




**Brook Primary School: SCHOOL IMPROVEMENT PLAN FOR RAISING STANDARDS 2020-21**



School Context					
Number of pupils on roll	394	Number of pupil eligible for pupil premium <i>April Update</i> FSM <i>April Update</i>	74/394 19% <i>91/394 (23%)</i> 83/394 21% <i>103/394 (26%)</i>	Number of pupils with special educational needs or education, health care plans	73/394 18.5%
Percentage of pupils with English as an additional language	1%	Pupil achievement: KS2 - % of children working at ARE+  (Teacher Assessment)	Reading 80% Writing 80% Maths 80%	Pupil achievement: KS1- % of children working at ARE+ (Teacher Assessment)	Reading 80% Writing 71% Maths 81%
EYFS GLD  (Teacher Assessment)	71%  <i>Actual 51%</i>	Phonics Screening Result:  (Teacher Assessment)	91%  <i>Actual 79% (Aut 2020)</i>		
Attendance percentage:		Last Ofsted:	Sept 2017	Ofsted Grading:	Good
Key Ofsted Action points:	<ul style="list-style-type: none"> <li>• Staff to receive training to make sure their understanding of how to teach phonics and early reading is strong,</li> <li>• The school's plan for improvement is adjusted so that it is clear what action is to be taken and what the intended results are; the plan should include some readily 5 measurable targets.</li> </ul>				
Key Staffing points:	<ul style="list-style-type: none"> <li>• New Headteacher in post from Feb 2020</li> <li>• New Deputy Headteacher in post from September 2020</li> </ul>				

Review:  Action complete  Work started but further development  No action

**Improvement Priority 1A: Quality of Education**

**Curriculum: To raise standards in maths and English by implementing a personalised recovery curriculum to ensure that:**

- The needs of all children are met.
- Health and well-being is a focus to support all our children in feeling safe, healthy, active, nurtured, achieving, active, responsible and respected in school.
- Learning and teaching opportunities enable pupils to enjoy their learning and develop positive attitudes to learning.
- Robust assessment procedures are in place to identify gaps in English and maths knowledge/skills.
- Assessment information is used to plan learning and address any learning gaps.
- Remote learning opportunities are in place across all areas of the curriculum

**Lead Members of Staff:**  
 Head teacher: Mrs M Fellows  
 Deputy Head teacher: Mr M Allen  
 English Lead: Joanne Blomfield  
 Maths Lead: Hannah Didlock  
 SENDCo: Sheryl Nicklin / J Walters

Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
<ol style="list-style-type: none"> <li>1. Deliver staff training (EFL) on Inset Day 1 to ensure understanding of the mental health issues being faced by our returning pupils.</li> <li>2. Revised mental health policy produced and shared with all stakeholders.</li> <li>3. Emotion work in place to enable children to reflect on life during lock down and regulate their feelings and triggers.</li> <li>4. Individuals identified whom may need support with mental health and well-being.</li> <li>5. ELSA trained member of staff (CJ) to deliver personalised support for identified pupils.</li> <li>6. Staff to use baseline data, including observations, AfL opportunities, assessments to identify learning gaps.</li> <li>7. Analysis of data identifies gaps in learning and bespoke programmes addressing these gaps implemented and evaluated including team teaching and small group teaching</li> <li>8. Planning in place to address learning gaps.</li> <li>9. Interventions planned for and delivered to address learning gaps.</li> </ol>	<ul style="list-style-type: none"> <li>• Secure staff knowledge of mental health and well-being.</li> <li>• ELSA trained member of staff (CJ) successfully completes personalized programme of work with identified pupils.</li> <li>• Mental Health policy in place</li> <li>• Completion of baseline data and gaps in learning identified.</li> <li>• English and maths planning identify opportunities to address gaps.</li> <li>• Interventions delivered to accelerate progress.</li> <li>• At least 80% of every year group are on track to achieve the age-related expectation for their year group in maths and English by Summer data collection.</li> <li>• A 50% increase in the number of pupils on track or exceeding expected standard in maths and English from the autumn baseline.</li> </ul>	<ol style="list-style-type: none"> <li>1- 1<sup>st</sup> September</li> <li>2- By Dec 2020</li> <li>3- Sept 2020</li> <li>4- Sept 2020</li> <li>5- Ongoing</li> <li>6- Autumn Term 1</li> <li>7- Autumn Term 1</li> <li>8- Ongoing</li> <li>9- Ongoing</li> <li>10- Sept 2020</li> <li>11- When required</li> </ol>	<p>Learning walks</p> <p>Coaching opportunities</p> <p>Work scrutiny</p> <p>Use of GAP planners</p> <p>CENTURY data</p>	<p>Termly pupil progress meetings</p> <p>SLT monitoring meetings</p> <p>Termly data analysis reports.</p>	<p>CENTURY TECH £1950</p> <p>ELSA Training £700</p> <p>GAP planners £500</p> <p>NTS Assessments £2236</p>

<p>10. Remote learning opportunities (Century Tech) personalised to provide consolidation of English and maths skills.</p> <p>11. Remote learning in place to support the learning of isolating children unable to attend school.</p>	<ul style="list-style-type: none"> <li>The assessment of humanities and art subjects is in place and providing reliable information on curriculum development and pupils' progress</li> </ul>				
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**Autumn Term Review:**

The term began with a huge focus on mental health. All staff received mental health training and the first INSET day focused on the children's return to school and recognition of their different experiences alongside varied strategies to deal with these. We made the conscious decision not to begin the year with baseline assessments but to ensure that the children returned to school happy and settled. Some of our most challenging pupils historically, returned to school really well and the period of time spent with parents (forming attachments) seemed to have supported them emotionally. Whilst others, who were usually fine found the transition back to school more difficult. Staff have identified individual children who need support, friendship group work has been established with the support of Mrs Crump, Miss Jones has targeted her ELSA work and we have supported families with referrals to Barnardos. Using staff teams for school improvement, we have an identified mental health team who have accessed further training, developed a mental health and well-being policy and distributed a mental health questionnaire for key stage 2. A simpler version for key stage 1 is also being developed. Mr Allen has also researched further resources which we have made available on our school website for families.

After the first half term, staff completed 'gap' analysis using their observations from quality first teaching. Year 6 had completed assessments and informed their gap analysis with data from SATs practice. Staff identified clear gaps in learning, many simply due to the lack of coverage and daily practice i.e., number bond recall, times tables, consistent use of punctuation, reading retrieval and vocabulary. Staff then planned for a focus on these areas. We used Numberbots and TTRS to encourage home practice. For key stage 2, we also purchased 'Century' this provides a personalized learning pathway using artificial intelligence and diagnostic testing. Interventions were also planned to target individuals and small groups. We completed a round of assessment using the new NTS assessments from Rising Stars and in the second half term, staff completed gap analysis using the questions from the tests to pinpoint clear cohort gaps and groups/individuals who need extra support. This will inform spring planning.

When bubbles were instructed to isolate and school closed, our remote learning developed over time. We have provided work packs and now have far more children accessing our Google Classrooms. This continues to develop from PowerPoints, weekly timetables, use of Oak Academy, RWI videos, pre-recorded videos of staff and now live feedback sessions.

**Spring Term Review:**

The spring term provided yet more challenges and developments in our remote learning offer due to the COVID lockdown. Following the assessments from the autumn term 2, staff had completed gap analysis and were able to use this to inform their planning. This was used as a starting point for staff to direct the work prepared and shared on the Google Classroom. The focus of the first few weeks was ensuring that all children were able to access this, identifying any children who needed access to a device and/or support to ensure that we were meeting the needs of all pupils. Throughout the lockdown period, expectations were increased from weekly PowerPoints/resources to the integration of pre-recorded videos and the development of live teaching sessions. Staff were supported by demonstrations from staff and then further training from a computing lead from WAT with a particular focus on the use of GoogleMeet. Staff also recognized pupils who required differentiated work and smaller intervention groups were established and work set through the Google classroom. Staff completed a review of their remote learning offer, recognising engagement, quality of work, progress, intervention, and next steps. Staff were proactive in identifying children who were vulnerable due to the fact that they were not accessing any work due to varied reasons and provisions were put in place for them to attend school wherever possible. To support our families over the difficult lockdown period, Mrs Ross set up a school food bank. This enabled us to deliver food parcels (as well as FSM provision) to a number of our vulnerable families

We were really pleased to return to school on March 8<sup>th</sup> and made the decision to start the return with a whole school project based around the finding of a mystery box that Mr. Bowater discovered over in the school garden. The project had a significant impact upon the successful transition back to school by:

- Evoking a real enthusiasm and excitement for the return,
- Creating a sense of community and pride in our school,
- Introducing our local heritage project with a focus on the school and local area in 1936,
- Addressing any mental health/well-being issues,
- Managing the workload of staff as they focused on the planning for the essentials curriculum.

Once the children were settled it was essential that the children completed a round of assessments in order to gauge the progress/barriers/gaps in learning so that following the Easter break we could target particular cohorts using robust gap analysis which would inform future planning/ essentials curriculum. Staff were also given time to identify the priorities for their year group.

**Summer Term Review:**

The summer term was so important, and the integration of our essential's curriculum ensured that we targeted key areas and gaps for each year group. Staff used the Maths 'Ready to Progress' guidance, produced by the Department of Education and the NCETM. Following the assessments which were completed in the spring term, staff used the results with a focus on gap analysis rather than marks achieved. Question analysis was completed so that staff had a clear understanding of what the children needed to ensure that they were ready to progress to the next year group. Gap analysis/assessment meetings ensured that staff had key target areas to focus upon and support with intervention.

MF had attempted to organise the NTP for the year 5 children, trialing a three-week intensive daily 1:3 tutoring session but at the last minute, we were informed that there was a shortage of tutors. Consequently, the year 5 staff planned and delivered a focused programme of intervention with a focus upon oracy. This had a significant impact upon the success of the children's vocabulary and consequently their writing- which had been identified as the key area of development.

With early reading as an essential foundation for all aspects of learning, it became the focus for key stage 1. We aim for all children leaving year 2 to be able to read fluently with understanding. The year 3 TA was moved to year 2 to support reading interventions across the year group with a focus on the bottom 20%. We increased the frequency of reading, aiming for the bottom 20% to be listened to read by an adult three times weekly.

Across key stage 2, Century Tech (purchased using COVID catch up funding) was used to target key individuals. Children were given access during lesson time as a personalized plan was put in place using the in-built artificial intelligence. The Century Tech programme has a focus upon English and Maths but there is also a science unit that we need to utilize. Staff were provided with updated Century training in July so that this will continue to be developed next year.

The Google Classroom continued to support those children who were required to isolate whilst also using the platform to share home learning and in-class resources that pupils are encouraged to access independently at home, alongside the use of Spelling Shed and TTRS.

**Improvement Priority 1B: Quality of Education**

**Maths: To raise standards of Maths with a particular focus on:**

- Embedding the Shanghai Maths project scheme of work
- Embedding the use of a flexibility within the Shanghai scheme to enhance the teaching and learning by supplementing the curriculum with other resources particularly when gaps have been identified following school closure,
- A coaching programme used to enhance the teaching of mathematics across the school
- Regular teaching of multiplication facts during PM sessions in KS2 and QM in KS1
- Embedding the use of TTRockstars and Numbots as a remote learning tool and continually monitoring progress
- Continuing specialist staff involvement with the NCETM Teaching and Learning group
- Introducing and embedding the use of daily anchor tasks and plenaries
- Embedding the use of CPA in daily practice
- Use of the 'Gap Planner' to identify and address gaps

**Lead Members of Staff:**

Maths Lead: Miss H Didlock  
 Head teacher: Mrs M Fellows  
 Deputy Head teacher: Mr Allen

Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
<ol style="list-style-type: none"> <li>1. Ensure the English Team and NQTs receive support and training so that they understand and use the Shanghai lesson structure consistently and flexibly.</li> <li>2. Use the yearly maths overview, weekly planning document, anchor task and plenaries.</li> <li>3. Ensure maths meeting are used to enhance the subject knowledge of teaching staff.</li> <li>4. MF/HD to conduct regular coaching to recognise best practice and develop teaching further.</li> <li>5. Ensure multiplication facts are taught 3x PM or QM weekly. Track the progress of times tables recall half termly.</li> <li>6. Ensure TTRockstars and Numbots is being used as a remote learning tool to enhance multiplication facts and number</li> </ol>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• The Shanghai project and mastery approach is used flexibly by all members of staff across the school and supplemented with other resources.</li> <li>• Yearly overviews and year group planning ensure continuity and progression across all year groups.</li> <li>• All staff have secure subject knowledge and teaching and learning in mathematics is consistent across all year groups.</li> <li>• Regular coaching has enhanced the teaching of mathematics so that at least 85% is consistently good.</li> <li>• Regular teaching of multiplication and division facts evident and half termly assessments show improvements for all children.</li> </ul>	<ol style="list-style-type: none"> <li>1. 1<sup>st</sup> September 2020</li> <li>2. Ongoing</li> <li>3. Ongoing</li> <li>4. Ongoing</li> <li>5. Ongoing</li> <li>6. Summer term</li> </ol>	<p>Learning walks</p> <p>Coaching feedback notes</p> <p>Times table results</p> <p>Data analysis</p> <p>Pupil voice</p> <p>Work/planning scrutiny</p> <p>NCETM lead meetings</p>	<p>HD to report to SIP committee - spring term</p> <p>SLT monitoring meetings</p> <p>Termly data analysis reports.</p>	<p>Release time for NCETM involvement</p> <p>Shanghai project workbooks £2350</p> <p>NQT courses £50</p> <p>Times table rock star and Numbot subscription £500 (paid from NCETM)</p> <p>Maths classroom resources £1000 (paid from NCETM)</p>

<p>bond facts for all children. Ensuring Century Tech is used in KS2 as a personal learning tool to close individual gaps.</p> <p>7. learning tool to close individual gaps.</p> <p>8. HD/EC continue to work closely with the NCETM to develop mathematics teaching.</p> <p>9. HD to oversee assessment judgments during teaching, formal assessment weeks &amp; from marking to identify children making slow or no progress.</p> <p>10. HD to ensure that regular additional teaching or interventions are delivered to address the weaknesses paying particular note to key groups: PPG &amp; current FSM/gaps boys to girls and the lowest 20%.</p>	<ul style="list-style-type: none"> <li>• 90% of children achieve the pass mark on the year 4 times table test.</li> <li>• Times table data recognises an upward trend; all children are making at least expected progress.</li> <li>• All children access TTRockstars/Numbots as a remote learning tool and this impacts on termly assessments</li> <li>• Termly assessment data identifies gaps in children’s learning which then informs future planning.</li> <li>• Termly assessment data shows that all children are making at least expected progress.</li> <li>• At least 80% of children are working at age related expectations in mathematics by summer 2021.</li> <li>• NCETM approaches are trialed and best practice is regularly used across all year groups.</li> <li>• The gap between PPG &amp; non-PPG attainment is narrowed. Gaps have been identified and addressed ensuring that progress is made.</li> </ul>	<p>7. Ongoing</p> <p>8. Ongoing</p>			
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**Autumn Term Review:**

Due to the ‘bubble’ system in line with COVID restrictions, we have had to move away from our subject specialism teams and staff are teaching both maths and English. Whilst this isn’t a problem, some staff haven’t taught either maths or English for some time, so we had to ensure that they were fully equipped with the skills and confidence to do so. We have changed the fortnightly meetings so that both English and maths updates were shared with all staff. Following this the maths and English lead were then available for individual support as and when needed. Staff have also split the planning so that the more confident mathematician planned the maths teaching and vice versa. Staff have begun to work on progressive mathematical knowledge organisers and these should be completed by half term with the next step to focus on the 4 operations.

Due to the significant learning gaps, we almost felt that we had gone back in time with the Shanghai scheme, and it was a re-run of when we first introduced it. Therefore, it has been so important that we have built in the flexibility to use other resources. Some cohorts did not have the basic skills to access some of the Shanghai units so whilst the teachers have used the Shanghai objectives and vocabulary, they have used other resources to support. The use of CPA has also been essential.

Coaching has been difficult due to the crossing of bubbles so support from the maths lead (HD) has been more through work scrutiny, planning support and demonstration of how resources can enhance the teaching. HD has set clear expectations for the structure of a maths lesson and the use of anchor tasks. She has also implemented weekly planning so that she was able to monitor the use of other resources. This also made the scaffolded learning for SEN clear. Staff regularly update the yearly overview linked to the Shanghai scheme to show the coverage and when some units supplemented with the other resources – this so far has been a very small number of units. The use of Numberbots and TTRS have been monitored and although we had low baselines, significant progress has been made in the autumn term.

HD and EC have started working closely with the NCETM as the second phase of the working group with the focus being on COVID catch up and building on the successes of the previous year.

#### **Spring Term Review:**

Completing the gap analysis cycle before Christmas ensured that the staff had a secure understanding of what the children's gaps were in maths, this was the starting point when planning out the remote learning units to be used on the Google Classroom. During lockdown the Maths specialist in each year group planned and prepared the work for the Google Classroom. Staff continued to use the Shanghai units but also supplemented the resources with White Rose, NCETM and Nrich resources. Through live teaching, staff delivered high quality sessions and provided pupils with timely feedback on the work produced.

During the lockdown HD co-ordinated the knowledge organisers for each year group. She prepared an example for year 2 and then worked alongside colleagues to produce a clear, progressive knowledge organiser for each year group that identified the key skills and knowledge that are the key learning points. These are available on the school website for parents and children to use as an aid when understanding the key mathematical knowledge and skills which are explored in each year group. HD and EC have continued to work closely with the NCETM by attending TGR groups and completing tasks set including staff questionnaires and e-portfolios containing a bank of evidence for modelling and variation. HD and GH have also attended training from the NCETM focusing on oracy in Maths as this is a whole school focus.

As we prepared for the reopening of school for all children on March 8<sup>th</sup>, staff were instructed to use the DfE Ready to Progress document to focus the teaching for the summer term to ensure that the children are fully prepared to move to the next year group in September:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/897806/Maths\\_guidance\\_KS\\_1\\_and\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf).

#### **Maths Assessment Overview:**

<b>Maths</b>	<b>WTS</b>		<b>EXS</b>		<b>GDS</b>		<b>EXS+</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	
<b>Reception</b> Autumn	36/60 children	60%	24/60 children	40%	0 children	0%	40%
<b>Reception</b> Spring	24/59	41%	33/59	56%	2chn	3%	59%
<b>Year 1</b> Autumn	14/51 children	27%	22/51 children	49%	15/51 children	24%	73%
<b>Year 1</b> Spring	11/50 children	22%	24/50	48%	15/50	30%	78%
<b>Year 2</b> Autumn	17/60 children	28%	37/60 children	62%	6/60 children	10%	72%
<b>Year 2</b> Spring	23/60	38%	31/60	52%	6/60	10%	62%
<b>Year 3</b> Autumn	14/59 children	24%	34/59 children	57%	11/59 children	19%	76%
<b>Year 3</b> Spring	21/58 children	36%	31/58 children	54%	6/57 children	10%	64%
<b>Year 4</b> Autumn	23/58 children	40%	23/58 children	40%	12/58 children	21%	61%
<b>Year 4</b> Spring	23/59	39%	27/59	46%	9/59	15%	61%
<b>Year 5</b> Autumn	21/53 children	40%	31/53 children	58%	1 child	2%	60%
<b>Year 5</b> Spring	15/53	28%	37/53	70%	1/53	2%	72%
<b>Year 6</b>	45/53 children	85%	8/53 children	15%	0/53 children	0%	15%

<b>Autumn 1</b>							
<b>Year 6</b>	39/53 children	75%	12/52 children	23%	1/52 children	2%	25%
<b>Autumn 2</b>							
<b>Year 6</b>	30/49	61%	15/49	31%	4/49	8%	39%
Spring	(3 away)		(3 away)		(3 away)		

### Summer Term Review:

In the summer term, we moved away from the Shanghai scheme and focused upon the 'Ready to Progress' document. Staff accessed the support documents and teaching guide, emphasizing upon what their pupils needed to ensure that they were fully prepared and equipped for the next academic year and next step in their educational journey.

During this term we had our first NCETM visit, and a learning walk was completed by Hannah Didlock and Vicky Tuck. We received a really positive report identifying the progress made in maths across school:

#### Teaching for Mastery steps taken:

It was brilliant to see lots of work and progress since my last visit, despite 2 lockdowns! This includes:

- Using the Ready to Progress Criteria to audit this year's curriculum coverage to-date and plan for the remainder of the academic year
- Creating an objective tracker for the RtP criteria to enable teachers to RAG rate the objectives and teach to the gaps
- Creating knowledge organisers for each year group, identifying the key facts to be taught and learnt in each year group

A learning walk was completed which highlighted the following points:

- Such a positive learning walk after what has been a very difficult 12 months!
- Great to see such established language use in the classroom – children were observed using stem sentences independently; language was corrected and modelled by teachers in the classroom (e.g. remodelling take-away to subtract); children could talk confidently about their maths
- Use of well-chosen models to draw out the maths – cubes to demonstrate doubling (YR); 100 square (Y1); bar modelling with cubes to find the difference (Y2); bar modelling and counters to find fractions of amounts (Y3); place value counters to partition (Y4); counting stick for times tables (Y6)
- It was great to see fluency taught (a development point from this time last year) – the counting stick was used in Y6 to teach strategies for recalling times tables; questions were marked together and children were encouraged to explain why (Y1 and Y5)
- Established use of 5 in 5 to practice key skills

As the year ended, HD was given time to complete a full analysis of maths across the year and the progress made. HD recognised the key gaps for each year group alongside target children. This information was passed to the next classteacher as an essential part of our transition. HD used this to prepare an action plan for maths 2021-22 setting key targets:

1. To raise the standards of fluency within Key Stage One maths with a particular focus on number bonds and multiplication/division fact
2. To raise the standards of mathematics within Key Stage Two with a particular focus on problem solving, fractions and mathematical thinking

### Summer Term Assessment Overview

<u>Maths</u>	<u>WTS</u>		<u>EXS</u>		<u>GDS</u>		<u>EXS+</u>
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	
<b>Reception</b> Autumn	36/60 children	60%	24/60 children	40%	0 children	0%	40%
<b>Reception</b> Spring	24/59	41%	33/59	56%	2chn	3%	59%
<b>Reception</b> Summer	21/59	36%	30/59	50%	8/59	14%	64%
<b>Year 1</b> Autumn	23/51 children	45%	23/51 children	45%	5/51 children	10%	55%
<b>Year 1</b>	21/50 children	42%	22/50	44%	7/50	14%	58%



Spring							
<b>Year 1</b> Summer	14/51	27%	28/51	55%	9/51	18%	73%
<b>Year 2</b> Autumn	17/60 children	28%	37/60 children	62%	6/60 children	10%	72%
<b>Year 2</b> Spring	23/60	38%	31/60	52%	6/60	10%	62%
<b>Year 2</b> Summer	18/60	30%	30/60	50%	12/60	20%	70%
<b>Year 3</b> Autumn	14/59 children	24%	34/59 children	57%	11/59 children	19%	76%
<b>Year 3</b> Spring	21/58 children	36%	31/58 children	54%	6/57 children	10%	64%
<b>Year 3</b> Summer	19/61	31%	35/61	57%	7/61	11%	69%
<b>Year 4</b> Autumn	23/58 children	40%	23/58 children	40%	12/58 children	21%	61%
<b>Year 4</b> Spring	23/59	39%	27/59	46%	9/59	15%	61%
<b>Year 4</b> Summer	18/60	30%	33/60	55%	9/60	15%	70%
<b>Year 5</b> Autumn	21/53 children	40%	31/53 children	58%	1 child	2%	60%
<b>Year 5</b> Spring	15/53	28%	37/53	70%	1/53	2%	72%
<b>Year 5</b> Summer	14/56	25%	38/56	68%	4/61	7%	74%
<b>Year 6</b> <b>Autumn 1</b>	45/53 children	85%	8/53 children	15%	0/53 children	0%	15%
<b>Year 6</b> <b>Autumn 2</b>	39/53 children	75%	12/52 children	23%	1/52 children	2%	25%
<b>Year 6</b> Spring	30/49 (3 away)	61%	15/49 (3 away)	31%	4/49 (3 away)	8%	39%
<b>Year 6</b> Summer	25/53	47%	24/53	45%	4/53	7%	53%

Improvement Priority 1C: Quality of Education					
<b>English:</b>  <b>To raise attainment in spelling by integrating a consistent programme of spelling teaching and intervention</b>					<b>Lead Members of Staff:</b> English Lead: Mrs J Blomfield Reading Lead: Miss H White Head teacher: Mrs M Fellows Deputy Head teacher: Mr M Allen
Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
1. Staff training delivered to implement spelling approach 2. Developing bank of spelling resources- use of no-nonsense spelling 3. Team teaching/demo lesson opportunities identified 4. Expectations for spelling shed set and shared with parents. 5. Marking policy reviewed in relation to key spelling errors and next steps 6. Spelling interventions planned following analysis of identified gaps 7. Coaching opportunities identified	<ul style="list-style-type: none"> <li>Consistent whole school approach to spelling rules/patterns used</li> <li>Teacher marking and feedback relates to key spellings and words from the statutory word lists.</li> <li>Quality first teaching of spellings in line with the whole school approach.</li> <li>Regular monitoring of assessment data, observation, liaison with pupils/parents to identify gaps.</li> <li>Bespoke intervention programmes addressing these gaps implemented and evaluated.</li> <li>Colleague discussion and observation of best practice in place to support the teaching of spelling.</li> </ul>	1. Aut term 2. Ongoing 3. Spring term 4. Aut term 5. Aut term 6. Ongoing 7. Ongoing	Learning walks/observations  Coaching  Assessment analysis  GAP planners	Termly pupil progress meetings  SLT monitoring meetings  Termly data analysis reports.	Spelling Shed £300
<b>Autumn Term Review:</b> Spelling has been identified as a clear issue. The use of RWI phonics supports early reading however we find that children struggle to apply this to their writing and spelling. Historically the pupils have been given weekly spellings to learn and then they have a weekly spelling test. This year we have introduced a different approach to spellings and children no longer have a weekly test. This is due to the fact that pupils often learn the spellings by rote for the test but then do not apply them to their writing.  Each week the children have a focus spelling rule/pattern/strategy, and the children explore words that use this. Spelling sessions discuss the definitions of the vocab/prefixes/suffixes/synonyms/antonyms and etymology. With an established vocabulary list the children practice the words daily on whiteboards and the teacher then decides upon whether the word falls into the red, amber or green category dependent upon how many children in the class can spell it correctly. As these sessions are repeated the words move from the red to amber to green category and there is then an expectation for them to be used in the children's writing.  JB (English lead) has provided some demo spelling sessions particularly for the NQTS and observations by the HT recognize improvements in their practice. JB has also shared spelling games and activities in the fortnightly English team meetings. VT and AC have taken the lead on spelling shed and children are now recognized for their use of spelling shed and we celebrate this on our school website. Once again coaching has been limited due to crossing bubbles.					

I would like to add a new action point to this target by developing a spelling policy so that our approach is clear for both staff and parents as some parents have questioned why their children are no longer getting regular spelling tests. We have explained this on the school newsletter but a policy to support this would make it clearer.

#### Spring Term Review:

Progress with this target has been limited although staff ensured that spelling activities were a regular feature of remote learning and pupils were encouraged to use Spelling Shed. The engagement in Spelling Shed was monitored by VT/AC and certificates were presented weekly.

JB regularly monitored the English online provision for years one to six. Spelling and phonics were a key feature of daily online lessons with Key Stage One providing Ruth Miskin live lessons. Key Stage Two staff ensured that children continued to learn new spelling rules/patterns weekly and these were practiced daily. Spelling lessons were appropriately differentiated to ensure that all children's needs were met. SEN children and those who were finding online learning challenging, were offered paper packs, which included all relevant activities.

Since the return to school, we have completed a round of English assessments and using these staff have targeted specific areas dependent upon the gaps in knowledge/skills. Each year group has amended their essential curriculum targets, which detail the gaps and how teachers/TA's intend to address them. Several year groups have identified writing as a focus area in English. This was the most challenging aspect of English to teach remotely and teachers are working on improving children's writing stamina through English lessons and cross-curricular links.

Hopefully JB will be able to visit colleagues' classrooms during the summer term to monitor the teaching of spelling across the school.

Year Group	English Focus	Support/Intervention
1	Phonics/Early Reading Writing sentences with a capital letter and a full stop.	TA intervention groups
2	Reading- By the end of year 2 all chn should be able to read fluently.	TA moved to year 2 with the emphasis on reading targeting lower achievers and ensuring daily reading.
3	Reading- retrieval Spelling	Reading club after school hosted by HB RM phonics groups
4	Writing Spelling	TA intervention groups Cross-curricular writing focus
5	Writing- punctuation and use of varied sentence types	NTP- National Tutoring Programme
6	Writing	TA intervention groups Cross-curricular writing focus

#### English Assessment Overview:

Writing	WTS		EXS		GDS		EXS+
	Number	%	Number	%	Number	%	
<b>Reception</b> Autumn	43 /60	72%	16/60	26%	1/60	2%	28%
<b>Reception</b> Spring	37/59	63%	20/59	34%	2chn	3%	37%
<b>Year 1</b> Autumn	24/51	47%	19/51	37%	8/51	16%	53%
<b>Year 1</b>	19/50	38%	24/50	48%	7/50	14%	62%

Spring							
<b>Year 2</b> Autumn	28/60	46%	25/60	42%	7/60	12%	54%
<b>Year 2</b> Spring	28/60	46%	25/60	42%	7/60	12%	54%
<b>Year 3</b> Autumn	28/61	46%	30/61	49%	3/61	5%	54%
<b>Year 3</b> Spring	28/61	46%	30/61	49%	3/61	5%	54%
<b>Year 4</b> Autumn	27/59	46%	32/59	54%	0/59	0%	54%
<b>Year 4</b> Spring	27/59	46%	32/59	54%	0/59	0%	54%
<b>Year 5</b> Autumn	22/53	42%	30/53	56%	1/53	2%	58%
<b>Year 5</b> Spring	22/53	42%	30/53	56%	1/53	2%	58%
<b>Year 6</b> <b>Autumn 1</b>	29/52	56%	21/52	40%	2/52	4%	44%
<b>Year 6</b> Spring	29/52	56%	21/52	40%	2/52	4%	44%

Reading	WTS		EXS		GDS		EXS+
	Number	%	Number	%	Number	%	
<b>Reception</b> Autumn	37/60 children	62%	23/60 children	38%	0 children	0	38%
<b>Reception</b> Spring	27/59	46%	26/59	42%	6chn	10%	52%
<b>Year 1</b> Autumn	14/51 children	27%	27/51 children	53%	10/51 children	20%	73%
<b>Year 1</b> Spring	13/50 children	26%	26/50 children	52%	11/50 children	22%	74%
<b>Year 2</b> Autumn	22/60 children	37%	31/60 children	52%	7/60 children	11%	63%
<b>Year 2</b> Spring	26/60	43%	28/60	47%	6/60	10%	57%
<b>Year 3</b> Autumn	22/59 children	37%	22/59 children	37%	15/59 children	25%	62%
<b>Year 3</b> Spring	26/58 children	45%	24/58 children	41%	8/58 children	14%	55%
<b>Year 4</b> Autumn	20/58 children	35%	22/58 children	38%	16/58 children	28%	66%
<b>Year 4</b> Spring	19/59	32%	25/59	42%	15/59	25%	67%
<b>Year 5</b> Autumn	22/53 children	41%	31/53 children	57%	1/54 children	2%	59%

<b>Year 5</b> Spring	19/53	36%	33/53	62%	1/53	2%	64%
<b>Year 6</b> <b>Autumn 1</b>	33/53 children	62%	18/53 children	34%	2/53 children	4%	38%
<b>Year 6</b> <b>Autumn 2</b>	28/52 children	54%	21/52 children	40%	3/52 children	6%	46%
<b>Year 6</b> Spring	21/50 (2 away)	42%	19/50 (2 away)	38%	9/50 (2 away)	18%	56%

#### Summer Term Review:

Upon the children's return to school, gaps were identified through quality-first teaching, AfL and use of the NTS assessments. The gaps identified became more of the focus rather than spelling alone.

In key stage 1, the focus had to be upon early reading. We had to prioritise reading across key stage 1 with a focus upon phonics and fluency. Time was dedicated to adults reading with all children regularly and the development of book talk, allowing the children opportunities to discuss their reading and understanding. A TA was moved from year 3 to support reading in year 2, with a particular focus on the bottom 20%. After school interventions were put in place and targeted children were invited to attend an after-school session with a focus on reading.

In key stage 2, the focus was upon writing because during lockdown the children did not complete sustained pieces of writing, and this had an impact upon their writing stamina.

JB completed a full analysis of English across the year and the progress made, producing an SLT report and action plan for the next academic year. Her report recognised key gaps and focus areas, alongside target children which would be used to inform their next classteacher. JB also produced an English plan with clear targets:

To raise the standards of writing across the school both in English and cross-curricular writing

Target 1a) in-depth exploration of vocabulary

Target 1b) use of visual literacy and drama techniques to support the teaching of core texts

Target 1c) use of talk/oracy to produce collaborative oral and written outcomes

Target 1d) to provide children with sufficient opportunities to create extended writing outcomes

SLT conducted a reading deep dive during the summer term including staff interviews, pupil interviews, review of records and work scrutiny. (See separate report)

#### Summer Term Assessment Overview

<u>Reading</u>	<u>WTS</u>		<u>EXS</u>		<u>GDS</u>		<u>EXS+</u>
	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	<u>Number</u>	<u>%</u>	
<b>Reception</b> Autumn	37/60 children	62%	23/60 children	38%	0 children	0	38%
<b>Reception</b> Spring	27/59	46%	26/59	42%	6chn	10%	52%
<b>Reception</b> Summer	18/59	31%	28/59	57%	13/59	22%	79%
<b>Year 1</b> Autumn	14/51 children	27%	27/51 children	53%	10/51 children	20%	73%
<b>Year 1</b> Spring	13/50 children	26%	26/50 children	52%	11/50 children	22%	74%
<b>Year 1</b> Summer	20/51	39%	22/51	43%	9/51	18%	61%

<b>Year 2</b> Autumn	22/60 children	37%	31/60 children	52%	7/60 children	11%	63%
<b>Year 2</b> Spring	26/60	43%	28/60	47%	6/60	10%	57%
<b>Year 2</b> Summer	24/60	40%	25/60	42%	11/60	18%	60%
<b>Year 3</b> Autumn	22/59 children	37%	22/59 children	37%	15/59 children	25%	62%
<b>Year 3</b> Spring	26/58 children	45%	24/58 children	41%	8/58 children	14%	55%
<b>Year 3</b> Summer	20/61	33%	31/61	51%	10/61	16%	67%
<b>Year 4</b> Autumn	20/58 children	35%	22/58 children	38%	16/58 children	28%	66%
<b>Year 4</b> Spring	19/59	32%	25/59	42%	15/59	25%	67%
<b>Year 4</b> Summer	16/60	27%	32/60	53%	12/60	20%	73%
<b>Year 5</b> Autumn	22/53 children	41%	31/53 children	57%	1/54 children	2%	59%
<b>Year 5</b> Spring	19/53	36%	33/53	62%	1/53	2%	64%
<b>Year 5</b> Summer	14/56	25%	37/56	66%	5/56	9%	74%
<b>Year 6</b> <b>Autumn 1</b>	33/53 children	62%	18/53 children	34%	2/53 children	4%	38%
<b>Year 6</b> <b>Autumn 2</b>	28/52 children	54%	21/52 children	40%	3/52 children	6%	46%
<b>Year 6</b> Spring	21/50 (2 away)	42%	19/50 (2 away)	38%	9/50 (2 away)	18%	56%
<b>Year 6</b> Summer	19/53	36%	20/53	38%	14/53	26%	64%

Writing	WTS		EXS		GDS		EXS+
	Number	%	Number	%	Number	%	
<b>Reception</b> Autumn	43 /60	72%	16/60	26%	1/60	2%	28%
<b>Reception</b> Spring	37/59	63%	20/59	34%	2chn	3%	37%
<b>Reception</b> Summer	25/59	42%	25/59	42%	9/59	15%	57%
<b>Year 1</b> Autumn	24/51	47%	19/51	37%	8/51	16%	53%
<b>Year 1</b>	19/50	38%	24/50	48%	7/50	14%	62%

Spring							
<b>Year 1</b> Summer	23/51	45%	24/51	47%	4/51	7%	55%
<b>Year 2</b> Autumn	28/60	46%	25/60	42%	7/60	12%	54%
<b>Year 2</b> Spring	28/60	46%	25/60	42%	7/60	12%	54%
<b>Year 2</b> Summer	27/60	45%	27/60	45%	6/60	10%	55%
<b>Year 3</b> Autumn	28/61	46%	30/61	49%	3/61	5%	54%
<b>Year 3</b> Spring	28/61	46%	30/61	49%	3/61	5%	54%
<b>Year 3</b> Summer	23/61	38%	33/61	54%	5/61	8%	62%
<b>Year 4</b> Autumn	27/59	46%	32/59	54%	0/59	0%	54%
<b>Year 4</b> Spring	27/59	46%	32/59	54%	0/59	0%	54%
<b>Year 4</b> Summer	22/60	37%	29/60	48%	9/60	15%	63%
<b>Year 5</b> Autumn	22/53	42%	30/53	56%	1/53	2%	58%
<b>Year 5</b> Spring	22/53	42%	30/53	56%	1/53	2%	58%
<b>Year 5</b> Summer	17/56	30%	38/56	68%	1/56	1%	69%
<b>Year 6</b> <b>Autumn 1</b>	29/52	56%	21/52	40%	2/52	4%	44%
<b>Year 6</b> Spring	29/52	56%	21/52	40%	2/52	4%	44%
<b>Year 6</b> Summer	24/53	45%	27/53	51%	2/53	4%	55%

**Improvement Priority 1D: Quality of Education**

**Curriculum: To further embed the raising of standards across the broad and balanced curriculum to ensure that:**

- Clear end points and robust assessment judgements across the curriculum are made for all pupils
- Oracy opportunities are maximised across all areas of the curriculum
- Teacher subject knowledge is secure
- High quality-first teaching ensures that key knowledge, skills, and vocabulary are understood and developed
- A moderated portfolio of work across each curriculum area sets high expectations for all

**Lead Members of Staff:**

Deputy Head/ Curriculum Lead: Mr M Allen  
 Head teacher: Mrs M Fellows  
 Assistant Head Teacher: Miss S Nicklin  
 Subject Leaders

Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
<ol style="list-style-type: none"> <li>1. Establish new curriculum teams with a focus on PE, Science, Computing and PSHE.</li> <li>2. Re-organise planned training in art and history (The Local Heritage Project) cancelled in the summer term.</li> <li>3. Continue to monitor the quality first teaching of History, Geography, Art and DT, supported by the robust planning and knowledge organisers in place.</li> <li>4. Carefully sequence curriculum content: ensuring progression and clear end points are established across PE, Science, Computing and PSHE.</li> <li>5. Deliver staff training to support subject knowledge in key subject areas.</li> <li>6. Establish robust monitoring procedures by subject leaders to ensure progression, links, secure subject knowledge and quality first teaching is in place.</li> <li>7. Expectations and standards for curriculum capture books are set.</li> <li>8. HT, DPH, Curriculum lead to conduct regular coaching in order to enhance the teaching of non-core subjects across the school.</li> </ol>	<ul style="list-style-type: none"> <li>• At least 80% of children to have achieved the expected standard (end points), for their year group, across the broad and balanced curriculum</li> <li>• The oracy scheme of work (Voice 21 Black Country Project) has enhanced the progress and attainment of all children across our broad and balanced curriculum</li> <li>• High quality-first teaching ensures that key knowledge, skills, and vocabulary are achieved, understood, and developed across all areas of the curriculum.</li> <li>• Staff have secure subject knowledge across all areas of the curriculum.</li> <li>• Subject leaders, staff and pupils are able to explain their curriculum journey; building upon start points to a clear end point that is built upon year on year.</li> <li>• Curriculum capture books display the broad and balanced curriculum offered across all year groups.</li> <li>• Coaching/observation feedback recognises high levels of engagement across all subject areas.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sept 2020</li> <li>2. Aut 1</li> <li>3. Ongoing</li> <li>4. Aut 1</li> <li>5. By Jan 2020</li> <li>6. Spring term</li> <li>7. Autumn term</li> <li>8. Ongoing</li> <li>9. Termly</li> <li>10. Ongoing</li> <li>11. Spring term</li> </ol>	<p>Curriculum team meetings</p> <p>Staff meetings</p> <p>Learning walks/observations</p> <p>Coaching</p> <p>Assessment analysis</p>	<p>Termly pupil progress meetings</p> <p>SLT monitoring meetings</p> <p>Termly data analysis reports.</p>	<p>Oracy Project Membership £1500</p> <p>Sports Plus £6300 per term</p> <p>Capture Books £40</p> <p>Subject specific resources £10000</p>



<p>9. Termly curriculum reviews to recognise gaps in learning that are then acted on and built upon future learning.</p> <p>10. Scaffolding ensures that SEND/Disadvantaged pupils are engaged across all curriculum areas and are provided with quality first teaching to build upon their initial starting points.</p> <p>11. Develop a robust assessment system to track progress across the broad and balanced curriculum.</p>	<ul style="list-style-type: none"> <li>The needs of all pupils are met across the curriculum.</li> </ul>				
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**Autumn Term Review:**

Developing our curriculum continues to be a focus and whilst filling the gaps in our English and maths has been important, we are still striving to deliver a broad and balanced curriculum for all. Following on from our key focus areas last year: Art, DT, History and Geography- planning is in place with knowledge organisers so that staff understand the key expectations and objectives for each unit of work and how they build upon prior learning and provide building blocks for the next stage in their understanding. Through staff meetings/training we have recognized a set of non-negotiables which every lesson should include: understanding of what subject is being delivered, use of 5 in 5 quizzes, clear expectation for the knowledge and skills being taught and a clear vocabulary focus. Capture books have been set up for every class and are located outside each classroom door. These books show examples of lessons across our broad and balanced curriculum, capturing the quality learning experiences that are delivered to our children but that are not necessarily reflected in the workbooks. Staff have embraced this idea and have produced some high-quality books to showcase their curriculum. Monitoring of humanities was carried out during the autumn term, with a book scrutiny and pupil voice interviews carried out. This showed some very strong practice in year 4, particularly in history, where the children could talk about the subject with great enthusiasm, knowledge and passion. The monitoring did raise some issues around ensuring that specific skills were being identified as the lesson focus and subsequent assessment. Following this, Matt Allen presented an inset session to all teachers on making sure that the key learning/ skill could be distinguished from the tasks being set. This would then help teachers ensure their marking and assessment will be more explicit. We have begun looking at the way in which we assess the non-core curriculum subjects, using Microsoft OneNote to create subject portfolios and this will now be a focus for the spring term.

The introduction of our new sports coaches has been very successful. Staff have commented on the good quality of the sessions and that there is now comprehensive planning available for non-specialists.

During the autumn term, staff have been delivered subject knowledge training in art and DT to support staff with their own knowledge and understanding before delivery. The INSET day after October half term was the 'Local Heritage Project' training that was rescheduled from last year. It was a really positive day and the staff were so enthusiastic about the projects and their development. We identified how these projects would evoke pride for our local area, preparing our pupils as citizens in society. The projects have now been planned for each year group to develop.

We have also established new curriculum teams and the staff have been split into: PSHE, Mental Health & Well-being, Science & Computing, PE and Oracy. Matt Allen is also leading curriculum development whilst RT is on maternity leave.

On the January training day all classes completed an evaluation of the curriculum taught during the autumn term. This will inform the planning for the remainder of the year, particularly with regard to curriculum coverage, barriers to success and things which may need to be changed for next year.

**Spring Term Review:**

During the lockdown period staff continued to follow the Brook curriculum wherever possible, having to supplement the work with accessible resources. There were some units that had to be moved around due to resourcing but wherever possible the skills and knowledge continued to be delivered through the Google Classroom. As the lockdown progressed, staff began to become more creative with this by providing resource packs for children i.e., year 2 completed a food technology unit around pizzas including research, food preparation, design, method and then create. Families at home were provided with a resource pack of ingredients and equipment where necessary so that they were able to complete the work/cooking at home which was then evaluated. Some units did have to be tweaked but also ensuring that the objectives were achieved. Unfortunately, the engagement of pupils in the pm sessions wasn't as high as in English and Maths. When the children returned on the March 8<sup>th</sup>, staff were fully prepared to ensure that any gaps that hadn't been delivered through remote learning were then completed upon the children's return.

Alongside the Maths Ready to Progress and English targeting, staff were given time to plan out our essential's curriculum for the summer term. Rather than 'catching up' we aim to **build momentum** with our children, in the summer term with a clear understanding of what we need to focus on in order to fully prepare and equip our children with what they need for the next year group. This has taken meticulous planning and understanding of the next end point in the pupil's educational journey. Our curriculum leads have offered support where necessary and in some year groups, supported colleagues with this; identifying what the key skills required are so that we are prioritizing what the children need.

During the summer term, MA plans to work closely with the curriculum leads to focus their subject SEFs so that they have clear and achievable targets for their subject for the summer term alongside the completion of a portfolio of work for each subject to be used for moderation, recognising what a greater depth, expected, or working towards historian/geographer.... looks like here at Brook. We have updated our curriculum pages on the website, and over the course of the summer term, these will be populated with knowledge organisers and samples of children's work.

During the summer term a monitoring programme for SEND will take place (alongside staff meeting focusing on Plan, DO, Review) focusing on a different element each week, e.g., pupil voice, parent voice, quality of Plan, Do, Review targets, evidence collection, scaffold and support in class – all subjects.

#### **Summer Term Review:**

During the summer term, MA began his more focused work with the curriculum leaders. Subject leads were asked to complete a SEF for their subject area to ensure that they had a secure understanding of where the subject area is and where it needs to be developed. Curriculum leads have identified actions from 2020-21 and their impact, next steps, and targets for next year and guidance for staff moving forward. The staff have also used this as a basis to prepare a short presentation for staff on the INSET day in September to share their vision for their subject area. Curriculum leads have also gathered evidence from the year to create a portfolio of work to demonstrate what their subject looks like across the school. This will also be used to set the standard for their subject area as portfolio evidence should be that of pupils working at age related expectations.

SLT completed a curriculum work scrutiny in the summer term, good practice was recognised in years 4 and 6 and these were shared with staff as model expectations. Areas to develop were identified including the over reliance of worksheets in science and the difficulties in being able to see the learning journey in a particular subject when using a curriculum theme book. Following this, we have changed the curriculum theme book for Sept 2021 and we now have individual subject text books. ZH has explored a range of different options for science to supplement our curriculum including 'Switched On' and 'Hamilton.' Hamilton has now been purchased.

SN/JW completed monitoring of SEN in the summer term, recognising how scaffolding is used to support our learners across all subject areas. This monitoring recognised that the small number of children who are requiring a more differentiated curriculum are receiving a good diet that meets needs, however, there are still a number of 'teething' issues around the current continuum and P,D,R process that will need further discussion with staff through a consultation process, staff training and staff meetings as part of the 2021-22 SEND action plan and monitoring programme. It is worth noting that the number of children needing a more differentiated curriculum - not scaffolded learning, although still small (7) is increasing year on year and will continue to do so with additional EHCP needs.

Staff Continuum Consultation: staff felt that the use of the continuum to support SEND pupils was in principle a good idea but in practice extremely time consuming and difficult to manage easily in the classroom to inform teaching and learning. Although the steps of progress are there, it is a lengthy document and not always sequential. From a workload perspective, it is not user friendly and an alternative way to generate SMART target P,D,R to be sought – linked to provision mapping and funding allocation. JW investigated this and school has purchased Edukey. Edukey is an online SEND system that holds all the information on the pupils alongside reports. Allows other professionals working with the children to upload latest info and reports, creates P,D,R from a selection of suitable need targets (we can also add targets ourselves from the continuum), provision map and links this all to funding and allocation of SEND budget. It will take a few weeks for SN and JW to input and update but this should be a more effective and time managed one stop shop for SEND for staff.

All children identified as needing a P,D,R have them and most targets meet needs but many of them appear unmanageable by expectations or time to complete. We need to become SMARTer in our targets as little and often above the norm can often be the best approach.

Bringing SEND into the classroom has ensured staff working with the children at each level are aware of targets and needs, that has resulted in no cap on learning.

**Improvement Priority 2: Early Years**

**EYFS: To raise teachers' expectations of EYFS pupils; providing greater challenge during writing, reading and mathematical learning experiences by:**

- Setting clear expectations of what must be achieved by the end of the Reception year
- Monitoring children's progress and learning through observation; using this information to identify gaps in learning and plan children's next steps
- Providing enriched opportunities for children to develop skills independently in writing, reading and mathematics throughout the EYFS learning environment

**Lead Members of Staff:**  
 EYFS Lead: Mrs S Waterworth  
 Head teacher: Mrs M Fellows  
 Deputy Head teacher: Mr M Allen

Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
<ol style="list-style-type: none"> <li>1. Re-organise, resource, and enhance the learning environment inside and out to provide greater opportunities for independent learning especially in English and Mathematics, linked to current teaching objectives and identified gaps</li> <li>2. EYFS practitioners have opportunities to observe and teach alongside good and outstanding practitioners to support them to meet their own development targets.</li> <li>3. Ensure consistency of high-quality practice across the EYFS</li> <li>4. Develop new planning structure</li> <li>5. Phonics sessions are taught daily with pace and rigour and have differentiated activities and resourcing for lower and more able children</li> <li>6. The resourcing of the learning environment supports opportunities to consolidate new learning in phonics throughout the week.</li> </ol>	<ul style="list-style-type: none"> <li>• EYFS curriculum is ambitious, reflecting the needs of our children, following autumn term base line assessments and identified gaps.</li> <li>• Weekly planning is established, outlines interesting and stimulating learning opportunities identifying next steps, gaps in learning and challenge.</li> <li>• Ensure progression across the EY using previous data and judgements moving into Year 1</li> <li>• Quality First Teaching as judged by lesson observations, work scrutiny and data analysis by EY lead, SLT</li> <li>• All EYFS practitioners are confident in delivering high quality phonic sessions for all abilities within the cohort in the EYFS - 80% of cohort are on track progressively throughout the phases each term</li> <li>• The quality of the Learning Environment is judged as good and supports independence and</li> </ul>	<ol style="list-style-type: none"> <li>1. Aut term</li> <li>2. Spring term</li> <li>3. Ongoing</li> <li>4. Aut term</li> <li>5. Ongoing</li> <li>6. Ongoing</li> </ol>	<p>Learning walks/coaching/ECERS</p> <p>Assessment data including WELCOMM</p> <p>Planning and work scrutiny</p> <p>RM development days</p>	<p>Data review</p> <p>SLT meetings</p>	<p>Resourcing- £1000</p> <p>RM Development days £1000</p>

provides stimulating experiences linked to identified gaps and current teaching focus.

- Quality interventions supporting the needs of vulnerable individuals - those children with SEND, PP etc. Tracking of the progress of these groups termly and interventions/ support in place to move learning on and improve progress.
- 75% of the reception cohort achieve GLD.

**Autumn Term Review:**

Early Years are in the planning stages of the re-organisation and enhancement of Early Years provision. Phonics is taught daily and pupils are regularly assessed and taught to meet their phonic needs however the skills in phonics are not consolidated throughout the day in other areas of learning. The use of learning aids to support children's learning has been discussed with staff to ensure consistency of learning models across the whole of Early years. Resourcing and enhancing the learning environment is in its planning stages with a focus on reading. At this young age, it is essential that we instill a 'love of books and reading' therefore we plan to integrate a reading opportunity into all areas.

Upon her return SW has completed a variety of monitoring actions including the review of learning journeys, observations of staff, analysis of the learning environment and use of talk throughout the base. She has already given feedback to individuals and is making expectations clear to move the learning of these pupils forward.

**Spring Term Review:**

During the spring term lockdown period, Nursery (Brook butterflies) remained open throughout offering only am or pm sessions and this time was spent with a huge focus on the learning environment. SW planned out her vision for the unit, clearly highlighting how each area of learning would be organised and resourced to equip the children with independence through CIL activities. The staff planned a two-week unit with a focus upon belonging to their family group, they explored facts about their animal and established a clear understanding of expectations. The staff focus upon their family group and have a secure understanding of each child, their successes and gaps in their learning which they can then target. Timetables have been amended to allow increased opportunities for focused English and Maths teaching and learning in family groups and also to allow time for physical interventions to meet the gaps in learning and build momentum.

The Reception staff team continue to be supported by SW, she coaches the staff and models clear expectations for all. SW has established a manageable system for monitoring, record keeping and planning intervention opportunities for SEN children across Early Years using the 'Plan, Do, Review' process. This will continue to be developed over the summer term.

NH has focused upon outdoor learning in Reception. She carefully planned and prepared vision boards for each area; researching new resources and learning opportunities. During the Easter holidays, NH came into school and prepared the Understanding the World (UTW) area on the reception playground. Upon their return the children are being taught how to use the area, setting clear expectations.

Following the spring term assessment point, the reception staff have identified that 50% of the children are on track for achieving GLD (Good Level of Development). Whilst this is well below the targeted 75%, we recognize that remote learning for the Early Years was the most difficult as social interactions plays such an important role in early development. The Reception staff have identified their target children and interventions have been planned for the summer term.

**Summer Term Review:**

Stacey Waterworth completed a review of the Early Years through observation, work scrutiny, staff, and pupil interviews. The learning environment has been focused upon particularly in Nursery and each area has been planned out to ensure that all learning opportunities are maximized. Throughout lockdown and the Spring term staff were constantly evaluating daily practice, learning opportunities and gaps in children's learning. Teaching, assessment and SEND processes were adapted with impact on the children's learning outcomes (eg instant marking, working walls, teacher planners used to address gaps in children's learning). The staff have received training and support with a particular emphasis on the integration of the new EYFS framework and baseline. In the summer term, SW completed coaching with the

Reception staff in order to set expectations and demonstrate scaffolding. SW planned for the implementation of Pre-school to ensure increased opportunities for the development of early reading skills and language and communication development through texts and rhymes. This was shared with the Pre-school leader and other teaching staff in Pre-school. SW was able to meet with Reception staff to plan for the new framework. Increased enrichment opportunities were included due to the impact on children's learning and success of the 'Beach Day' in the Summer Term.

As a result of a Deep Dive into reading in Early Years it highlighted that children were enthusiastic about reading and could talk confidently about the books they had read. It also allowed SW to identify next steps to ensure all children develop a love for reading and can identify the reading skills they use. This was also used for staff training to ensure all staff are reading and maximising reading skills in daily teaching across all areas of the curriculum and will be a focus in the Autumn term.

There was an emphasis on transition and Pre-school carried out home visits for some children. There was a settling in day arranged for children new to Pre-school. Meetings were also arranged and transition packs were sent to all parents including a 'Meet the Teacher'. A transition day for Reception was arranged but this had to be cancelled due to COVID restrictions and an increased number in cases. SW made links with other settings to ensure a smooth transition for children new to the school. Another provision was attended and SEND reviews were also attended by staff. Teaching staff in Year 1 taught in Reception and Reception staff shared story time and visited children in Pre-school. However, these were limited due to restrictions in place.

#### Early Years Data Capture

<b>EYFS – GLD</b>	Working towards (%)	49%
	Working at (%)	51%

This is below our target of 75% so the importance of gap analysis is so important to ensure that the year 1 staff are fully prepared for this cohort and understand the gaps that need to be targeted.

**Improvement Priority 3a: Behaviour and attitudes**  
**Personal Development**

**Mental Health & Well-Being:**  
**To embed good mental health & well-being into the culture of the school, improving life chances for all our pupils by:**

- Creating a culture of resilience and independence
- Identifying early, children who require intervention
- Providing children, staff and parents with the resources and training they need to manage their mental health and wellbeing

**Lead Members of Staff:**  
 Head teacher: Mrs M Fellows  
 Deputy Head teacher: Mr M Allen  
 PSHE lead: Miss J Walters  
 SENDCO/ MHWB SLT: Miss S Nicklin

Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
<ol style="list-style-type: none"> <li>1. Revised mental health policy produced and shared with all stakeholders.</li> <li>2. Emotion work in place to enable children to reflect on life during lock down and regulate their feelings and triggers.</li> <li>3. Parent survey in preparation for September return.</li> <li>4. Mental Health resources made available to parents and families through school website</li> <li>5. Mental Health and well-being questionnaire for children produced and administered.</li> <li>6. Target children identified and interventions put in place to support. SDQ/Boxhall used for targeted individual pupils</li> <li>7. New PSHE/ RSE curriculum is embedded and monitored by leaders</li> </ol>	<ol style="list-style-type: none"> <li>1. Mental Health policy in place, adhered to and has positive impact on school community</li> <li>2. Questionnaire returns give us a good baseline and starting point for September return</li> <li>3. Web Page set up and promoted by school – updated regularly and used as a first stage for intervention</li> <li>4. Completion of the mental health survey as a baseline then completed termly via Microsoft Forms               <ul style="list-style-type: none"> <li>• The Mental Health survey is used as a monitoring tool to recognise progress for our pupils.</li> <li>• Monitoring of all questionnaires, following baseline, shows impact of intervention and increased evidence of positive mental health</li> </ul> </li> <li>5. Identified children recognised and strategies put in place including interventions, work with the ELSA trained member of staff and through PSHE planning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aut term</li> <li>2. Sept 2020</li> <li>3. Aug 2020</li> <li>4. Aut 1</li> <li>5. Aut baseline</li> <li>6. Aut 1</li> <li>7. Spr term</li> <li>8. Ongoing</li> <li>9. Ongoing</li> <li>10. Aut 1</li> </ol>	<p>Questionnaire reviews</p> <p>Liaison with learning mentor</p> <p>Learning walks/observations</p> <p>Pupil voice</p>	<p>Questionnaire analysis</p> <p>Parent view</p> <p>Improved organisational / operating systems to support staff well-being – PPA at home</p>	<p>Mental health first aider training £50pp from LA</p> <p>Learning mentor time £TBA</p>

<ul style="list-style-type: none"> <li>8. Mental Health First Aiders and pastoral mentor trained and utilised to support the needs of all pupils.</li> <li>9. Mental Health and well-being training to take place. Re-scheduled attachment training through EPE</li> <li>10. Attendance monitoring - staff and pupils</li> <li>11. Feeling boxes relaunched and monitored regularly.</li> <li>12. COVID – 19 staff considerations – flexible working around PPA</li> <li>13. Addressing work/home life balance for staff through revision of policies e.g marking,</li> <li>14. Develop use of language that promotes positivity i.e school values</li> <li>15. Teaching of self-help techniques to all children ie Mindfulness, physical exercise</li> <li>16. Improved Well Being section on school website, including resources, agency support routes</li> </ul>	<ul style="list-style-type: none"> <li>6. PSHE planning is responsive to the needs of the cohort; recognising what priorities are needed for your individual class.</li> <li>7. Children able to self-care and develop greater levels of resilience</li> <li>8. Secure staff knowledge of mental health and well-being.</li> <li>9. Improved attendance for targeted children</li> <li>10. All children are aware of how they can receive help, when required, and be confident in doing so</li> <li>11. Changes in policy have positive impact of wellbeing of staff, both in their physical health and mental health</li> <li>12. Children and staff speak openly and confidently, creating a culture of openness and an environment where everyone feels safe in sharing their thoughts</li> <li>13. Children are able to manage minor setbacks, showing increased resilience. Academic performance and behaviour show good or better progress.</li> </ul>				
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**Autumn Term Review**

A new Mental Health and Well Being policy has been written and consulted on initially by the well-being team – It will be shared at the Safeguarding and Inclusion Governing Body Committee on 05.02.2021 for consultation and then to staff. The key elements of the policy have been taken from the Anna Freud Centre (a child mental health research, training and treatment centre located in London). When returning to school in September, school made the decision to focus on Mental Health – the first training day of the year had a Mental Health and Well Being focus and the first week of school was very much all about supporting the children’s return to school with a key focus on their mental health and well-being. Staff delivered a week of direct focus activities to their classes and alongside helping to settle the children back into school also helped them to identify the children who needed more support. From this, staff were then able to refer individuals for support either in school with our Learning Mentor or ELSA trained member of staff or support through outside agencies such as The Sycamore Stay Centre. A Well Being section of the school website has been added and continues to be developed. A work in progress.

The Well Being team has been able to hold one meeting together pre new restrictions and have all attended well-being training through the Anna Freud Centre on Well Being for Education and then 4 further twilight sessions on staff wellbeing, bereavement and loss, stress and trauma and understanding anxiety and low mood.

In October, a KS2 pupil questionnaire was developed and completed by the children. Analysis of the results has taken place and is being used to create a wellbeing action plan that gives year groups specific targets to work on with all children and had picked out a small number of individual children for more targeted support. Following this the group have developed a KS1 questionnaire so that we can get an idea, as KS2, how the children are feeling. Again, this will be used to create a KS1 action plan with key actions for year groups and small targeted interventions for individuals. The current lockdown has meant the completion of this has been delayed until the children return to school.

The learning mentor continues to complete Boxhall Profiles and SDQ's (strengths and difficulties questionnaire) as the main assessment, monitoring and impact tools and these will also be used for individuals from questionnaire analysis.

The PHSE curriculum has been updated and staff meetings around changes to the RSE element have been held for staff. RSE has undertaken an overhaul through consultations with parents, staff and children in line with new expectations.

A staff wellbeing questionnaire was sent out just before Christmas to complete at the start of spring term.

Staff were able to take flexible working around PPA.

School values remain embedded across all areas of school life.

Again, the COVID restrictions of the autumn term has meant a number of training sessions planned have been postponed and rearranged for the summer term, e.g attachment, refusal and defiance.

#### **Spring Term Review:**

Following a second period of lockdown, mental health and well-being continues to be a priority to ensure that our pupils are settled and happy in school. A wellbeing classroom was developed with activities added daily initially for KS2 with the intention of opening this to KS1. The aim of the classroom is a place for the children to gather resources and ideas linked to the 5 steps of wellbeing.

The well-being team continue to meet half-termly supported by SN who has developed an action plan where all stakeholders have a role including the completion of the key stage 1 questionnaire and the development of a well-being passport that children will use across school. Individuals who need extra support have been identified and intervention is in place alongside for KS2 year group interventions following the results of the KS2 wellbeing questionnaire. A full report of the key findings has been written and shared by SN with the team and whole staff. A review of the action plan this term has revealed that only five targets remain outstanding and two of these were added as extras following the spring term review meeting. The wellbeing policy was written for children by SN and after consultation with Governors and staff has now been rolled out. Next steps for the team are to develop the website page, add a wellbeing corner to the newsletter and develop the parent questionnaire for September return. Unfortunately, only 19 staff completed the staff wellbeing questionnaire so results will not give a true picture, so the plan is to reissue in September. Bohall and SDQ are still used as the main measure for assessing MHWB needs.

We continue to work with Magic Breakfast to provide all children with breakfast bagels each day, providing a settled start to the day.

Staff remain having some flexibility around PPA

As the children have returned, staff have identified that the learning behaviours of the children is a concern and their readiness to learn had been affected by the lockdown. Children find it difficult to sit and concentrate for long periods, they need regular breaks and expectations to be reviewed. We will be completing learning behaviour training using Paul Dix and his work as an inspiration for this. This training is booked in, early in the summer term.

Attachment training has also been re-booked for the summer term.

#### **Summer Term Review:**

Mental health and well being continued to be a focus across school and actions were put in place to address student concerns and worries identified by the student questionnaires that were completed.

Actions included:

- The purchasing of worry monsters for the classroom to allow pupils an opportunity to share any worries or concerns,
- 'Worry' texts purchased for each class to be shared with all pupils,
- The development of a 'well-being' passport,
- ELSA children identified and target work completed,
- Circle of friends work completed with individuals,

We have recognised the importance of relationships, particularly since the COVID year and we have used the Paul Dix- When the Adults Change... text as a driver to develop our new behaviour policy and agreement. Staff were asked to complete professional reading of the text and an open forum was given to staff to collaborate the vision for behaviour at Brook moving forward. This will continue to be developed and a consultation period will be completed in September in order to finalise the new policy.

Whole school attachment and trauma training has been undertaken. MHWB lead has completed 'Strengthening The Circle' Training around resilience and shared resources via teams for staff.



**Improvement Priority 3b: Behaviour and attitudes**  
**Personal Development**

<p><b>Oracy:</b> To raise attainment in the quality of spoken language throughout the curriculum by implementing the Voice 21 Oracy programme in order to:</p> <ul style="list-style-type: none"> <li>• Improve the life chances for all our pupils</li> <li>• Raise standards of oracy equipping pupils with the skills to articulate their knowledge</li> <li>• Provide opportunities for pupils to share oracy techniques with a purpose</li> </ul>	<p><b>Lead Members of Staff:</b> Oracy Lead: Miss Coley Oracy Champion: Mr Chapman English Lead/Oracy Champion: Mrs J Blomfield Head teacher/SLT Oracy Lead: Mrs M Fellows</p>
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Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
<ol style="list-style-type: none"> <li>1. Formulate an Oracy team- staff who will develop Oracy across the curriculum.</li> <li>2. Oracy team to participate in the Voice 21 Oracy programme</li> <li>3. To create a Brook Oracy Development plan.</li> <li>4. Children and teachers to participate in an online baseline survey. The results used to compile the BOD plan.</li> <li>5. Oracy Champions to disseminate training to rest of school through team teaching/demo lesson opportunities</li> <li>6. All teachers to implement the Oracy programme throughout their daily teaching</li> <li>7. Coaching opportunities identified</li> <li>8. Planned opportunities for showcasing the quality of oracy throughout the school</li> <li>9. Parents to participate in the Voice 21 Oracy programme</li> <li>10. Pupils to be given opportunities to develop oracy techniques with a clear purpose</li> </ol>	<ul style="list-style-type: none"> <li>• The Oracy team has accessed the Voice 21 training (online at present)</li> <li>• An initial plan is in place with Brook specific oracy targets identified</li> <li>• All teachers observe the Oracy Champions and recognise how best practice can be used to enhance their own teaching</li> <li>• Teachers implement the oracy skills observed into their daily practice</li> <li>• Through coaching, teachers are supported to deliver Voice 21 Oracy effectively</li> <li>• Oracy opportunities are planned into units of work. Added to weekly planning and knowledge organisers.</li> <li>• Parents to be aware of the Voice 21 programme through newsletters, website etc.</li> <li>• Pupils are given regular opportunities to speak to the school community, providing a real purpose to their oracy development.</li> </ul>	<p>Training is termly</p> <p>Brook development plan to be completed by the end of the Autumn term</p> <p>Oracy development will be ongoing throughout the academic year.</p>	<p>Learning walks/observations</p> <p>Coaching</p> <p>Pupil voice</p> <p>Questionnaire re parental engagement</p>	<p>Oracy Lead analysis</p> <p>Termly pupil progress meetings</p> <p>SLT monitoring meetings</p> <p>Termly data analysis reports.</p>	<p>Voice 21 programme £1500</p>

**Autumn Term Review:**

**Miss Coley-Oracy Lead Mrs Blomfield/Mr Chapman - Oracy Champions who attend training to feedback to the rest of the school.**

As a school we have completed an oracy questionnaire to see where our strengths and weaknesses are. We are in partnership with Voice 21 and our consultant is Samantha Wright. Samantha looked at our responses from the children/staff questionnaires and from this MF/EC have created an oracy implementation plan to improve oracy across the school at Brook.

Mrs Blomfield and Mr Chapman have attended two training sessions so far. This was fed back to staff on the 4<sup>th</sup> January 2021. During our staff meeting on the 4<sup>th</sup> January we shared what oracy is, the responses from the questionnaires and how we can improve oracy in our school. From this we then planned an oracy launch day which took place on the 20<sup>th</sup> January to get the children engaged with speaking and listening. This day was completed from home due to COVID restrictions, but we gave the children lots of opportunities to talk and play oracy games.

Stem sentences are now used within lessons to scaffold talk and we will continue to work on this throughout the year. Children are now aware of our Brook megaphone logo which is used when there is an expectation for the children to talk and share their ideas using the stem sentences provided if needed.

We are currently working on a progressive stem sentence document to use alongside each area of learning.

Each classroom now has an oracy display with the 4 key strands of oracy clearly displayed; physical, linguistic, cognitive and social and emotional, classroom discussion rules and a speaker of the week to promote speaking and listening within the classroom. We have attempted to share this through our Google classrooms but are aware that the impact has been limited as it would have been much better, had the children been in school. Once school re-opens we will plan a more significant 'oracy' day.

**Spring Term Review:**

We are continuing our journey with Voice21 as an Oracy school and have now re-launched our Oracy Day- children have reviewed the four key strands and the use of sentence stems is being interwoven through all areas of the curriculum. During the Oracy day, children were given the chance to present using varied activities and videos were taken as a baseline. EC has asked staff to assess each child against the four oracy strands, identifying whether they are confident, require prompts/support or have significant gaps. As the Oracy lead and champion are in year 5, they have piloted a range of oracy activities with a particular focus on developing writing. They have already captured the children through video and the impact has been significant- this was shared at the staff meeting for all staff. Just last week, when completing maths observations for the NCETM, the use of sentence stems was evident across the school and pupils could confidently articulate their mathematical understanding using them.

We have decided to focus on three keys areas for the summer term; discussion guidelines, talk tactics and stem sentences. Training was provided to staff on 21.4.21 on those three key areas.

**Summer Term Review:**

Despite the huge barriers, we are extremely proud of our progress this year on our 'oracy' journey. Our work with 'Voice 21' has continued throughout and our Oracy lead and champions have attended regular training throughout the year.

During summer term monitoring, SLT visited classrooms to complete learning walls with a variety of different foci including the learning environment and the use of modelling. Although it wasn't a particular focus, we were overwhelmed by how oracy was being developed in the classrooms, across all areas of the curriculum. The use of stem sentences, discussion guidelines and talk tactics were consistent features of good quality first teaching. With our oracy lead and oracy champion working in year 5, this was identified as a real area of strength and it is essential that we utilize this and incorporate their good practice in our coaching cycle next year. This good practice has been shared with staff across school. As we move into the second year as a Voice 21 school, we endeavor to further enhance the impact of oracy across our curriculum.

**Improvement Priority 4: Leadership and management**

**To instil a whole school commitment to:**

- **Providing a high quality, ambitious curriculum to all learners**
- **Provide opportunities for whole staff and individual staff training and CPD**
- **Leading by example; recognising the importance of data/gap analysis to plan for progress**
- **Ensure that teachers have expert knowledge of the subjects that they teach**
- **Ensure that Governors are equipped with the skills and knowledge to move the school forward.**

**Lead Members of Staff:**

Head teacher: Mrs M Fellows  
Deputy Head teacher: Mr M Allen  
Assistant Headteacher: Miss S Nicklin

Key Actions	Success criteria	Time scale Actions	Monitoring arrangements	Evaluation arrangements	Costings
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<p><b>SLT:</b></p> <ul style="list-style-type: none"> <li>Fortnightly SLT meetings to discuss whole school monitoring/school improvement/action planning and training</li> <li>All SLT to complete regular coaching across the school in line with the SIP, consequently improving standards of teaching.</li> <li>Lead regular English/Maths/Curriculum team meetings to discuss development within their areas of responsibility.</li> </ul> <p><b>Subject Leaders:</b></p> <ul style="list-style-type: none"> <li>Termly monitoring of their subject area with a key focus on impact.</li> <li>Relevant training sought and provided.</li> <li>Regular team meetings to identify a shared vision for curriculum development.</li> </ul> <p><b>DHT/HT:</b></p> <ul style="list-style-type: none"> <li>Successful induction completed by the new DHT</li> <li>Links made with local school leadership teams</li> <li>Up-to-date training and research in order to move the school forward.</li> </ul> <p><b>Governors:</b></p> <ul style="list-style-type: none"> <li>Support in place by Patrick Amieli, School Improvement consultant</li> <li>A programme of Governor training in place in line with the requirements of the skills matrix</li> <li>Link Governors appointed for curriculum monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Strong leadership team with a clear understanding of school improvement and priorities</li> <li>Regular coaching taking place to develop teaching across the school in all areas of the curriculum</li> <li>Evidenced improvement in teaching</li> <li>Regular monitoring/moderation ensure consistency and progression</li> <li>The actions of the SLT has a notable, measurable impact upon standards across all areas of the curriculum.</li> <li>Subject leaders are equipped with the skills to lead their subject areas; understanding their role in sequencing the curriculum to enable pupils to build their knowledge and skills towards the agreed end points.</li> <li>Curriculum development days support the staff understanding of their subject area; enabling them to become experts in their knowledge and ability to teach a broad and rich curriculum.</li> <li>Training/CPD opportunities available to develop leadership skills</li> <li>Training/coaching/CPD opportunities to ensure that teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.</li> <li>Effective Governing Body with a clear understanding of school priorities and areas of development</li> <li>Consistent, whole school approach to school improvement.</li> </ul>	<p><b>SLT:</b> Ongoing throughout the academic year</p> <p><b>Subject Leaders:</b> Termly</p> <p><b>DHT/HT:</b> Autumn term induction Ongoing throughout the academic year</p> <p><b>Governors:</b> Ongoing</p>	<p>Lesson observations/coaching feedback notes</p> <p>Minutes of team meetings</p> <p>SWOT analysis</p> <p>MEAN board monitoring</p> <p>Data Analysis</p> <p>Action plan reviews</p> <p>Governor visit reports</p> <p>Training records</p>	<p>Reports to Governors</p> <p>SLT monitoring</p>	<p>Modern Governor Training Package £990</p>
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#### **Autumn Term Review:**

With regard to training and staff development, this has been really difficult as lots of the training has been cancelled due to the current pandemic. We have had regular SLT meetings to discuss school development, the school improvement plan, the COVID catch up plan and the move of the IT network. However, monitoring such as coaching, learning walks, work scrutiny have been limited due to staffing, bubble isolation periods and the school closure.

The curriculum team have met and have developed subject rationales, explored the use of capture books and assessment across the curriculum.

Appraisals have all been completed and staff have clear targets linked to the priorities of the school improvement plan.

Matt has settled in well and is already making a significant impact upon school with a particular focus being year 6, the curriculum and assessment.

We now have a full governing body and allocated link governors to our school improvement focus teams.

#### **Spring Term Review:**

With the lockdown period and COVID focus, monitoring across school has been limited other than the completion of remote learning monitoring. Upon our return to school, a monitoring schedule has been organised for the summer term. SLT will be completing weekly learning walks with a particular focus upon the learning environment, the use of modelling, reading, and learning behaviours. In preparation for this, we hosted a staff training session to discuss the expectations for the monitoring so that staff understood what we are looking for. This will be a great opportunity to identify best practice whilst also targeting areas to develop.

MF had an initial meeting with Matt Meckin from Windsor Academy Trust, regarding support that he can provide as an HMI to prepare for Ofsted. Our last Ofsted was September 2017, so we want to ensure that we are fully prepared for inspection. We have planned for Matt to work with MF to support the writing of the SEF (School Evaluation Form) and to also support with a reading deep dive.

MA is working alongside the curriculum subject leads in the development of their role, supporting them to write their own SEFs and to also collate a portfolio of work for their subject area which will be used as a means of assessment to moderate whether pupils are working towards, at the expected standard or greater depth.

We are hoping to facilitate some governor school visits after half term with a particular focus on the curriculum development teams.

#### **Summer Term Review:**

What a year it has been! Nothing could have prepared us for the challenges of COVID and the constant changes in guidance. I am incredibly proud of our school team and the success of the year despite the many barriers that have been present.

The development of remote learning has been huge throughout the year and our staff have received training, support and guidance from each other as our offer advanced from worksheet packs to daily live and/or recorded teaching sessions.

As we started the summer term, we recognised the importance of this term as a period of preparation for the next academic year. We shared with staff a monitoring schedule incorporating learning walks with a focus upon:

- Maths
- The Learning Environment
- Modelling
- Reading
- Learning behaviours
- Curriculum work scrutiny

Following each monitoring session, a SWOT was completed to identify good practice, areas to develop, opportunities and next steps for improvement. These were then shared with staff and good practice utilised. It was essential that this was used to set expectations for staff. Staff training this year has mostly been in-house although we have reached out and attended 'virtual' training including: attachment, ASD, and Mental Health and Well Being.

Matt Meckin attended school during the summer term to work alongside MF and MA in the development of the SEF, preparation for Ofsted and a reading deep dive. This work will continue in the next academic year.

