels in data drops. Improved subject knowledge and confidence of staff. 	Maths Lead	Autumn:	MACO release time for the year £3500
				Spring:	
				Summer:	
<p>Consistently good or better teaching of phonics leading to improved outcomes in early reading.</p> <ul style="list-style-type: none"> Termly phonics audit with Whiteknights Phonics lead release 3 x weekly. Development of staff training tracker. Rising Stars online training/Trust Inset Robust half termly tracker to identify specific needs of pupils falling behind. Consistent, effective, daily interventions Informal opportunities utilised to over-learn sounds – lining up, before home time, etc. Embed handwriting scheme Development of language acquisition for 	September INSET training	<ul style="list-style-type: none"> Teaching of phonics will be consistently good or better across the school. Improved staff confidence and subject knowledge Half termly phonics assessments used effectively. Targeted daily interventions close the gap EAL pupils gain language. Phonics Screen Data improves Classroom environment promotes phonics/early reading. Higher expectations for all pupils. 	Phonics Lead Support from White Knights Hub	Autumn:	Rising Stars Phonics subscription £280 (EYFS – Y1) £180 (Y2) Rocket Phonics pupil materials £3000
	October Whiteknights October Trust training			Spring:	

Quality of Education

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<p>delayed language pupils or new to English pupils.</p> <ul style="list-style-type: none"> Phonics resources are displayed in class/on tables Parent engagement through information evenings, reading booklet, training, online support. 				Summer:	
<p>Consistently good or better teaching of reading leading to improved outcomes in key stage 2.</p> <ul style="list-style-type: none"> Local Authority Reading Audit led by Emily Daley in July 2023 New focus for four weekly lessons – fluency, vocabulary, demonstration comprehension, independent comprehension Termly Testbase reading tests Introduction of Reading Planning Document that outlines the different reading focuses Introduction of Reading Assessment Grid to be used termly. 	July 2023 LA audit	<ul style="list-style-type: none"> Teaching of reading will be consistently good or better across the school. Improved staff confidence and subject knowledge Weekly lesson structure ensures bottom 20% and SEND 'keep up' and gaps in understanding are marginalised. AR Tracking data used effectively. Whole school reading data improves. Children's pace and stamina for reading comprehensions increases. Classroom environments across the school promote reading. 	KS2 Reading Lead	Autumn:	Cost LA audit in July - £305
	September Inset			Spring:	AR Reader Subscription - £2412
	Spring term – introduce assessment			Summer:	Boom Reader Subscription - £271 ENCO release time £1000
<p>Promote a love of reading across the school</p> <ul style="list-style-type: none"> Developing the library environment Stronger promotion and development of Community Library to ensure regular use. Planned opportunities to promote reading within school Teachers monitor home reading and target children accordingly ABC Reading volunteer Weekly reading shared with school community 	Early September development of library space	<ul style="list-style-type: none"> Engagement with reading outside of school is high A whole school environment which celebrates a love of reading Children feel inspired to read and share books with each other Community Library engages wider community with reading Greater engagement from parents. Greater capacity to listen to readers 	English Team: Phonics Lead, Reading Lead, Librarian	Autumn:	Library budget - £500
	End September		Year 5 Librarians Teachers/TAs	Spring:	ABC Reading volunteer - £270

Quality of Education

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<ul style="list-style-type: none"> Development of reading corners and audit of books available in them Daily story time – using spine books or TWS book. Introduce diversity section in library – books that reflect children and diversity. New Chapter Books https://www.anewchapterbooks.com/ 				Summer:	
<p><u>Consistently good or better teaching of writing leading to improved outcomes for all.</u></p> <ul style="list-style-type: none"> Introduction of new long term writing plan and monitoring of MTPs Planned CPD opportunities – meetings/coaching Embed specific editing codes Purposeful marking and built-in pupil response time Weighted success criteria Embed 'Grammar Slam' and AfL use Introduction of new Writing Assessment Grid to be used termly Increased reference to spelling rules/phonic knowledge Learning walks which focus on how the classroom promotes writing 	<p>2 Days LA support in summer 2023</p> <p>September Inset</p>	<ul style="list-style-type: none"> Teaching of writing will be consistently good or better across the school. Improved staff confidence and subject knowledge Short, chunked writes are used effectively to practise specific writing skills. Children take ownership of their writing and understand their strengths and next steps. Teachers adapt planning to meet needs of their individual classes. Whole school writing data improves across the school 	English Lead	Autumn:	<p>Cost LA support two days in July - £760</p> <p>ENCO release time £1000</p>
				Spring:	
				Summer:	
<p><u>SEN,D pupils make good or better progress</u></p> <ul style="list-style-type: none"> Develop system of early identification for children with SEND needs. Strengthen SAPs across the school Develop consistent system of detailed annotations within books Maximise effectiveness of TAs use within classrooms. Develop effective programme of interventions logged on Insight 	<p>September Inset expectations</p> <p>October onwards monitoring TAs</p>	<ul style="list-style-type: none"> Children with SEND needs are identified early and necessary support put in place. All SEND children able to access learning across the curriculum. TAs are maximised to be fully effective in lessons Effective programme of interventions which all staff can deliver confidently. Annotations within books provide clear, useful picture of support given 	SENCO Keevill Lead	Autumn:	<p>SENCO release time – 3 days a week - £24,375</p>
				Spring:	

Quality of Education

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<ul style="list-style-type: none"> Personalised, one to one support for teachers who are struggling to support/scaffold learning for particular children. Data analysis – what is the attainment and progress of SEND pupils versus non-SEND? 				Summer:	
<p>To ensure the health and therapy needs of Keevill pupils are met.</p> <ul style="list-style-type: none"> Information leaflet for Keevill parents which outlines the health and therapy provision Improve regular communication for Keevill parents through a formal termly meeting Introduction of therapy timetables for class teachers Introduce a termly parent afternoon tea where parents have opportunity to network 	September onwards	<ul style="list-style-type: none"> Health and Therapy needs of Keevill pupils are met. Relationship between Keevill unit and parents is positive. Keevill pupils enjoy a broad and balanced curriculum. 	Keevill Lead	Autumn:	£30 – termly cost refreshments
				Spring:	
				Summer:	
<p>EAL pupils make good or better progress</p> <ul style="list-style-type: none"> Additional EAL interventions led by EAL TA in afternoons Baseline assessment for new EAL arrivals within three weeks of starting school Introduce new admissions form which outlines language requirements for parents – identify how good their English reading/speaking is. Improve engagement with parents and network of support to aid communication barriers. “Helping Your Child Learn” and “About the English Education System” – Data analysis – what is the attainment and progress of EAL pupils versus non-EAL? Analyse ethnicity to identify possible trends. 	September assess new EAL starters	<ul style="list-style-type: none"> All children new to English are assessed when they start school and a programme of support put in place. Parents of EAL pupils feel supported. Progress and attainment of EAL and particular ethnicities is identified. 	Head EAL TA	Autumn:	EAL TA cost £10.60 per hour x 10 hours weekly EAL CPG Books - £200
				Spring:	
				Summer:	

Quality of Education

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<p>To ensure assessment is used effectively by all leaders to inform future teaching and learning for all pupils, classes and subjects.</p> <ul style="list-style-type: none"> Review the annual assessment calendar For pupils, ensure lowest 20% individually tracked for reading, writing and maths. For pupils, ensure more able challenged and achieve For classes, identified shared gaps recorded on class tracker for reading, writing and maths. For broader curriculum subjects, use unit front covers to explicitly identify the knowledge to be secured in the unit. Use as success criteria in assessment lesson to highlight what individual children have secured. For broader curriculum subjects, use assessment lessons/front cover highlighted grid to identify class/cohort gaps in learning. Ensure information used to re-visit. Subject leads to have an increased knowledge of learning gaps in their specific subject. To monitor the follow-up teaching to ensure this missing knowledge is embedded. To identify particular school trends which need addressing through further staff CPD – e.g. chronology/timelines; joining skills in DT; designing a fair test. For pupils, classes and subjects, at the end of year, knowledge not secured passed to future teacher as part of transition so it can be embedded. Subject Leads create assessment subject files which showcase examples of working towards, meeting and greater depth in their subject to support teacher judgements and consistency. 	<p>September onwards for Maths and writing.</p> <p>January onwards for reading and broader curriculum</p>	<ul style="list-style-type: none"> Carefully planned annual assessment calendar provides termly opportunities for data capture. Knowledge gaps will be identified at a pupil, class and subject level. Attainment in all subjects will increase. 	<p>Head</p> <p>Teachers</p> <p>Subject Leads</p>	<p>Autumn:</p>	<p>Subject lead release time - one afternoon per term - £3500</p>
				<p>Spring:</p>	
				<p>Summer:</p>	

Quality of Education

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<u>To create a carefully planned programme of support for Year 6 pupils sitting SATs.</u> <ul style="list-style-type: none"> Head/KS2 Lead support for teachers new to year 6. Teacher led mock SAT Walkthroughs. Effective data tracking of cohort to identify target children Gap analysis of all mock SATs 10-minute SAT Buster early morning starters in spring term Understand access arrangements for pupils 	October onwards	<ul style="list-style-type: none"> Children gain confidence and test strategies to achieve success in SATs. Data analysis effectively targets key individuals 	Head Year 6 teachers	Autumn:	CPG SAT Buster books for Year 5/6 pupils – £650
				Spring:	
				Summer:	
<u>To ensure pupil feedback is purposeful, manageable and consistently moves learning on.</u> <ul style="list-style-type: none"> Curriculum Expectations Handbook outlines expectations which are monitored Staff meeting time dedicated to effective marking Pupil voice – what marking do you find most helpful? What could we do to help you? What should we stop doing? 	September Inset – review marking policy 1 st staff meeting - update handbook October onwards	<ul style="list-style-type: none"> Marking is consistent across the school and impacts on children's learning. Marking is manageable for teachers and moves children's learning on. Staff develop stronger clarity on what makes effective marking. Children respond to marking consistently and take ownership for their learning 	Head Subject Leads	Autumn:	
				Spring:	
				Summer:	
<u>To ensure Pupil Premium/Disadvantaged pupils make good or better progress</u> <ul style="list-style-type: none"> Parental involvement sheet completed termly PP class strategy forms Daily/weekly reading priority for low ability PP children. PP Charter for whole school PP engagement in clubs and sporting fixtures is high Data analysis – what is the attainment and progress of PP pupils versus non-PP? Monitor attendance/lateness of PP children 	September onwards	<ul style="list-style-type: none"> PP pupils in each year/class identified and prioritised. Low ability PP readers make good or better progress. PP pupils make good or better progress across all areas. Reduction in persistent absence or lateness for PP pupils. 	Deputy Head	Autumn:	Deputy release time – 1½ days a week - £15,441
				Spring:	
				Summer:	

QUALITY OF EDUCATION RAG	Evidence that supports this judgement
Intent	
<p>Good (2) Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p>	<p>Rationale (created with stakeholders): To provide an exciting, broad curriculum, in line with the National Curriculum, which provides rich learning experiences for all our pupils so they are inspired and motivated to achieve their very best. Through our learning, we foster a strong sense of community and inclusiveness where our school values are promoted: resilience, respect, resourcefulness, risk taking and responsibility. We believe strongly in developing the ‘whole child’ so all pupils are happy, healthy, safe, engaged, supported and challenged to grow in their educational environment. We encourage our pupils to show high engagement and ownership in their learning, ensuring all our children become confident, ambitious, independent young people ready to shape their future world. For this reason, Forest School, outdoor learning, educational visits and enrichment activities sit at the heart of what we do. These opportunities are planned out across the year and aim to build on the children’s interests.</p> <p>All subjects have long term plan which maps out where specific units will be taught on either a one (EYFS/Maths) or two-year cycle. For each unit, knowledge and skills overview sheets designed by subject leads, outline what children need to learn. Leads cross-reference this document against medium term plans written by teams. Planning includes EYFS – Year 6.</p> <p>Introduction of <i>Curriculum Expectations Handbook</i> ensures consistency and clarity for all staff: vocabulary acquisition; interleaving; marking; assessment; presentation in books; displays including working walls.</p> <p>House Charity Days/STEM Science weeks/Enrichment Days – carefully planned to ensure progression and additional learning opportunities to those already planned on curriculum.</p>
<p>The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>Curriculum designed with knowledge and skills progressive and built-on over time. Subject leads, through monitoring, ensure everything planned is taught to children so this knowledge builds over time. Subject leads are clear of end points for different year groups. Curriculum design is ambitious and no ‘caps’ are put on the learning of less able pupils – inclusive approach.</p> <p>Built-in opportunities within lessons to re-visit previous learning to ensure long-term understanding. This often takes the form of lesson starters –Flashbacks.</p> <p>Across school, all children access curriculum appropriate for their age group. Few individual children with exceptions, but these are first agreed with SENCO, Teacher in charge of Keevill, Head. Strive to include Keevill children in mainstream classes as much as possible accessing the same curriculum as their peers.</p>
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p>	<p>Follow philosophy of ‘keep up’ in classroom and use interventions to ‘catch-up’ those children identified with gaps. Precision Teaching Interventions in EYFS/Infants focused on phonics and reading to ensure children able to unlock curriculum at year 3. In Juniors, phonics/reading priority intervention for those children not yet secure. In addition, <i>Freckle</i> offers personalised approach to addressing individual gaps in Maths and <i>SNIP</i> supports with spellings.</p> <p>SENCO/Teacher in charge of Keevill support with scaffolding of lessons so all children can access learning. Greater focus on learning environment and resources to support independent learning.</p> <p>Some Keevill children using Tapestry to showcase their progress and success as not yet able to record in written format.</p>

Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.	<p>Class timetables incorporate a broad, balanced curriculum of subjects. Timetables are not narrowed down and there are clear expectations in place for how long each subject should be taught weekly.</p> <p>Forest School and an increasing focus on outdoor learning ensure we work hard to develop the 'whole child' through a focus on our school values: respect, resilience, resourcefulness, responsibility, risk-taking.</p>
Implementation	
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.	<p>Curriculum maps and 'knowledge and skills' grids clearly outline what needs to be taught and when. All medium term plans are checked and feedback/support offered where appropriate.</p> <p>Subject leads work together across the Trust to develop their own knowledge and expertise. Further opportunities for some leads to take part in local networking once a term, to focus on different areas and share expertise.</p> <p>Carefully planned meeting agenda ensures regular opportunities for staff to receive subject-specific training. Knowledge from courses will be fed back in staff meeting time.</p>
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.	<p>Clear focus for individual lessons – teachers are clear of knowledge focus and emphasise the subject-specific vocabulary. Understanding of pupils is checked within lessons as well as planned opportunities to re-visit previously taught knowledge. Lessons are adapted/repeated in response to assessment for learning.</p> <p>Assessment policy and marking codes reviewed annually with staff. Subject leads provide clear expectations for marking in their subject and both leads together with SLT regularly review use of feedback both within lessons through verbal feedback and through marking.</p>
Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. <i>(Repetition, elaboration, reasoning, retrieval, reflection to consolidate the learning)</i>	<p>Lesson structure ensures there are opportunities to re-visit previous learning – interleaving. Gaps identified are re-visited again through other units.</p> <p>Working walls for Maths and English capture small steps through unit and are constantly referred to throughout. Teachers build on previous learning and encourage children to apply knowledge and skills to other contexts.</p>
<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</p> <p>Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Assessment calendar reviewed with staff to ensure assessment is manageable and relevant. Three data drops across each term for reading, writing and Maths. End of each half term, Science and PSHE collected on Insight. Other curriculum subjects, data inputted once a big term based on 'best fit' picture from work and assessment task lesson. Subject leads starting to use data to identify trends and feedback to staff on new priorities.</p> <p>SLT meeting structure ensures every new term used to analyse data and different groups – feedback to staff. Two meetings in second half of each term used for moderation purposes to ensure accuracy of data submitted.</p> <p>Pupil Progress Meeting paperwork adjusted to include class overview of need as well as focus on six pupils from different vulnerable groups. Actions set and reviewed with member of SLT at end of term.</p>

<p>Teachers create an environment that allows pupils to focus on learning. The textbooks and other teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>Subject specific resources organised by subject leads so they are accessible and support children's learning.</p> <p>Bought schemes are used in some subjects but are carefully mapped out by leads and adapted to meet needs of our pupils.</p> <p>Subject leads have annual budget to support the purchasing of new resources to enhance learning. Huge investment in phonics programme and shared reading books across the school.</p>
<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Clear focus on knowledge acquisition for each lesson and move away from 'task focus.' Teachers follow the curriculum plan and ensure all pupils within their class access learning through careful scaffolding. New knowledge is built-on over time and there are planned opportunities to re-visit and ensure knowledge is embedded in children's long-term memory.</p>
<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<p>Full validated phonics programme with decodable books/E-books. Children will move through together, consolidate skills and apply them. Phonics taught at sound, word, sentence and text level. Phonics lessons are one hour, in first morning session. All non-Rising Stars phonics books removed to ensure clear matching of book to phonics knowledge.</p> <p>Phonics lead release time – 2 out of 5 sessions – develop staff experts through continuous training. Involvement of Whiteknights English Hub, regular monitoring visits/audits and creation of action-plan to identify immediate priorities.</p> <p>Most skilled teachers used to teach bottom phonics groups. Phonics interventions in afternoons across EYFS/Infants to ensure children 'keep up'.</p> <p>New Year 2 Programme purchased to continue phonics provision into year 2 – linking also with spelling and writing.</p>
<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<p>Introduction of Boom Reader app to monitor reading at home – reduced teacher workload. Identification of children not reading regularly so they can be picked up as daily readers in school. In-school competition and reporting on weekly newsletter to build up importance of reading at school and home.</p> <p>Reading leaflet shared with EYFS & Infant parents, increased understanding of how to use phonics and library books. Early reading/phonics information presentation for parents EYFS/ KS1 and targeted lower KS2. Improved parent understanding of new phonics scheme and use of phonics reading books.</p> <p>Accelerated Reader used across school. Teachers developed better understanding of reports and tools for monitoring pupil progress. AR impact – motivates boys, love the competitive element of quizzing, clear progression of reading for individual pupils, encourages reading of wider genres.</p> <p>Reading Beyond Phonics – introduction of 'Hooked on Books' approach. Consistent approach to shared reading which is ambitious and exposes ALL children to age-appropriate extracts. Consistent lesson structure of 4 lessons to develop reading comprehension.</p> <p>Reading spines provide high quality texts and progression. Designated story sharing time – promoting enjoyment of reading. SLT sharing stories with whole school.</p> <p>Development of library to ensure engaging area children enjoy visiting weekly. Developing role of librarians so they share book recommendations and act as reading buddies for younger children. Also increase their involvement in whole-school reading events – World Book Day.</p>

The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.	<p>Strong, experienced Phonics Lead driving improvements across the school. Half termly phonics assessment data is used effectively to map out gaps in sounds and influence interventions.</p> <p>Afternoon interventions in EYFS/Infants focus on phonics. Greater parental involvement and information sharing to ensure they can support at home as well.</p>
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	All staff are encouraged to model proper standard English in all forms of communication.
Impact	
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p> <p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcome</p>	<p>EYFS: GLD – 70%</p> <p>KS1: Reading – 69%; Writing – 50%; Maths – 65%; Science – 63%</p> <p>Year 1 Phonics: 58%</p> <p>Year 2 Phonics: 81%</p> <p>KS2: Reading – 42%; Writing – 62%; Maths – 60%; Combined – 33%; Science – 78%</p>
Pupils' work across the curriculum is of good quality.	<p>Introduction of <i>Curriculum Expectations Handbook</i> has ensured consistency within teams and across the school.</p> <p>Subject leads use monitoring time to look at books and feedback to teachers where standards are not met so improvements can be made.</p>
Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	<p>Reading is a strong focus across school – reflected in phonics programme; Hooked on Books shared reading approach; Reading Spines shared through story time. Reading is carefully tracked across the school and children quickly picked up who are falling behind or not reading regularly.</p> <p>Additional fluency sessions to strengthen Maths foundations. Introduction of reasoning and problem solving in every lesson provides opportunities for children to apply their knowledge and skills.</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> Strengthen use of assessment at pupil, class and subject level and ensure information collected is effectively used to influence future teaching and learning. Strengthen teaching of mathematics to ensure improved outcomes. Strengthen consistency and teaching of reading at key stage 2 level with clear vision raising attainment. 	

Personal Development

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<p><u>To adapt the PSHE Jigsaw scheme to ensure it is personal to our school.</u></p> <ul style="list-style-type: none"> Review the half termly Jigsaw units and how they match the character of our school. Suggest adaptations to teachers so learning better reflects the needs of our school community. Launch each half termly Jigsaw with whole school assembly and use its focus in other curriculum areas so it is more explicit over the term. Create hall display of the Jigsaw focus to promote across school. 	Autumn 2 onwards	<ul style="list-style-type: none"> PSHE scheme is better tailored to needs of our learners. Jigsaw themes are more prominent each half term. 	PSHE lead	Autumn:	Online Jigsaw cost - £2391
				Spring:	
				Summer:	
<p><u>To create a strategic plan for the development of SMSC (Spiritual, Moral, Social, Cultural) across the school.</u></p> <ul style="list-style-type: none"> Use the National SMSC Quality Mark self-review tool to evaluate our current picture in the 4 areas: The Effectiveness of Leadership and Management; Teaching, Learning and the Curriculum; Extra-curricular Provision; Whole School. Include pupil voice and parent views to gain an accurate evaluation. Identify our SMSC grade - emerging, bronze, silver or gold level. From results, create an action plan to improve weak areas of our SMSC provision. <p>https://www.smscqualitymark.org.uk/how-to-apply/</p>	Spring term	<ul style="list-style-type: none"> School gains an accurate, detailed evaluation of SMSC currently in the school. School creates a detailed action plan for SMSC to move forward. 	Head School Council Parent Group	Autumn:	A single payment of £115 + VAT for access to online self-review tool for 3 years
				Spring:	
				Summer:	
<p><u>To create a strategic plan for the development of British values across the school.</u></p> <ul style="list-style-type: none"> Use the The KeyDoc: Record of Promoting British Values as self-review tool to evaluate our current picture. Include pupil voice to gain an accurate evaluation. Create an action plan to improve weak areas and ensure British Values are effectively embedded across the school. Introduce a half termly focus for the different British Values 	Autumn 2	<ul style="list-style-type: none"> School gains an accurate, detailed evaluation of British Values currently in the school. School creates a detailed action plan for British Values to move forward. 	Head School Council	Autumn:	
				Spring:	
				Summer:	

Personal Development

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<p><u>To strengthen our evaluation of 'character development' through the 5Rs</u></p> <ul style="list-style-type: none"> Focus on each value – what it means and examples of where we would see it across the curriculum including in Forest School. Working with school council, agree what the value would look like in each year group for the highest value (5 - Excellent) – e.g. what would resilience look like in EYFS to Year 6? Create a progression map for each separate value which shows examples of gradings Working with school council, create an information leaflet for parents which outlines the different values and how the grading system works. Data Analysis – analyse the termly 5Rs data. Intervention Support – identify the children whose overall character development is low. Discuss with Mental Health lead and SENCO to agree programme of support for these individuals. After school invite clubs to support character development 	Spring term	<ul style="list-style-type: none"> Strengthened understanding by staff and pupils of the 5Rs grading system. Strengthened understanding by parents. Data is used more effectively to support character development. 	Head School Council SENCO / MH Lead	Autumn:	
				Spring:	
				Summer:	
<p><u>To promote children's mental health</u></p> <ul style="list-style-type: none"> Develop Half termly meetings with Mental Health Lead and SENCO to determine whether M4C or MHST pathway is more suitable to meet need. Also to evaluate impact of children who have followed either programme. Half termly mental health triage surgeries MHST interventions/support both within school and working alongside families. Train more TAs to deliver M4C Continue to raise awareness of mental health issues with both pupils, staff and parents. Further staff training on mental health 	September onwards	<ul style="list-style-type: none"> Early identification system for children struggling with mental health Mental Health awareness strengthens both with staff and children. Positive support and networking for parents. 	Deputy Head SENCO MHST	Autumn:	
				Spring:	
				Summer:	

Personal Development

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<p><u>Develop the current pupil leadership roles to ensure pupils have increased responsibility /ownership and pupil voice is strong.</u></p> <ul style="list-style-type: none"> Half termly meeting with PM Pals, Play Leaders and Sports Captains at the start of each new half term. Sports Captains utilised more effectively at clubs/fixtures. House Captains used as peer mentors for younger children struggling with behaviour. Pupil Librarians take active role in both school and community library. Pupil Librarians used as reading buddy for younger children not reading at home. School Council involved in strategic development of personal development – work with Head on SMSC, evaluating school values, promoting British values. Choir Leads – support chn in choir events at performing arts/music clubs. Singing assemblies – lead. 	September onwards	<ul style="list-style-type: none"> Pupil leadership groups champion younger children and have positive impact. <i>(Social times, sports, behaviour, reading are all areas pupil leaders become more involved in. Opportunity to positively influence disadvantaged/struggling children whilst developing their responsibility and maturity.)</i> 	Deputy Head	Autumn:	
			Sports Coach		
			Reading Team		
			Music Lead	Spring:	
				Summer:	
<p><u>To develop the House Charity Events so they have increased capacity and raise more funds for charities.</u></p> <ul style="list-style-type: none"> Review the staff House and recruit new Azul Head of House. Launch new House Charity programme in September with whole school. Hold House Meetings in September – House Captains, Head of House, House staff and pupils. House Charity Planning – month before event. 	End of September onwards	<ul style="list-style-type: none"> Increased awareness of local charities and strengthening of local ties with community charities. 	Head	Autumn:	
			Head of House		
			House staff		
			House Captains	Spring:	
				Summer:	

Personal Development					
Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
To improve parental involvement in school <ul style="list-style-type: none"> Introduce Class Parent Representatives who form working party to collaborate with school on any discussion. Use to support FOSS events. Introduce termly parent information sessions in year group teams – staff model specific areas of curriculum – book talk with your child, fun ways to learn number bonds/time tables, specific maths calculations etc. Parents sign up electronically and visit classrooms to learn how to support child at home. 	October onwards	<ul style="list-style-type: none"> Positive relationships between parents and school. FOSS involvement improves and is representative of our parents. 	Head Deputy Head Class Teachers	Autumn:	
				Spring:	
				Summer:	

PERSONAL DEVELOPMENT RAG	Evidence that supports this judgement
Good (2) The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.	Our curriculum develops the 'whole child'- spiritual, moral, social and cultural development is promoted within each curriculum area and referenced in curriculum subject reports. Strong references in PSHE and RE class discussions, using 'expert' children and TAs to speak about own experiences/beliefs for different religions. Forest School and the development of our outdoor provision provides opportunities for children to enhance their mental well-being and strengthen their 5Rs. These are tracked termly to show the impact of these opportunities.
The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens	Pupil roles have been developed to ensure children have increased responsibility within the school community. House Charity Events have been very successful at promoting local causes and encouraging children to contribute to worthwhile charities. Pupils involved in FOSS events and fundraising throughout the year.

who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.	
The school provides high quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.	Strong pastoral team. Sports Coach promotes active opportunities – daily mile, sporting fixtures. Wider curriculum covers topics on keeping healthy, drug awareness, relationships.
The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.	Excellent extra-curricular provision – range of clubs run by teachers/TAs which appeals to all children. Efficient electronic system for signing up and large allocation of places. Participation in other events – sports, House speeches, steel pan drums, also provide additional enhancement opportunities.
The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.	Assemblies and PSHE scheme incorporate British Values and protected characteristics. Speenhamland is a diverse school with a third of its pupils from other countries. Strong sense of inclusiveness and celebrating differences within school community. Keevill unit also celebrates physical differences and children are very accepting and supportive.
The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.	Equality and Diversity Lead – introduction of Equality and Accessibility Policy. Trustee visit to discuss implementation of these policies twice a year. Assemblies showcase National events which we celebrate together – Eid, International Women's Day, Refugee Week. Children learn about plight of others and are taught empathy and acceptance. Physically disabled speakers – Louise Sugden opened Keevill unit and conducted Q & A with whole school. Opportunities for Keevill pupils to compete in competition – Kennet Games.
Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.	PSHE teaching across the school very strong. Children encouraged to share their opinions whilst recognising and respecting the differing views of others. Sexual and racial discrimination are not tolerated and are addressed immediately. Children are taught to be respectful for everyone in school and wider community.
Next Steps: <ul style="list-style-type: none"> • Strategic development of SMSC and British Values across the school. • Pupil leadership roles increased so they champion and influence younger children as well as become involved with strategic planning of personal development. • Parental involvement increases through collaboration of working parties and coaching sessions to support children at home. 	

Behaviour and Attitudes

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
Improve school attendance and reduce lateness <ul style="list-style-type: none"> School target set for 97% and individual targets raised to 95%. Working alongside EWO, development of flow chart system for attendance leading to fixed penalty fines. Parent letter, sent Summer 2023, outlining school targets for attendance and lates as well as electronic copies of new leaflet/flyer. Work with Ben H at Trinity to design a parent leaflet linked to Attendance and Attainment. Holiday Request Meetings – introduction of face to face meetings with parents for all holiday requests in term time Share attendance figures termly with parents. Work with Ben H at Trinity to design a parent poster/flyer linked to persistent lateness. Send copy when child receives three lates Inconvenience parents with gate closures from 8.35. Continue with weekly newsletter information on attendance figure and lost minutes to learning. 	Summer 2023 onwards	<ul style="list-style-type: none"> Attendance improves and is in line with school target and national. Persistent lateness reduces. 	Deputy Head	Autumn:	EWO annual cost
				Spring:	
				Summer:	
Develop the effectiveness of the Individual Behaviour Plan <ul style="list-style-type: none"> Review the current template - add a section on the usual triggers a child experiences prior to poor behaviour choices. Add a section on pro-active strategies – what is in place to support the child? Create a flow-chart for IBP use Re-launch IBPs with all staff – staff meeting/TA meeting to share new template and flow chart for IBPs to ensure consistent approach. Create behaviour champion team of individuals who are willing to take on IBP children and meet weekly for catch-up and goal setting. 	October onwards	<ul style="list-style-type: none"> IBPs will be used consistently across the school and staff will have increased understanding. Pupils with IBPs will receive weekly championing and will come off plans successfully 	Deputy Head Head SENCO Class Teachers Behaviour Champion Team	Autumn:	
				Spring:	
				Summer:	

BEHAVIOUR & ATTITUDES RAG	Evidence that supports this judgement
Good (2) The school has high expectations for pupils' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in pupils' behaviour and conduct. Low level disruption is not tolerated and pupils' behaviour does not disrupt lesson or the day-to-day life of the school. Staff make sure that pupils adopt appropriate routines.	Whole school review of behaviour policy and introduction of flow-chart to strengthen consistency between adults. Junior behaviour for learning good. EYFS behaviour good – two high SEND who require extra provision. Infant behaviour for learning improved with introduction of four, smaller classes and focus on 'pure' year group objectives for English and Maths. CPOMs used effectively to record all behaviour issues. Feeds into half termly pastoral report so trends can be identified. Persistent pupils placed on individual behaviour plan or in extreme cases, reduced timetable. One pupil attending I-College full time at present. Outside visitors comment positively on the behaviour of our children in lessons and around the school.
Leaders, staff and pupils create a positive environment in which bullying is not tolerated. Bullying, aggression, discrimination and derogatory language are rare and, when they occur, they are dealt with quickly and effectively.	CPOMs developed to include particular codes for bullying including, sexual and racial harassment. Senior leaders monitor behaviour and involve parents where there is a perceived case of bullying. Pupil and parent surveys show that generally, children feel safe at school.
There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Pupils have high attendance, come on time to school and are punctual to lessons. When this is not the case, the school takes appropriate swift and effective action.	Deputy Head monitors attendance weekly and follows a robust system for persistent lates and absentees, supported by local EWO. Warning and well-done letters are sent regularly and attendance target for parents is now 95%. Positive work completed with parents to support them in improving. E.G. worked with family's social worker to arrange free transport; offering places at Dragon Club to support PP/CP struggling family. SLT question children who are late daily and ask parents for a reason – holding them to account.
Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.	Children very engaged in learning and take pride in the work that they do. Weekly certificates and school reward system inspire pupils to try their very best. New school vision – we aspire, we challenge, we support – encourages children to set goals, be resilient in adversity and accept help when needed. This vision promoted regularly in assemblies and in daily lessons. There are a few exceptions – 4 pupils (3 infant/1 junior)
Fixed-term exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages behaviour effectively. Permanent exclusions are used as a last resort.	Fixed term exclusions only used in extreme cases – constant defiance and physical aggression. Only 3 pupils last year were excluded. 1 pupil has been excluded twice since September and as a result, went on a reduced timetable temporarily. Reintegration meetings always conducted and review of support needed for pupil to achieve. No cases of permanent exclusion last year.
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	Relationships between pupils and staff is positive and staff model high expectations. Pupils feel safe to take risks. External visitors comment on these positive relationships within school.

Next Steps:

- Increase school attendance so we meet our target of 97%.
- Reduce persistent absentees so at least in line with national.
- To develop our IBP system so it is an effective, short-term tool for improving individual behaviour.
- Secure Bronze Award for Anti-Bullying.

Leadership and Management					
Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
To grow leaders within the Trust through greater collaboration. <ul style="list-style-type: none"> • Head teachers of three schools create a strategic plan for Trust collaboration in summer term. • Termly meeting with Whiteknights English Hub. Follow up primary reviews where phonics leads evaluate success of priorities actioned in each other's schools. • Strengthen network opportunities with other local schools – continue with BLPD network meetings for some curriculum subjects and LA network meetings for SLT and English/Maths. 	Summer 2 2023 onwards	<ul style="list-style-type: none"> • Trust leaders challenge, inspire and support each other resulting in subject improvements. Increased opportunities provided to collaborate across Trust with agreed strategic direction for each session. • Maths and English leads define termly priorities for driving improvement. Learning walks provide in-depth audit of subject in each school followed by professional discussion to set termly focus. Following term, impact of focus is measured and new priority awarded. • Local networking opportunities. Opportunity to share school's good practise with others which grows confident leaders. Also opportunity to learn about successes in other local schools. 	Trust Heads Subject Leads Whiteknights English Hub	Autumn:	BLPD annual cost - £357
				Spring:	
				Summer:	
To review and improve staff wellbeing. <ul style="list-style-type: none"> • Regular anonymous surveys to ascertain staff feeling • Continue to look at ways to improve the staffroom/PPA environment. • Termly team-building opportunities. • Continuing 'Speenhamland Staff Stars' 	October onwards	<ul style="list-style-type: none"> • Staff morale is high and they feel SLT responds to workload issues. • Staff feel appreciated and there is a strong sense of team. 	Head Jane Burgess Wellbeing social team	Autumn:	Stickers for staff and half termly Amazon voucher - £100
				Spring:	
				Summer:	

Leadership and Management

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
To develop a clear cycle for staff CPD. <ul style="list-style-type: none"> Introduce a clearer structure for CPD: subject lead identifies a need – provides training in staff meeting – observes teachers applying the knowledge – offers coaching for individuals if needed / measures impact on teaching and learning. Link with subject lead release time: monitoring – training – review impact. Continue with weekly safeguarding scenarios targeted at individual staff. Use responses to identify either individual or whole staff training needs. Continue with termly meeting schedule – identify focus for staff and SLT meetings. Incorporate TA meetings into meeting schedule so training for TAs can be carefully mapped out. 	September onwards	<ul style="list-style-type: none"> Subject Leads have clear cycle for staff training. Safeguarding knowledge is evaluated regularly and additional training support for those who need it. CPD programme is carefully planned for all stakeholders. 	Head Deputy Head	Autumn:	
				Spring:	
				Summer:	
To continue to develop high levels of governance in order to provide appropriate support and challenge. <ul style="list-style-type: none"> Allocated governor responsibilities within school. Governors visit school to identify and understand the school's strengths and areas to develop. Effective and appropriate challenge is given in all governor meetings from all governors. Governor training needs identified and provided. 	October onwards	<ul style="list-style-type: none"> Strong governing body supports and challenges Head and school leaders. 	Head Chair of governors / governors	Autumn:	
				Spring:	
				Summer:	
To introduce Pupil Review Meetings for pupils/parents new to the school – join through the year <ul style="list-style-type: none"> Create a template format for the pupil review meeting – behaviour for learning in class; social skills; engagement with school life etc.. After 4 weeks, Head holds meeting with parents/pupil and shares feedback collected. 	November onwards	<ul style="list-style-type: none"> New pupils/families feel supported and welcomed to school. 	Head	Autumn:	
				Spring:	
				Summer:	

LEADERSHIP & MANAGEMENT RAG	Evidence that supports this judgement
Good (2) Leaders monitor and evaluate the quality of education and pupil performance accurately and systematically. They know the strengths and weaknesses in provision and take effective action to secure excellent attainment and progress rates, especially for disadvantaged pupils. Any identified weaknesses in provision since the last inspection have been tackled and the leaders and governors can demonstrate a strong capacity for continued improvement.	<p>Leaders use Insight effectively to track progress/attainment and identify those children falling behind. This data feeds into pupil progress meetings.</p> <p>Disadvantaged pupils are championed and their needs are assessed half termly to establish what extra support they may require. These pupils are prioritised in interventions.</p> <p>There is a careful plan for continued improvement which all school leaders are working towards and taking collective ownership for.</p>
Leaders have a clear and ambitious vision for providing high-quality, inclusive education to all pupils. This is realised through strong, shared values, policies and practice.	<p>High aspirations are set for ALL pupils regardless of starting points. There is a consistent belief that all children have potential to achieve regardless of disability, SEND, EAL or being disadvantaged. Leaders work hard to ensure all groups are championed within the school.</p> <p>The quality of leadership varies slightly across the school – some leaders need to continue to improve/drive their subject.</p>
Leaders focus on improving teachers' subject and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.	<p>Staff meetings and a programme of weekly CPD ensure ALL staff have access to relevant training which will support and strengthen their role within school.</p> <p>Daily phonics release time and collaborating with the Whiteknights English Hub will ensure phonics/reading provision is strengthened across the school.</p>
Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling.	<p>Subject leads monitor teaching and ensure completion of all medium term plans.</p> <p>No gaming or off-rolling occurs at Speenhamland.</p>
Leaders engage effectively with pupils and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposeful.	<p>Improved communication with parents – half termly class newsletter, weekly newsletter including updates on Forest School and learning across the school.</p> <p>Since Covid, increased opportunities for parents to come into school: Science Week, Information evenings, PE with your parents, lunch with your child event. Parents feedback positive – welcomed opportunities to engage in school and child's learning.</p>
Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload.	<ul style="list-style-type: none"> • Teacher workload under constant review – work with teachers to determine what is manageable. (Marking policy, assessment calendar, no meetings parents evening week) • Designated PPA area and providing teams with weekly PPA together to enhance well-being and collaboration • Open-door policy with Head so ALL staff are able to come and talk when they are struggling.
Leaders protect staff from bullying and harassment.	<p>Culture of respect across school and between each other.</p> <p>Negative comments and gossiping are addressed immediately with SLT.</p>

<p>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p> <p>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.</p>	<p>Clear governance structure and annual schedule of meetings. Annually, vision for all school is shared with governors. Governors provide support for Head/staff whilst also holding to account and offering challenge with the papers they receive.</p> <p>Annual review of governors' performance so they review their role and how it can be further improved.</p> <p>Robust system for updating policies and sharing across the Trust. Safeguarding training completed across the Trust annually.</p> <p>Safeguarding governor assigned to school – visits to school to check policies and SCR are up-to-date. Safeguarding audit conducted with school outside the Trust.</p>
<p>The school has a culture of safeguarding that facilitates effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>	<p>Strong culture of reporting – if it doesn't feel right, staff report on CPOMs. DSL responds to all welfare concerns within 24 hours. Strong pastoral support for families identified in need.</p> <p>Robust system for safer recruitment including for regular volunteers to the school.</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> • Develop greater collaboration across the Trust to ensure we build leaders from within. Less reliance on external visitors. • Strengthen governor involvement in school and level of challenge offered at meetings. • Introduction of staff Pulse surveys to gather regular updates on well-being and workload. • More aligned process for staff CPD offered by subject leads. 	

Early Years					
Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<p>To move learning forward through effective adult interactions</p> <ul style="list-style-type: none"> • Team teaching with all staff 	September onwards	<ul style="list-style-type: none"> • All staff are skilled at developing learning through continuous play sessions 	EYFS lead	Autumn:	

Early Years

Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
<ul style="list-style-type: none"> Staff training Regular discussions within team on learning – identifying popular learning hotspots and learning taking place within. Ideas on how to develop learning further. CPD – summer EYFS videos. Professional reading extracts 		<ul style="list-style-type: none"> Staff work on own initiative and don't need direction from EYFS lead 		Spring:	
				Summer:	
<p>To ensure the needs of all children are catered for and challenged including those with high levels of SEND</p> <ul style="list-style-type: none"> Advisors to come in and support with set up of SEND provision and strategies for supporting learning Using knowledge of TA with speciality in autism to support individual pupils SENCO – each week covering PPA Sensory area Working with parents – regular contact SEND support agencies 	End of September onwards	<ul style="list-style-type: none"> Curriculum is adapted to suit needs of ALL learners Class set up supports autistic children and those with high needs 	EYFS lead SENCO	Autumn:	
				Spring:	
				Summer:	
<p>Increase of pupil numbers – maintain two classes and employment of second teacher for September 2024</p> <ul style="list-style-type: none"> Individual tours for prospective parents Marketing – all EYFS events - inviting NWN wherever possible Ben H to promote events, create posters 	September onwards	<ul style="list-style-type: none"> Secure cohort of 45 for September 2024 Grow current numbers so we reach 45 by July 2023 Profile of Speenhamland is raised within wider community 	EYFS Lead Head	Autumn:	
				Spring:	
				Summer:	

Early Years					
Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Monitoring	Costs
To beginning planning for nursery provision <ul style="list-style-type: none"> Evaluate nursery numbers in area and establish if provision is needed Evaluate the provision we would provide – numbers, logistics of sharing space with EYFS 	January 2024	<ul style="list-style-type: none"> By July 2023, decision made on nursery provision and plan in place if going ahead 	Head Executive Head EYFS Lead	Autumn:	External planning support and development costs – not known at this time
				Spring:	
				Summer:	

Early Years Education RAG	Evidence that supports this judgement
<u>Intent</u>	
Good (2) Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.	Yearly overview organised into half termly topics. Subject leads involved with topic planning. Subjects taught in immersive topic sessions each week rather than singular subjects. Immersive experiences, both in and out of school, from autumn 1, provide enrichment opportunities for disadvantaged. Early Learning Goals measured through '12 Speenhamland Stars' – these are specifically designed to incorporate expectations from subject leads and National Curriculum expectations.
The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.	Knowledge and skills is progressive. Units start with a wider context (Space) and over the course of the year, these topics are narrowed and knowledge is built on further (Earth, Countries, Hot and Cold Places,) with planned opportunities to re-visit and check long-term memory.
There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.	Phonics starts week 2 – whole class teaching and breaking into smaller, mixed ability groups to complete booklets. Children falling behind with have additional flashcards to send home, catch-up interventions in the afternoon and more focused on these sounds in daily reading. Through Fantastic Foundations, daily introduction of new language which will be re-visited throughout the book and across the year.
The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children	Fidelity to Rocket Phonics – Phonics Lead offering regular coaching to support all staff in EYFS teaching phonics. Reading books all matched to the scheme – first few weeks, picture books with no words until children have embedded the sounds in the scheme.

learn to read words and simple sentences accurately by the end of Reception.	Fantastic Foundations focus on orally rehearsing and later writing simple sentences.
The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.	All children learn together and additional adults used effectively to scaffold and support learning. EHCP and SAPs are used to inform planning and adapt to children's individual needs.
Implementation	
Children benefit from meaningful learning across the curriculum.	High engagement evidenced within the first week of Reception. Children are curious and seek out adults to further their learning. High engagement in both the indoor and outdoor provision.
Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.	New EYFS team working with experienced class teacher. Planned training sessions to strengthen their knowledge and understanding of the EYFS Development Matters. EYFS lead embarking on NPQEYFSL course from October this year to further develop expertise. Regular staff training on phonics and lesson coaching by Lead to ensure consistency in delivery. Working with English Hub (Whiteknights) to further strengthen phonics practise. Additional training time for the EYFS team provided by SLT.
Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.	Beginning of the year, three baseline assessments: RBA, School Baseline and phonics baseline. Following this, there are half termly phonics assessments in line with scheme which identify specific phoneme gaps which are then picked up in interventions. Every term, there is a checkpoint assessment in all areas of the Development Matters again to check whether children are on track or need additional support. On a daily basis, through questioning/observing, children's understanding is checked and lessons adapted where necessary to address misconceptions,
Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.	Daily reading to children and books are a central part of most lessons, including topic lessons. A wide range of books are chosen across genres and these books are accessible for children to look at in continuous provision.
Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught.	Designated maths area both inside and out which is utilised daily by children. Access to Numicon, linking cubes, flashcards, whiteboards, shapes – resources which are modelled in lessons and they can use independently. Designated maths vocabulary training for all staff. Greater focus on number bonds to five to really secure children's recall confidently.
Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum.	Continuous provision areas are planned weekly to meet the needs of the children as well as to support learning on planning. Adults work skilfully to model and scaffold learning further.

The resources are chosen to meet the children's needs and promote learning.	
The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.	Transition visits in summer term – story (with parents), PE lesson and play in the classroom to introduce children to their environment. Additional home visits and nursery visits. Transition week in September building up time each day until children were full time at end of week. PSHE lessons start from week 1 – exploring 'All about Me.' Listening and attention to each other is encouraged – my turn, your turn.
Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.	By visit 3, lunch in school. Regular reminders about eating healthy and water bottles accessible during continuous provision. Outside area has designated physical area to encourage children to be active, plan obstacle courses and negotiate spaces. Risk taking is encouraged. Healthy eating big focus in PSHE. Summer 2, Forest School strengthens the risk-taking and resourcefulness aspects of development.
Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.	New Parents meeting in summer term and during home visit, pack given with information about: school, flashcards, sound mats, name labels. Class teacher made initial telephone call to build relationships with all parents. Over the course of the year, two parents' evenings, information evening on phonics/reading and transition meeting for year 1 in summer term. Termly showcase to parents - invited in to view the topic and their child's learning. A half termly newsletter outlines the learning focus for that term.
Impact	
Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency. Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.	Children transition well from EYFS to Year 1: they have the learning skills to adjust to a more formal style of learning. Children's vocabulary understanding is high and they are confident to use this in their everyday play. Greater writing opportunities are being introduced early on to ensure the development of fine motor skills. Staff have high expectations of children's ability to self-regulate and this is a real strength. Case of child on reduced timetable until February who is now accessing learning well.
By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of	Children left EYFS confident, happy, secure learners who were excited to share their thoughts and ideas. Individually, every child progressed from their starting point, and this was reflected in the maths results which were close to national. A significant number of children joined within the year, and were able to settle with additional adaptations made for them.

their education. Most children achieve the early learning goals, particularly in mathematics and literacy.	
Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.	Rhyme challenge started in January, which children showcased successfully to parents. Daily singing and reading which children engage in and enjoy. When reading, new words are shared and discussed.
Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.	Children respond positively to certificates and Dragon Eggs. They take pride in sharing their work with SLT and their parents. From the beginning, listening is a strong focus, encouraging respect when others are sharing.
Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.	PSHE lessons explore feelings and emotions as well as right and wrong. Children are encouraged to take responsibility for their actions, reflect on what they have done and how they could do it differently. Parents are engaged in behaviour management in a few extreme cases – this has been very successful.
Next Steps:	

Progress against previous inspection (April 2023)

Areas to improve	Progress		
	Autumn Term	Spring Term	Summer Term
<p>What does the school need to improve?</p> <ul style="list-style-type: none">• In some subjects, staff do not systematically use the information about how well pupils have learned the curriculum to plan what to teach next. As a result, not all pupils achieve as well as they could. Leaders should ensure that teachers use the assessment information they gather to plan future learning opportunities more precisely.• Pupils' learning in mathematics has been too inconsistent in the past. As a result, some pupils are not currently achieving as well as they could in this area of the curriculum. Leaders should build on the work they have already done, to ensure that all pupils become confident mathematicians who are well prepared for the next stage of their education.	<ul style="list-style-type: none">• Change in maths planning – some small steps moved to fluency to allow built-in time to embed concepts whilst staying on track with termly coverage. Introduction maths assessment folder – daily recording on attainment – AfL inform future planning. Three 30-minute fluency sessions on top of five weekly maths lessons.• New writing grid introduced September – track after every independent piece. AfL inform future focus of sentence stack lessons.		