



**Chase Side Primary  
School Development  
Plan**

**Covid Priorities**

**2020 - 2021**

**2020 – 2021 Area for development: The quality of education (Area 1)**

**To ensure that good, quality first teaching is evident in all classes, from EYFS to Y6.**

**To ensure that all staff are aware of the intent, implementation and impact of the curriculum at Chase Side.**

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>To ensure that all pupils, families, staff and wider community are able to return to a Covid secure school.</p>	<ul style="list-style-type: none"> <li>All staff and read and been trained in the expectations of the Full return to school risk assessment.</li> <li>Additional mental wellbeing focus during first half term.</li> <li>Additional lockdown baseline assessments to identify gaps, (mathematics, reading, writing, phonics, SPaG)</li> <li>Curriculum updated related to missing coverage.</li> <li>First wave gap identification for all</li> <li>Second wave further gap identified for individual families</li> </ul>	<ul style="list-style-type: none"> <li>95% of children return to school.</li> <li>Focus on PSHCE in the first half term ensures that the pupils are focused and ready to learn independently.</li> <li>First wave pupils lockdown gaps are identified and addressed by teaching staff within the first half term</li> <li>Second wave individual cases not making expected progress to be considered for interventions or booster groups.</li> </ul>	<p>Consistent Assessments in mathematics, reading and SPaG £200 Y1 – Y6</p>	<ul style="list-style-type: none"> <li>Attendance monitoring focus after 21<sup>st</sup> Sept.</li> <li>Initial Lockdown assessment analysis completed 17<sup>th</sup> Sept.</li> <li>Autumn 1 assessment completed 13<sup>th</sup> Oct, analysis highlights any ongoing gaps.</li> </ul>
<p>Teachers have a clear understanding of the raised expectations in Mathematics and work collaboratively to ensure best teaching and pupil outcomes in Mathematics.</p> <p>Equality Objectives To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.</p>	<ul style="list-style-type: none"> <li>All teaching staff (teachers and support staff) are aware of and build effectively on pupil's prior knowledge to ensure progress is made, through consistent use of assessment information to provide the right level of work for pupils.</li> <li>All teaching staff (teachers and support staff) are aware of Mastery to ensure that opportunities are not missed for pupils to work at greater depth (especially in Maths and Science).</li> <li>All teaching staff (teachers and support staff) encourage and expect pupils to work</li> </ul>	<ul style="list-style-type: none"> <li>Pupils lockdown gaps are identified and addressed by teaching staff within the first half term (individual cases not making expected progress to be considered for interventions or booster groups).</li> <li>Pupils make good progress. As a result, 75% of children achieve ARE in all classes.</li> <li>That all teachers are clear about their key groups (middle prior attainers, disadvantaged, greater depth) the progress their children need to make</li> </ul>	<p>Consistent Assessments £200 Y1 – Y6</p> <p>Training Maths Mastery Training £250 per session (possible use as an INSET) Termly Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings.</p> <p>Termly monitoring by MLT and Mathematics lead.</p>	<ul style="list-style-type: none"> <li>Initial Lockdown assessment analysis completed 17<sup>th</sup> Sept.</li> <li>Autumn 1 assessment completed 13<sup>th</sup> Oct, analysis highlights any ongoing gaps.</li> <li>Assessment analysis shows we are working towards National at each check point.</li> <li>Pupil progress meetings display evidence that Mathematics is improving.</li> <li>Teachers are consistent with teaching approaches across the school and this is evident in observations.</li> <li>2021 KS2 Mathematics attainment and progress is at least in line with National</li> </ul>

	<p>hard and to challenge themselves and activities which teachers prepare always promote good progress. (Not 'time fillers')</p> <ul style="list-style-type: none"> <li>• All teachers understand and are familiar with the TAFs and exemplification materials for end of KS1 and 2.</li> <li>• All teachers read and plan to the previous years Gap Analysis/Question Level Analysis for KS1 and KS2 completed by Mathematics Lead in August 2019 plus lockdown gap baselines to identify particular areas of weakness and address these urgently (within the first half term)</li> <li>• All teachers have the opportunity to moderate within their teams at least monthly to ensure that coverage of the Mathematics curriculum is taught within a mastery approach, making rich links to other strands.</li> <li>• All teaching staff (teachers and support staff) ensure that the calculation policy is adhered to.</li> <li>• After lockdown baseline assessment Teachers identify pupils or groups of pupils who may need additional interventions early and ensure that provision for these pupils is made and tracked rigorously. Ensure that the intervention approach is being used within whole class lessons.</li> </ul>	<p>and how they plan to ensure this happens.</p> <ul style="list-style-type: none"> <li>• That key groups are making at least good progress, particularly identified pupils and groups.</li> <li>• Teachers use TAFs, exemplification materials, Test Base, White Rose, NRICH and other resources to aid their moderation, planning and evaluation of Mathematics teaching.</li> <li>• Teachers effectively use data gathered and shared by Mathematics Lead to aid their planning, teaching and evaluations.</li> <li>• Teachers are active in their moderation groups and have the opportunity to be heard and request extra support.</li> <li>• Teachers moderate with other similar schools and evaluate their own pupils and practice.</li> <li>• After lockdown baseline Teachers are responsible for any interventions or booster groups undertaken by pupils in their class and communicate regularly with support staff who might be undertaking such interventions to ensure best outcomes.</li> </ul>		<p>average and close to London and statistical neighbours.</p>
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<p>Ensure that there is a consistent teaching approach to reading across the school. (VIPERS)</p> <p>Equality Objectives To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.</p>	<ul style="list-style-type: none"> <li>• All teachers read and plan to the previous years Gap Analysis/Question Level Analysis for KS1 and KS2 completed by Reading Lead in August 2019 plus lockdown gap baselines to identify particular areas of weakness and address these urgently (within the first half term)</li> <li>• Teachers further develop their strategies to ensure all pupils are supported and challenged appropriately.</li> <li>• Teachers continue to develop their use of reading materials in lessons across all subject/curriculum areas to ensure that all children can access the text.</li> <li>• Teachers ensure that they provide pupils with opportunities to engage in reading by creating welcoming/inviting reading areas in class and across the school.</li> <li>• Teachers are aware of how children develop as readers (EYFS/KS1/KS2) to ensure age related expectations are achieved.</li> <li>• All teaching staff (teachers and support staff) are aware of and build effectively on pupil's prior knowledge to ensure progress is made, through consistent use of assessment information to provide the right level of work for pupils.</li> <li>• All teaching staff (teachers and support staff) encourage and expect pupils to work hard and to challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils lockdown gaps are identified and addressed by teaching staff within the first half term (individual cases not making expected progress to be considered for interventions or booster groups).</li> <li>• Pupils make good progress. As a result, 75% of children achieve ARE in all classes.</li> <li>• All teachers are clear about their key groups (middle prior attainers, disadvantaged, greater depth), the progress their children need to make and how they plan to ensure this happens.</li> <li>• Through lesson observations and pupil conferencing, pupils demonstrate understanding of the different types of VIPERS skills.</li> <li>• Pupils develop and apply a wide range of skills effectively and independently.</li> <li>• Pupils are reading widely and across all subjects using a range of media.</li> <li>• Teaching improves through team teaching and peer observation, sharing good practice and monitoring</li> </ul>	<p>Consistent Assessments £200 Y1 – Y6</p> <p>Training Investing training opportunities for reading.</p> <p>Termly Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings.</p> <p>Termly monitoring</p>	<ul style="list-style-type: none"> <li>• Initial Lockdown assessment analysis completed 17<sup>th</sup> Sept.</li> <li>• Autumn 1 assessment completed 13<sup>th</sup> Oct, analysis highlights any ongoing gaps.</li> <li>• Assessment analysis shows we are working towards National at each check point.</li> <li>• Pupil progress meetings display evidence that reading is improving.</li> <li>• Teachers are consistent with teaching approaches across the school and this is evident in observations.</li> <li>• 2021 KS2 Reading attainment and progress is at least in line with National average and close to London and statistical neighbours.</li> </ul>
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	<p>themselves. Activities which teachers prepare always promote good progress. (Not 'time fillers')</p>			
<p>Effective teaching of reading is planned systematically and implemented across the curriculum.</p> <p>Equality Objectives To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.</p>	<ul style="list-style-type: none"> <li>Teachers feel confident about how to teach reading across the curriculum and are familiar with the raised expectations and TAFS to ensure that pupils make at least good or better progress in all classes.</li> <li>TAF's are used purposefully and referred to regularly during moderation to support the teaching of reading and expectations.</li> <li>Teachers are confident and have access to resources and tools which enable them to teach children with a range of strategies.</li> <li>Teachers use AFL strategies to ensure pupil's progress and skill development is constantly checked.</li> <li>Teachers plan text based approaches across the curriculum teaching VIPERs reading skills</li> </ul>	<ul style="list-style-type: none"> <li>Lessons observed and evidence work sample monitoring demonstrate at least good or better teaching of reading. Pupils make good or better progress as a result.</li> <li>During observations in reading sessions teachers demonstrate that they can use up to date resources and tools to deliver good or better reading lessons and that progress is good or better for all groups across the lesson.</li> <li>Through lesson observations and book monitoring reading is evident across the curriculum through inter/intra links.</li> <li>Pupil voice demonstrates a 'love for reading for pleasure' and how to apply/use reading effectively.</li> </ul>	<p>Training Termly Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings.</p> <p>Termly monitoring</p>	<ul style="list-style-type: none"> <li>Improved understanding of GD and the use of TAF's</li> <li>Pupil progress meetings display evidence that reading is improving.</li> <li>Teachers are consistent with teaching approaches across the school and this is evident in observations.</li> <li>Reading techniques are taught effectively and consistently across the school.</li> </ul>
<p>Effective teaching of writing is planned systematically and implemented across the curriculum.</p> <p>Equality Objectives To close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.</p>	<ul style="list-style-type: none"> <li>All teachers read and plan to the previous years Gap Analysis/Question Level Analysis for KS1 and KS2 completed by SPaG Lead in August 2019 plus lockdown gap baselines to identify particular areas of weakness and address these urgently (within the first half term)</li> <li>Teachers feel confident about how to teach writing across the curriculum and are familiar with the raised expectations and TAFS to ensure that</li> </ul>	<ul style="list-style-type: none"> <li>Pupils lockdown gaps are identified and addressed by teaching staff within the first half term (individual cases not making expected progress to be considered for interventions or booster groups).</li> <li>Lessons observed and evidence scrutinised demonstrate at least good or better writing teaching in all classes. Pupils make good or better progress as a result.</li> </ul>	<p>Consistent Assessments £200 Y1 – Y6</p> <p>Teach Handwriting subscription £*</p> <p>Termly Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings.</p> <p>Termly monitoring</p>	<ul style="list-style-type: none"> <li>Initial Lockdown assessment analysis completed 17<sup>th</sup> Sept.</li> <li>Autumn 1 assessment completed 13<sup>th</sup> Oct, analysis highlights any ongoing gaps.</li> <li>Improved understanding of GD and the use of TAF's</li> <li>Pupil progress meetings display evidence that writing is improving.</li> <li>Teachers are consistent with teaching approaches across the school and this is evident in observations.</li> </ul>

	<p>pupils make at least good or better progress in all classes.</p> <ul style="list-style-type: none"> <li>• TAF's are used purposefully and referred to regularly during moderation to support the teaching of writing and expectations.</li> <li>• Teachers are confident and have access to resources and tools which enable them to teach children with a range of opportunities</li> <li>• Teachers use AFL strategies to ensure pupil's progress and skill development is constantly checked.</li> <li>• Teachers plan writing experiences based on the Herts for Learning Units.</li> </ul>	<ul style="list-style-type: none"> <li>• During observations in writing sessions teachers demonstrate that they can use up to date resources and tools to deliver good or better writing lessons and that progress is good or better for all groups across the lesson.</li> <li>• Through lesson observations and book monitoring writing is evident across the curriculum through inter/intra links.</li> </ul>		<ul style="list-style-type: none"> <li>• Writing techniques are taught effectively across the school.</li> <li>• Teachers are consistent with teaching techniques in handwriting across the school and this is evident in observations.</li> </ul>
<p>Continue to ensure that all staff have a clear understanding and can explain the intent, implementation and impact of all subjects and why it is being taught in this way.</p>	<ul style="list-style-type: none"> <li>• Analysis of cycle of staff training sessions to work on areas being taught and justifications of why it is being taught in this way and at this time.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual subject descriptors completed (linked to website)</li> <li>• NC links here to ensure current curriculum coverage and progression of skills.</li> </ul>	<p>Staff meeting time</p> <p>Theme discussion time built into Team Meetings.</p> <p>Monitoring of year group books built into PPA</p> <p>Termly monitoring</p>	<ul style="list-style-type: none"> <li>• Production of Chase Side curriculum map.</li> <li>• Mock interviews with all staff about curriculum being taught in their year group.</li> <li>• Mock interviews with curriculum leaders to ensure they have a clear idea of when , what and why their curriculum is being taught in this way and progression of coverage of skills.</li> </ul>

**2020 – 2021 Area for development: Behaviour and attitudes (Area 2)**

**To ensure a positive environment is created and all stakeholders demonstrate a positive and respectful attitude toward education which enables all pupils and especially significant groups to access the curriculum and achieve at least in line with their peers nationally and within London.**

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>To develop the whole child to ensure that they have a positive attitude toward their learning.</p> <p>Equality Objectives To monitor and promote the involvement of all groups of pupils in the extra-curricular life of the school, including leadership opportunities, especially pupils with special educational needs.</p>	<ul style="list-style-type: none"> <li>• Introduce the school's Vision and Values to promote the positive impact of the Chase Side curriculum for every child.</li> <li>• To nurture a growth mind set developing self-belief through PSHCE curriculum, assemblies and mindfulness.</li> <li>• Promote an inclusive curriculum in every classroom to ensure that children are able to access the curriculum and reach their full potential.</li> <li>• Enrichment activities such as sporting events, sharing musical talents, and reintroduce newspaper club. <i>All clubs to be offered to year groups to ensure bubble integrity.</i></li> <li>• <i>Where Covid secure Develop links in the local community to ensure that children are aware of the community in which they live.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The school will have rigorous and distinct vision and values that are known and promoted by all.</li> <li>• Place2Be to support all teaching staff in developing a range of strategies to promote positive attitudes toward learning.</li> <li>• Children experience a broad and balanced curriculum that is tailored to the needs of the school.</li> <li>• Where Covid secure Chase Side is more visible in the local community supporting local and national charities and taking part in local and national events.</li> </ul>	<ul style="list-style-type: none"> <li>• Place2Be to support staff through CPD – Spring Term 2021.</li> <li>• Behaviour policy update in relation to support from external support.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT learning walks &amp; observations.</li> <li>• PSHCE monitoring.</li> <li>• Feedback from visitors.</li> <li>• Feedback from residents.</li> </ul>
<p>To develop high expectations for pupils' behaviour for all stakeholders and all children and staff to feel safe.</p>	<ul style="list-style-type: none"> <li>• Review the behaviour policy to ensure that all staff are aware of procedures and follow accordingly.</li> <li>• Induct new children, parents and staff into the ethos of the school and the behaviour expectations. (School to articulate our expectations to parents and to act quickly as an incident arises).</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour Policy is effective in dealing with the majority of behavioural issues.</li> <li>• All children, parents and staff know about the behaviour expectations.</li> <li>• Key children are well catered for and are managed well within the classroom environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook – Relaunch the behaviour policy all staff to sign that they have read this policy and the code of conduct related to expectations</li> <li>• April Staff and Parents Questionnaires.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff about behavioural procedures through staff survey and team meetings.</li> <li>• Feedback from parents about behavioural procedures through spring parent survey.</li> <li>• Behavioural Incidents / exclusions / racial incidents monitoring from SLT and red cards issued.</li> </ul>

	<ul style="list-style-type: none"> <li>• Embed the revised behaviour policy and discuss frequently at team meetings.</li> <li>• Staff training on behaviour management and how to defuse situations before they arise.</li> <li>• Provision available at specific times throughout the day (e.g. lunchtimes) in order to facilitate a calm environment and manage behaviour effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced provision is available for key children to ensure that they are able to access the curriculum at their differentiated level.</li> <li>• Staff are knowledgeable and well supported when dealing with difficult behaviour. CPD is delivered to all staff and the school will maintain links with external agencies such as SWERL.</li> <li>• Training for all staff, based on attachment and resilience, in order to highlight the needs of key individuals.</li> </ul>		
<p>To ensure that pupils' attendance is of an acceptable level and that strategies are in place to take action if this is not the case.</p>	<ul style="list-style-type: none"> <li>• All staff trained in the expectations of the Full return to school risk assessment.</li> <li>• Attendance Officer in place to address any ongoing issues with individual families.</li> <li>• Ongoing communication with the EWO in order to assess and support families when necessary.</li> <li>• Regular attendance clinics attended by the EWO and Attendance Officer.</li> <li>• Clear and robust policy regarding attendance is made clear to parents.</li> <li>• Good attendance is highlighted throughout the school with weekly assemblies rewarding good attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of children return to school.</li> <li>• Children come to school and are punctual meaning that they are able to learn effectively and maintain a positive attitude toward their education.</li> <li>• Key children and those who have particular needs are monitored closely and their attendance improves noticeably.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial attendance clinic 21<sup>st</sup> Sept (after quarantine period)</li> <li>• Attendance clinics to take place on a half termly basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of all children in regard to potential absence due to Covid 19 symptoms.</li> <li>• Attendance of key children to be monitored by SLT and Attendance Officer.</li> <li>• Families targeted with lateness are reduced.</li> </ul>

<p>To ensure that low-level disruption is not tolerated and does not disrupt children's learning.</p>	<ul style="list-style-type: none"> <li>• Whole school procedure in place in order to manage low level disruption effectively and produce a positive outcome.</li> <li>• Staff are aware of and support the implementation of the schools' behaviour policy and are able to follow procedures effectively.</li> <li>• Staff are supported in managing pupil behaviour by SLT and discussions surrounding behaviour of pupils are included in team meetings.</li> <li>• Key children are supported with individual behaviour support plans which aid in the management of difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to learn in a safe, positive and respectful environment.</li> <li>• Children are aware of the implications of their behaviour.</li> <li>• School routines are adhered to and any incidents logged in order to track key children.</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings to discuss behaviour issues in classes – twice per half term.</li> <li>• DHT to monitor implementation of the behaviour policy and review with staff half termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations and monitoring of Red Cards issued by staff.</li> <li>• Monitoring of behaviour logs on Scholarpack.</li> </ul>
<p>To maintain a positive environment which ensures that any incidents of bullying / cyber bullying are dealt with effectively.</p> <p>Equality Objectives</p> <p>a) To promote cultural understanding and awareness of different religious and non-religious beliefs between different ethnic groups within our school community.</p> <p>b) To aim to eliminate (the rare) incidences of the use of homophobic, sexist and racist language by all members of the school community.</p>	<ul style="list-style-type: none"> <li>• Behaviour policy effectively implemented to ensure all incidents are dealt with effectively.</li> <li>• Social groups will be set up to help children with their SEMH and social skills.</li> <li>• Emphasis on a positive learning environment and positive praise given to all students where appropriate.</li> <li>• Staff to refer any incident of bullying to SLT in order to deal with effectively and prevent from spreading.</li> </ul>	<ul style="list-style-type: none"> <li>• All incidents of bullying / cyber bullying are dealt with promptly and efficiently.</li> <li>• Chase Side will remain a positive learning environment where children will flourish.</li> <li>• Awareness of equality for all and inclusive practice will be filtered throughout the school leading to staff being proactive with behaviour management.</li> <li>• Increased lunchtime club provision available for children to access.</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying policy to be reviewed</li> <li>• DHT to monitor implementation of the behaviour policy and review with staff half termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of behaviour logs on Scholarpack.</li> <li>• Analysis of parental questionnaires with regard to potential incidents of bullying.</li> <li>• Monitor pupil voice through Pupil Council meetings – giving the opportunity to pupils to voice their opinion.</li> </ul>

	<ul style="list-style-type: none"> <li>• Leaders and staff to set a positive example based on implementing the Teachers' Standards across the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils, staff, governors and parents have an understanding of what bullying is.</li> </ul>		
<p>To empower families to enable parents to fulfil their role as adult within the family and ensure that children are at the centre of family life.</p>	<ul style="list-style-type: none"> <li>• <a href="#">When Covid restrictions allow Stay and Play sessions held weekly to support parents with young children and help to develop social skills.</a></li> <li>• <a href="#">Introduce family gap closing tuition sessions once assessment and global gap teaching has been completed.</a></li> <li>• Accredited courses are offered to parents to develop their professional skills – for example; How to run a Stay and Play.</li> <li>• Place2Be counselling sessions are available to parents on a weekly basis to support families</li> <li>• Offer 1:1 support related to family administration issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will be more confident in their role as the adult within the family.</li> <li>• <a href="#">Families have opportunities to access targeted support.</a></li> <li>• Parents have the opportunity to access specific specialist information to deal with children's needs.</li> <li>• Parents have a more open channel of communication with the school.</li> <li>• Applications for schools, either primary or secondary, will be completed on time. There will be less late applications.</li> <li>• Hard to reach families will start to engage with the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay and Play sessions, led by member of teaching staff, on a weekly basis</li> <li>• Counsellor available weekly to support parents</li> <li>• <a href="#">SLT time</a></li> </ul>	<ul style="list-style-type: none"> <li>• Meeting notes with targeted families will demonstrate the progress made.</li> <li>• Parent questionnaires to be analysed to identify future need.</li> <li>• <a href="#">Parent feedback and assessment of children after completion of training.</a></li> </ul>

**2020 – 2021 Area for development: Personal development (Area 3)**

**To ensure that all children at Chase Side Primary develop positive personal traits to be able to behave with integrity and cooperate well with others.**

**To ensure that the ambitious, aspirational curriculum provided by Chase Side enhances children’s personal development giving them opportunity to broaden their strengths whatever they may be.**

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>To review our current PSHCE policy and practice and update it in line with the new curriculum expectations.</p>	<ul style="list-style-type: none"> <li>• PSHCE coordinator to attend regular training and update meeting provided by the LA.</li> <li>• Survey staff for current PSHCE needs / coverage and expectations.</li> <li>• Staff meeting to get community buy in for the changes needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed policy is implemented consistently across the school with teachers being confident in their delivery</li> <li>• PSHCE Policy is effective in dealing with the individual needs of each class, to develop strength of character and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>• Team meetings to discuss PSHCE issues in classes – twice per half term.</li> </ul>	<ul style="list-style-type: none"> <li>• Through planning scrutiny and learning walks the quality of provision is monitored</li> </ul>
<p>To excite, inspire and empower children through a range of cultural experiences and provision especially for disadvantaged children ensuring that all pupils are given opportunities to discover new talents and interests</p>	<ul style="list-style-type: none"> <li>• Provide a range of sports and other activities, both during lunchtime and at the end of the day.</li> <li>• If Covid restrictions allow provide a range of adventure based activities at different age appropriate levels eg Year 3 and 4 sleepovers, Year 5 camping and Year 6 school trip.</li> <li>• If Covid restrictions allow participate in TOWNIEs Spelling Bee competition</li> <li>• If Covid restrictions allow participate in TOWNIEs Mathematics Challenge competition</li> <li>• If Covid restrictions allow participate in TOWNIEs Debating competition</li> <li>• If Covid restrictions allow participate in TOWNIEs Science Challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Children who would benefit from extra curricular activities are quickly identified and supported to access this provision</li> <li>• For children to be exposed to experiences that they would otherwise not have access to, developing talents that they might not know they have.</li> <li>• Children can talk confidently about their aspirations, interests and talents.</li> <li>• Children become more confident, attending various events outside of own familiar school environment</li> <li>• Opportunities planned and taken place for all key pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• School contribution to the TOWNIEs budget</li> <li>• FOCS paying for lunch time Dance Clubs</li> <li>• Organising transport of children to events</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of the uptake of Sports and Lunchtime Clubs monitored especially regarding identified PP children</li> <li>• TOWNIEs evaluation forms (before and after evaluation forms)</li> <li>• Monitoring the diversity of visitors to the school to reflect the school mix.</li> <li>• Outside visits enrich the learning for the children in school and bring the learning to life.</li> </ul>

	<ul style="list-style-type: none"> <li>• If Covid restrictions allow participate in TOWNIEs Music performance</li> <li>• If Covid restrictions allow participate in TOWNIEs Art exhibition</li> <li>• If Covid restrictions allow provide whole class music lessons with instrument loan to enable children to practice at home.</li> <li>• Provide a wide range of visits and visitors to enhance and bring the curriculum to life</li> </ul>			
<p>To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well being of each and every individual is a priority</p> <p>Equality Objectives To further improve, where practical, accessibility across the school for pupils, staff and visitors with disabilities, including access to specialist teaching areas, materials and communication.</p>	<ul style="list-style-type: none"> <li>• Additional mental wellbeing focus during first half term.</li> <li>• Children are clear about the role of P2B and understand how to access P2Talk</li> <li>• Staff are aware of Time to Think (part of Place2Be provision) and encouraged to access it</li> <li>• Parents are clear about the provision from Place2Be and eligible children are identified to access the service.</li> <li>• Small group social intervention groups run as part of the school offer, teachers refer children who are struggling with relationships and interactions.</li> <li>• Specific timetables for children with EHCPs to ensure that their individual social needs are being met</li> <li>• Fortnightly support staff meetings have an agenda item for raising concerns around pupil's well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Place2Talk used effectively to maximise the benefit particularly for identified children in school with regards to their wellbeing and mental health</li> <li>• Place2Be to support all children in developing a range of strategies to promote positive attitudes toward learning and each other.</li> <li>• Children who require the 1:1 counselling at Place2Be are quickly identified and referred to Place2Be Manager</li> <li>• Agreed social interventions impact positively on class and playground behaviour</li> <li>• All staff aware of identified pupils and the support in place for them</li> <li>• Children with EHCPs access a programme which supports their social, emotional and academic needs enabling them to make good or better progress</li> </ul>	<ul style="list-style-type: none"> <li>• Payment for Place2Be service</li> <li>• Meeting of pastoral team consisting of Inclusion Manager, SENCO and Place2Be Manager on a fortnightly basis</li> <li>• Support Staff fortnightly team meetings to review progress with social intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>• Place2Be Annual Review</li> <li>• Fortnightly meetings with HLTA to monitor the impact of the interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• External support identified for the most vulnerable pupils</li> <li>• Mental Health Week held in conjunction with Place2Be in the first week in February</li> </ul>			
<p>To relaunch our current vision and values to ensure that it prepares pupils for life in our British Society by fostering in them attitudes and qualities which enable them to become confident, caring responsible citizens and meets the needs of our community and wider society.</p>	<ul style="list-style-type: none"> <li>• Relaunch our updated vision and values.</li> <li>• Monitor changes in the local area and investigate support groups to highlight concerns of children.</li> <li>• Active engagement in school life decisions from school council.</li> <li>• Active engagement in school life decisions from sports council.</li> <li>• Promotion of the British values through assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Vision and value actively supported by all parents/carers, children and staff</li> <li>• Children and staff able to articulate and put into practice the vision and values of the school on a daily basis</li> <li>• School Council contributing ideas towards improving everyday life in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time to discuss the vision and values of the school</li> <li>• Consultation with parents via questionnaires and working parties regarding updating the vision and values of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of parent questionnaires</li> <li>• Pupil Voice through Pupil Council</li> </ul>

**2020 – 2021 Area for development: Leadership and management (area 4)**

**To ensure the Senior and Middle Leadership Team have the capacity to support and improve teaching standards.**

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>To develop the whole school team to ensure that it has an accountable ethos</p> <p>Equality Objectives To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.</p>	<ul style="list-style-type: none"> <li>• Staff / Governors / Children / Parents to be made aware through INSET, staff meeting, Business meetings, newsletters, meet the teacher, the leadership structure of the school and who is accountable for what area.</li> <li>• All staff to be accountable for their area of work; not just their classroom but also the areas outside and the corridor.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders know about the leadership structure within the school and who is responsible for what.</li> <li>• Staff are increasingly proactive in their work areas, taking responsibility and reporting incidents to appropriate people.</li> </ul>	<p>Newsletter updates Autumn term Business meeting time.</p>	<ul style="list-style-type: none"> <li>• SLT learning walks &amp; observations.</li> <li>• Head teachers report to Governors.</li> <li>• MLT Action plans and evaluations.</li> </ul>
<p>To ensure that policies and procedures are followed consistently</p>	<ul style="list-style-type: none"> <li>• Regular meeting for SLT and MLT to ensure everyone understands what a policy or procedure entails. These are then disseminated to all staff.</li> <li>• Regular and thorough monitoring by SLT and MLT to ensure high quality learning and effective feedback is being given.</li> <li>• New staff to be inducted and made aware of school policies and procedure.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and Governors are knowledgeable about school policies and procedure.</li> <li>• SLT and MLT have a clear and joint understanding of the standards of teaching and learning.</li> <li>• Governors are knowledgeable and hold staff to account about the key areas of school development.</li> </ul>	<p>Staff salaries. Weekly MLT management time</p>	<ul style="list-style-type: none"> <li>• SLT learning walks &amp; observations.</li> <li>• Head teachers report to Governors.</li> <li>• MLT Action plans and evaluations.</li> <li>• Curriculum Monitoring Feedback.</li> <li>• MLT Monitoring Feedback.</li> </ul>
<p>To develop the confidence levels and skills set of the new middle leaders.</p>	<ul style="list-style-type: none"> <li>• Weekly joint SLT/MLT meeting to ensure everyone understands what the current issues are.</li> <li>• For all middle leaders to have an SLT partner to work with to discuss team related issues.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT and MLT have a clear and joint understanding of the standards of teaching and learning.</li> <li>• Concerns about staff are highlighted quickly and support structures are put in place.</li> </ul>	<p>Weekly MLT management time</p>	<ul style="list-style-type: none"> <li>• MLT Monitoring Feedback</li> <li>• MLT release time notes and impact.</li> <li>• Pupil progress minutes.</li> <li>• SLT learning walks &amp; observations.</li> </ul>

		<ul style="list-style-type: none"><li>• SLT and MLT have the confidence and skills set necessary to have difficult conversations before matters start to impact on the children.</li></ul>		
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