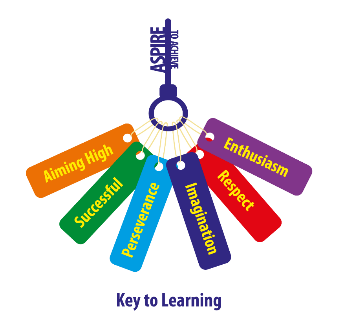


**Nevill Road Junior School**

**Our ‘One Voice’ Conversation**



**School Development Plan**

**2021 - 2022**

**Key priorities 2021 – 2022**

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| Priority 1 – To improve the quality of education for all children in reading through: |
| Next steps to consider:   * To further develop the love of reading by promoting the 100 book challenge in different ways, develop class reading corners and class author baskets and further develop the reading materials in school. * To review the ‘assessment’ section of the reading cycle for all ‘Challenge readers’ particularly in Year 5 and 6. * Improve the pupils’ independent reading reflections in their reading records * Review phonics scheme of work. * Developing pace, expression and fluency as part of the reading cycle. * Ensure all children with SEND are making good progress. |

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| Priority 2 – To improve the quality of education for all children in writing through: |
| * Review spelling and handwriting schemes of work. * Monitoring and evaluate the writing cycle with a focus on the application of SPAG. * Review the texts / genres used across the school to ensure coverage. * Embed DEAL strategies across all areas of the curriculum to promote high quality writing across the curriculum. * Improve outcomes for boys. * Ensure all children with SEND are making good progress. |

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| Priority 3- To support all staff to become leaders through: |
| * Subject leaders continue to monitor books to check how well teachers are using the planning. * Teachers continue to give pupils ‘recall and apply’ time to help them explain their learning. * Using discrete books for DT, RE and French to be able to evidence better the sequential learning in these subjects. * To use a consistent whole school approach to assessment that enables subject leaders to talk knowledgeably about standards in their subject and next steps. * Working with the Infant school to understand what has come before. * Monitoring provision for children with SEND across all curriculum areas. |

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| Priority 4 - To improve the quality of education for all children in maths through: |
| * Developing teachers subject knowledge and pedagogy through staff participating in Teacher Research Groups * Improve outcomes in the Y4 multiplication check and how these are taught in Y3 and Y4. * Developing the use of sentence stems and vocabulary to help fluency. * Improve outcomes for girls. * Ensure all children with SEND are making good progress through using the mastery approach. |

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| **Priority 1 – To improve the quality of education for all children in reading** | | | | | |
| **Rationale** – 2019 ASP data shows that progress (-3.6) in reading is well below national average for all children. Attainment (S=60% and N=73%) Higher standards (S22% and N 27%) 2020 Data show a significant improvement in progress (-0.25) in reading is just below national average for children. Attainment (S=88% and N=80%) Higher standards (S38% and N 30%) Due to Covid 19 this data is based upon outcomes from the practise 2019 test (January 2020) as well as teacher assessment.  2021 Data continues to show an improvement in progress (-1.01) in reading is just below national average for children. Attainment (S=84% and N=71%) Higher standards (S37% and N28 %) Due to Covid 19 this data is based upon outcomes from the practise 2019 test (July 2021) as well as teacher assessment. | | | | | |
| **Impact required**  Data shows that attainment is in line with or above National in reading.  Data shows that progress for all children has improved, especially those working at greater depth and SEND.  Data shows that pupils attaining the higher standard continue to be in line with or above in National.  **Autumn data** - Y3 EXP+ 56% ,WGD 16%, Y4 EXP+ 58%, WGD 21% Y5 EXP + 66%, WGD 27% Y6 EXP+ % 77%, WGD 18% (Feb EXP+ 82%, WGD 34%)  Year 6 Predictions 2022: EXP+ 90%, WGD 34% | | | | | |
| TARGET | ACTIONS | BY WHEN | MONITORING | Cost | EVALUATION |
| To further develop the love of reading by promoting the 100 book challenge in different ways, develop class reading corners and class author baskets and further develop the reading materials in school. | Buy into the Cheshire Library Service to enhance reading materials available in school. Curriculum leaders to ensure books across school reflect all areas of the curriculum.  Revisit reading corners with a consistent approach across school.  Introduce 3 author boxes to each year group on a termly rotation.  Subscribe to First News to engage boy readers.  Monitoring and rewarding pupils when using their reading record books. | Sep 21  Sep 21  Sep 21  Sep 21  Sep 21 | CP / JC learning walk to check reading materials across school reflect the whole curriculum.  CP / JC to monitor the quality of reading areas and a consistent approach.  CP / JC to monitor the use of the author boxes and that children can talk knowledgeably about their year group authors.  CP to order and monitor how to be used in class to engage boys in particular.  Learning walks to monitor use of reading records, CP to monitor reading folders half termly, JC to check new reading review diaries when completed a 100 book challenge. | CLS £4,500  One Education reading review  £817.50  First News  £104.99 | Teachers are using the CLS materials to enhance topics, English and reading.  CLS mobile library visit 27th Jan 2022  Book fair Dec 21  Reading corners in all classes (Learning walk - Nov 2021)  Author boxes now in place in all classes (Learning Walk -Nov 21)  First News is subscribed to and shared with all staff.  Evidence in some books of being used.  Class teachers are stamping reading records and using raffle tickets as rewards.  CP monitored reading folders (19.11.21) teachers are listening to bookbanded chn.  Reading buddies began in Y5/4 Sept 21. Reintroduced in March 2022 due to restrictions.  All classes taking part in book awards. CP staff meeting March 2022. All classes booked onto virtual author visits.  Whole school taken part in WBD and developed Enterprise week to support raising funds for new library space.  Author visits taken place in Summer term x 2 for whole school.  Next Steps: book corners - quality texts and how books are presented. |
| To review the ‘assessment’ section of the reading cycle for all ‘Challenge readers’ particularly in Year 5 and 6. | INSET to reflect on current practise and how to ensure children’s reading diet is monitored.Particularly ‘challenge’ readers.  Reading folders show that ALL children are being listened to and clear targets have been given to enable the children to make progress. | Autumn 21 | CP / AB monitor the use of reading folders each half term. | £90 Rising stars materials for Y6 WGD group. | CP monitored reading folders (19.11.21) teachers are listening to bookbanded chn. CP staff meeting 27.1.22 to re-introduce KPI sheets for challenge readers to ensure assessment for all readers.  CP monitored bookbanding trackers Spring term. CP asked all classes to update sheets on system. Completed trackers chn moving through bookbands.  Next Steps: to ensure consistency in how often all children are listened to across school. |
| Improve the pupils’ independent reading reflections in their reading records | New reading diaries have been purchased to enable pupils to review the books they are reading.  Teaching staff to raise the profile of using reading diaries and put in place clear procedures and expectations. | Sep 21 | Teaching staff to monitor the use of reading diaries in class. | New reading diaries - £300 | Class teachers are checking diaries and stamping/raffle tickets to pupils who have read.  CP staff meeting to remind staff of expectations (271.22)  Targeted chn identified in each class and listened to each day/targets given and shared with parents. |
| Review phonics scheme of work. | Research accredited schemes.  Staff who will be implementing to attend training sessions.  Purchase new resources as needed. | Sep 21 | CP to monitor implementation. | Training cost - £180  Decodable books cost tbc | CP researched phonic schemes appropriate to junior school.  All LKS2 colleagues and DR attended phonics training (7.12.21) by Debble Hepplewhite.  Resources and planning in place.  Impact - 100% pupils have made progress so far.  Decodable books to be purchased Summer term. CP to create an overview with links from Monster phonics and PI scheme- summer term.  Next steps - whole school Phonics International training. |
| Developing pace, expression and fluency as part of the reading cycle. | To research strategies to improve pace, expression and fluency.  To trial and implement new strategies within guided reading sessions.  CP to research strategies to promote these skills using Alex Quigley’s ‘Closing the Gap’ (recommendations from SIP)  CP to share information with staff.  Colleagues to trial strategies within class. | Sept 21 | Feedback during phase meetings to CP/AB which ones are having an impact.  CP/AB monitor books/reading folders each term. |  | CP researched Alex Quigley’s closing the gap and shared with all staff.  Autumn term - colleagues trialing strategies in class and sharing practise in phase meetings.  CP staff meeting (27.1.22) revisited strategies with staff.  Next steps - develop the whole school lesson structure to ensure opportunities for oracy are consistent. |
| Ensure all children with SEND are making good progress. | Set up Y4/5/6 with Lexia logins as identified from summer 2021 data.  Embed the use of Lexia across school and assess new Y3 pupils with the program.  Assess Y3/4 pupils on phonics knowledge and identify those needing support.  Daily reading with children making slower progress. Benchmarking to identify and target gaps | Sept 21  Oct 21  Sept 21  Sept 21 | CP to monitor use of Lexia across school.  CP/JC to monitor progression of pupils moving through the bookbanding system half termly.  DR to assess progress and identify those needing support. CP to monitor phonics and progress half termly.  Monitor reading diaries and reading records and eavesdrop on reading sessions - JT | Lexia  £1,240 x3 years extra 20 licences  £3,850 x3 years 50 licences (£25.66 per licence) | Lexia updated each half term using data/tracking of pupils.  All pupils have logins and teachers aware of new pupils.  Information shared with parents (Sept 21, Oct 21, Jan 22)  Year 3 pupils identified and accessing Lexia since Oct 21(see lists Google drive)  Pupils are making progress on Lexia. (see staff meeting 27.1.22)  Pupils accessing phonics have been baselined and autumn term assessments completed. 100% made progress.  Pupils identified for daily reading.  DR y3 phonics, MH phonics Y4 spring 2.  Next step: LH support and impact on bottom 20% (Y3 pilot)  Impact: data shows… |

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| **Priority 2 – To improve the quality of education for all children in writing** | | | | | | |
| **Rationale** – 2019 ASP data shows that progress (-5.06) in writing is well below average for all children. Attainment (S=65% and N=79%) Higher standards (S=6% and N= 20%) 2020 Data show a significant improvement in progress (-1.76) in writing is just below national average for children. Attainment (S=78% and N=77%) Higher standards (S17% and N 19%) Due to Covid 19 this data is based upon moderated teacher assessment. Focus = to maintain the level of children meeting ARE and to increase the % of children working at the higher standard.  2021 Data show a significant improvement in progress compared to 2019 (-1.49) in writing is just below national average for children. Attainment (S=77% and N70=%) Higher standards (S16% and N16 %) Due to Covid 19 this data is based upon moderated teacher assessment. Focus = to maintain the level of children meeting ARE and to increase the % of children working at the higher standard.  2019 GPS Attainment (S=64% and N= 78%) Higher standards (S=15% and N= 36%)  2020 GPS Attainment (S=73% and N= ?%) Higher standards (S=33% and N= ?%)  2021 GPS Attainment (S=% and N= ?%) Higher standards (S=% and N= ?%)   |  | | --- | | Autumn data - Y3 EXP+ 8% ,D +34%, Y4 EXP+ 14%, D 57% Y5 EXP + 11%, D 61% Y6 EXP+ 19%, WGD % 70%  Year 6 Predictions: EXP+ 82%, WGD 18% | | | | | | | |
| **Impact required**  Data shows that attainment is in line with or above National.  Data shows that progress for all children has improved in writing and GPS, particularly boys and those with SEND.  Data shows that pupils attaining the higher standard is in line with or above National. | | | | | | |
| TARGET | **ACTIONS** | **BY WHEN** | **MONITORING** | **COST** | | **EVALUATION** |
| Review spelling and handwriting schemes of work. | Research spelling and handwriting schemes.  Train staff with new scheme  Roll out new initiative | Dec 21 | CP to research and purchase materials  CP/programme to train staff appropriately  CP to lead the roll out of new materials across the school. | Handwriting scheme £523.20  £20.75  Phonics training £180 | | CP researched phonics materials - looked into validated schemes under new guidance July 2021  CP attended English coordinator meeting March 2022 – discussed validated schemes. CP met with Infants Feb INSET – chosen Monster phonics which continues to work towards being validated.  JC met with external advisor – recommended to create an overview that shows links between 2 schemes – CP to develop in Summer term.  Staff introduction to handwriting materials wb 8.11.21  CP Writing staff meeting Fab 2022 to update materials on handwriting and spelling – Revised lesson format – revise, teach, practise and apply. CP has monitored lesson format and now following this way of teaching spelling in class.  Phonics training booked 7.12.21 – D Hepplewaite – Phonics international - Y3/4 teachers and DR attended 1h 30 mins training.  DR using materials with Y3/4  Spring term – DR teaching Y3 phonics and MH Year 4 phonics  Advice given from external advisor – ALL staff need training in phonics – CP to deliver a staff meeting in Summer 2022  Chn have been assessed and are now being taught new sounds.  Y4 phonics impact Autumn data shared with staff and governors. 1.2.22  CP sent out revised expectations for use of pen in class. Autumn 1  Writer’s Awards have been purchased and A1 handed out to each class.  Writer’s Wall display in library to demonstrate good writing across school.  Writing deep dive AB/CP Autumn 2 to look at SPaG and handwriting  SIP visit 7.12.21 - writing deep dive completed |
| Monitoring and evaluate the writing cycle with a focus on the application of SPAG. | Book looks to review how revised writing cycle looks in books.  Monitor how SPaG is being taught in class. | Spring 1 | CP/JC/AB/NJ/JT to complete learning walks  Book looks to see how SPaG is being taught and how it is being applied. |  | | AB/CP book look Autumn 2  Autumn 2 JC observations for writing – Y4/6/5  Writing deep dive AB/CP Autumn 2 to look at SPaG and handwriting  Pupil voice completed Autumn 2  SIP visit 7.12.21 - writing deep dive completed  Editing strips being used consistently across school and use of purple pen seen in all year groups.  Moderation of writing termly in year groups and materials shared with Y3,4,5 to support this effectively. |
| Review the texts / genres used across the school to ensure coverage. | Staff to complete their yearly book lists and ensure material is age and stage appropriate.  Revise and adapt if necessary the genres being taught in each year group. | Autumn 1 | CP to look at revised texts used across year groups.  CP to advise on suitable materials. | supply costs - NJ/CP?  Phonics decodable books?  CLS investment books | | CP and NJ attended Deputy Head conference Nov 21 - work as a whole school to develop an overview of texts linked to ASPIRE themes. – Summer term  CP advised by D Hepplewhite to not invest in many decodable books for phonics as junior using phonics as an intervention. New advice from external advisor to purachse some decodable books for pupils accessing phonics scheme. CP to do in Summer term.  Some books have been purchased to be used as a resource for phonics. |
| Embed DEAL strategies across all areas of the curriculum to promote high quality writing across the curriculum. | DEAL training for teaching staff arranged for INSET.  Monitor how DEAL is used across all subjects.  Share some good examples. | Autumn 1  Spring 1 | CR to organise training for all staff.  CR/CP to monitor how DEAL is used to inspire writing across the curriculum.  Moderation/phase meetings to look at books and share good practice with other colleagues. | Peter Kennedy INSET training day  £395 | | CR organised training for staff Sept 21  Phase meetings – Books looks happening and feedback to JC.  staff meeting 27.1.21 CR reminded staff of strategies and currently attending CPD (spring 1)  CR completed a book look and learning walk Spring 2 – now assigned DEAL teachers in each year group to support with gathering evidence. Spring 2 |
| To improve outcomes for boys. | Revise texts used for writing across all year groups.  Look at the structure of writing.  Writing assessment weeks to inspire boys writing with hands on approaches/relevant themes. | Autumn 1 | All staff to ensure texts are appropriate for their year group and are boy friendly.A range of texts used to inspire boys.  CP to complete book looks.  CP to complete a pupil voice with a focus on boys writing. | |  | AB/CP to completed writing learning walk/book look Autumn 2  Pupil voice completed Autumn 2  Staff introduction to handwriting materials wb 8.11.21  Staff meeting - handwriting - 3.2.22  Lessons x 2 weekly to support with embedding new scheme. Focus on LKS2 to train pupils.  Impact - data shows… |
| Ensure all children with SEND are making good progress. | To use visualisers in class to model what writing should look like/discuss how we can improve.  Appropriate frames/support given to chn who need it in class.  Research writing interventions that could support pupils in school.  Daily phonics teaching for Y3/4 pupils who need it. | Sep 21 | Learning walks by SLT/SENDco to see good practise in class.  Book flicks each week (Phase meetings) to share good practise with colleagues. Look at ways we can support SEND pupils in class.  SEND pupil voice to capture views on writing.  CP/JT to research writing interventions appropriate to school.  AB/CP writing SEND learning walk. | | Dyslexia and motor skills resources  £200 | JT set up MSU boxes for each class  class teachers have identified pupils to receive MSU  TA trained and delivering intervention  Book looks (autumn 21) and Send deep dives by JT  Staff meeting - handwriting - intervention materials shared 3.2.22  Write Away intervention booked for whole school staff meeting Summer term  Letterjoin materials for intervention shared at staff meeting 3.2.22  Impact - data show… |

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| **Priority 3- To support all staff to become leaders through** | | | | | | | | | |
| **Rationale** – Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. | | | | | | | | | |
| **Impact required**  The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.  Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.  The Curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. | | | | | | | | | |
| TARGET | **ACTIONS** | **BY WHEN** | | MONITORING | | | | **COST** | EVALUATION |
| Subject leaders continue to monitor books to check how well teachers are using the planning. | Deep Dives to be planned for all subjects at start of Spring 1.  Weekly books flicks during phase meetings to be timetabled for foundation subjects  Subject leaders to update Strategic Toolkits following monitoring  Lesson observations in autumn term and throughout the year planned to focus on teaching of the foundation subjects | Spring 2 | | NJ and subject leaders  JC and NJ | | | | Day and half visit from One Education  Curriculum review  £817.50 | Lesson Looks took place during Autumn term with JC and NJ in a few foundation subjects (see monitoring feedback)  Teachers have completed subject audit for subjects they feel less confident teaching and teachers have been paired to observe subject specialists. Paired observations to take place during Spring term  Deep dive carried out in History and monitoring form has been completed (Jan 22)  Deep Dive carried out in DT (24.1.2022) |
| Teachers continue to give pupils ‘recall and apply’ time to help them explain their learning. | Lesson observations in Autumn term and throughout the year planned to focus on teaching of the foundation subjects  Subject leaders to monitor flip charts and planning to check the Nevill Road Way for the teaching of foundation subjects  Subject ambassadors to be set up for each subject in each class | Spring 1 | | Pupil voice to be carried out by subject leaders to check that the children know more and can explain vocabulary | | | |  | Maths / writing deep dives Autumn Term  Subject ambassadors have been identified for each subject  Maths review 31.1.22  History, DT, PE 2.2.22 |
| Using discrete books for DT, RE and French to be able to evidence better the sequential learning in these subjects. | Books to be purchased  Deep Dives to be planned to check progression in these subjects in the spring term | Autumn 22 | | Subject leaders to monitor books in their subjects | | | | Cost of books £500 approx | Discrete books now in place for DT, French and RE.  DT Deep dive monitoring took place 24.1.2022 to monitor implementation of these (see monitoring feedback) |
| To use a consistent whole school approach to assessment that enables subject leaders to talk knowledgeably about standards in their subject and next steps. | Staff meeting Autumn Term to agree whole school format.  Staff meeting time allocated to teachers to input data.  INSET day 21.2.22 allocated for subject leaders to monitor and update action plans accordingly.  SENDco to monitor assessments for SEND children - what are the barriers to learning? How can this be supported further? |  | | Subject leaders to monitor assessments to inform subject planning and next steps.  SENDCo to support staff and disseminate materials with ideas on how to support SEND children to access the whole curriculum. | | | |  | NJ delivered staff meeting Autumn and shared whole school format for assessing foundation subjects  Assessment grids in place for all subjects for all terms  Monitoring in place for autumn and summer term to allow subject leaders to talk about the data in their subjects with HB and NJ  Autumn Term assessments have been completed for all classes in all foundation subjects for autumn term. NEXT STEPS subjects leaders to analyse this data during INSET on 21.2.2022 |
| Working with the Infant school to understand what has come before. | Visits arranged to work with Y2 team.  Reading buddies set up.  Reading/writing competitions set up between Infant and Junior Schools*.*  Moderation between Y2/3 colleagues | Spring 2  Summer 2 | | CP every other Friday to offer to visit Y2 team for an hour.  CP to lead on setting up reading buddies to support transition. Teachers to get to know pupils reading abilities.  CP to work with infant English lead to create competitions between schools.  CP/Y3 team to moderate Y2 work - cluster meetings? | | | |  | Cookery sessions have been set up but unable to take place due to Covid outbreak across both schools.  Reading buddies are planned for the Summer Term. |
| Monitoring provision for children with SEND across all curriculum areas. | Triangles for each curriculum area completed by leaders so as to support teachers to support learners  Deep dives in Spring 1 to include monitoring of learning for children with SEND | Autumn 1  Spring 2 | | JT to drop into curriculum lessons to see if alternative strategies are in use  NJ/Subject leaders/JT | | |  | | See JS monitoring feedback 26.1.22 |
| **Priority 4** - **To improve the quality of education for all children in maths.** | | | | | | | | | |
| **Rationale:** ASP data shows that progress (-4.7) in maths is well below average for all children. Attainment (S=74% and N=76%) Higher standards (S=4% and N= 27%)  2020 Data show a significant improvement in data, progress (-1.64) in maths is just below the national average for children. Attainment (S=85% and N=79%) Higher standards (S23% and N 26%) Due to Covid 19 this data is based upon outcomes from the practise 2019 test (January 2021) as well as teacher assessment.  2021 Data show an improvement in progress compared to 2019 (-2.54) in maths and is below the national average for children. Attainment (S=68% and N=68%) Higher standards (S29% and N21%) Due to Covid 19 this data is based upon outcomes from the practise 2019 test (July 2021) as well as teacher assessment. | | | | | | | | | |
| **Impact required**  Data shows that attainment is in line with or above National.  Data shows that progress for all children has improved in maths, particularly girls and those with SEND.  Data shows that pupils attaining the higher standard is in line with or above National.  **Autumn data** - Y3 EXP+ 67% ,WGD 12%, Y4 EXP+ 59%, WGD 19% Y5 EXP + 62%, WGD 24% Y6 EXP+ 52%, WGD 1% (Feb EXP+ 61%, WGD 12%)  Year 6 Predictions 2022: EXP+ 90%, WGD 34% | | | | | | | | | |
| TARGET | **ACTIONS** | | **BY WHEN** | | MONITORING | **COST** | | | EVALUATION |
| Developing teachers subject knowledge and pedagogy through staff participating in Teacher Research Groups | Identified teaching staff across school to participate in TRGs when possible.  LD and LC to complete SKTM training delivered by NJ  NJ support staff with maths planning and implementation of strategies from training  NJ to share feedback from to staff training she has delivered or received from the Maths Hub  NJ to train TAs in Mastery approaches and pedagogy | | Summer 22 | | NJ monitor planning and books for implementation of strategies from training | Rekenreks - Cost to be confirmed | | | LD, LC, SB, RP, AT have attended some of the SKTM session delivered by NJ  NJ has supported Year 4 team with planning maths lessons the NRJ way  SH and RL have attended STKM for TA’s delivered by the maths hub.  ACTION: Purchase of Rekenreks for use in Year3 and 4 |
| Improve outcomes in the Y4 multiplication check and how these are taught in Y3 and Y4. | NJ to introduce new reward scheme for multiplication tables  NJ to support staff with teaching of times tables as part of curriculum  Introduce times table interventions for children that require extra support | | Summer 22 | | Baseline test to be completed by Year 4 children  NJ to deliver launch assembly and share with staff  NJ team teach with Year 4 team  NJ to monitor year 4 planning and data for times tables tests regularly | Bronze, silver, gold badges - £300 approx | | | Gold, Silver and Bronze challenge launched by NJ at start of Autumn term.  NJ monitoring shows that children are being given the opportunity to complete these challenges at least every 2 weeks  NJ and CP led parent meeting about Y4 times table check  Pupil Progress meeting shows that children scores in Year 4 have improved since baseline assessment  NJ to train Year 4 staff on 2.2.2022 on multiplication subject knowledge  Impact: data shows… |
| Developing the use of sentence stems and vocabulary to help fluency. | Staff meeting to train staff in use of sentence stems for fluency  NJ to support staff with implementing sentence stems for fluency into their maths planning | | Spring 22 | | NJ to deliver staff meeting on use of sentence stems for fluency  NJto monitor planning, books and pupil voice for use of sentence stems |  | | | Staff meeting delivered by NJ 21.10.2021 on use of sentence stems and fluency. Also revisited NRJ way of delivering a maths lesson.  NJ supported planning in Year 3 and 4 during autumn term  Deep dive with HB 31.1.2022 see feedback with regards to more consistent use of sentence stems, mathematical talk in lessons and use of vocabulary |
| Improve outcomes for girls. | Targeted questioning for girls during maths lessons  NJ to support staff with strategies to help engage girls in their maths learning  PP meeting to focus on progress and achievement of girls throughout the year and interventions to be put in place following this  AB to set up gendered booster groups for Yr6 | | Summer 22  Autumn 21 Spring 22 | | NJ monitor books of girls not on track for maths in each year group  Deep dive with HB to focus on engagement of girls in maths lessons and action plan to be written following this |  | | | Staff meeting on 21.10.2021 discussed learning styles for girls in maths  Agreed following staff meeting girls to be paired together in maths lessons and receive targetted questioning  Year 4 maths group for girls has been introduced on a Friday morning to address gaps in girls learning  Impact: data shows |
| Ensure all children with SEND are making good progress through using the mastery approach. | Deep dive to be carried out with a focus on SEND children  Support and advise teachers that have children working PreKey stage (ensure all teachers are confident in using the standards document)  Targeted questioning for children with SEND  Promote independence for children with SEND when using mastery approach | | Autumn 1 | | JT/NJ to complete deep dive and feed back to staff.  JT to support staff that have PKS children in their classes (8 children) |  | | | See JS monitoring feedback 26.1.22  See feedback from deep dive with HB 31.1.2022 with regards to SEND children in maths lessons  Nj has worked with MP, SH, HN and RL to complete maths diagnostics and introduce mastering numbering intervention for children with a low standardised maths score |

**The school’s current Equality Objectives are:-**

***The school monitors and reviews its equality objectives in consultation with parents, pupils, staff and members of the local community.***

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| **1. To continue to develop our nurturing and inclusive school, where everyone is respected and valued, through embedding the use of Restorative Approaches as reflected in the Behaviour and Anti Bullying Policies.** |
| **2. To address the impact of lost teaching and learning time caused by Covid-19 and ensure that all children have the opportunities to continue to be successful on their individual learning journeys.** |
| **3. To continue to develop a broad and balanced curriculum that is accessible for all.** |
| **4. To raise attainment in reading, writing and maths for specific, identified groups and individual children.** |

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| **Equality Objective** | **Actions and Implementation** | **Timeframe** | **Impact** |
| **1 To continue to develop our nurturing and inclusive school, where everyone is respected and valued. This is promoted through the Behaviour, RSE and Anti Bullying Policy.**  *As a school we currently:*  *Have restorative ambassadors (Y6)*  *Staff training for RA*  *Children feel listened to and believed. (Pupil voice / questionnaire.)*  *Staff ‘notice’ things because they know the children.*  *Nurture groups and weekly check ins for specific children.*  *Whole school check in system twice a day.*  *Children open up about differences as they feel accepted.*  *Weekly circles and reactive circles.*  *Assemblies to reinforce positive behaviours and respect for all.*  *Computing curriculum includes e safety*  *PSHE curriculum including RSE*  *Children exposed to positive role model from different cultures.* | **Ensure all stakeholders are aware of protected characteristics.**  **Restorative Ambassador training**  **Review of Anti Bullying policy.**  **LA have not shared updated version.**  **Review of Behaviour Policy and steps.**  **Implementation of the RSE Policy. Parent workshops.**  **Stonewall training for staff**  **Prevent Duty Training completed by all staff** | **2022** | **Consistent use of RA by all staff evident.**  **Refresher training delivered by EA / Relationships audit feedback.**  **Consistent use of Behaviour Policy by all staff.**  **Behaviour steps have been reviewed. Policy has been reviewed and approved - staff consultation.**  **Bullying is reported by children and dealt with swiftly by all staff.**  **Anti bullying survey results have been followed up.**  **Zero tolerance of any form of discrimination - safeguarding / prevent duty.**  **All staff have updated online prevent duty training.**  **Pupil voice shows that the majority of children feel listened to in school and issues are resolved swiftly.**  **See anti bullying survey**  **Children have a better understanding of other cultures and respect for all.**  **See anti bullying survey**  **Stonewall materials are being used across school through assemblies and circles. (Introduced Summer Term 2022)** |
| **2. To address the impact of lost teaching and learning time caused by Covid-19 and ensure that all children have the opportunities to continue to be successful on their individual learning journeys.**  *As a school we currently:*  *Ensure staff training is in place through the LA and in house.*  *Use pre learns to help plan units of work based on gap analysis.*  *Use same day interventions to ‘catch up’ learning in maths.*  *lexia, phonics and reading interventions are in place.*  *Remote learning offer is in place and set up through google classroom.*  *Ready to progress maths resources*  *Termly assessments.*  *100 book challenge and x tables rewards.*  *Benchmarking week - reading*  *Attachment training*  *Recovery Curriculum in place to rebuild relationships.* | **SDP / Recovery Curriculum Target 2021 - 22**  **See Catch Up Premium Funding allocation and action plan**  **Target children are clearly identified and appropriate support is in place.**  **To develop children’s independence skills and learning behaviours (SEND)**  **Whole staff training on impact of bereavement. LJ trained to deliver to whole staff.**  **Bespoke interventions for writing.** | **2022** | **Evidence of progress has been made by all children. See FFT data and books.**  **Pupil voice**  **KS2 outcomes**  **Data reports to governors**  **Targeted provision information**  **Inclusion learning walk - HB feedback** |
| **3. To continue to develop a broad and balanced curriculum that is accessible for all.**  *As a school we currently:*  *Have a universal offer for all subject areas with specific support in place for our SEND learners.*  *All subjects are valued by staff and children.*  *Blocking subjects allows children to become immersed in their learning and teachers can pick up and address misconceptions more effectively.*  *Dyslexia friendly and inclusive classrooms.*  *Staff are aware of different groups e.g. SEND, PP, EAL*  *pupil voice is carried out in all subject areas.*  *All children are involved in their SEND reviews with parents.*  *Entitlement framework is known and implemented through a gradual approach.* | **See SDP**  **Deep dives take place in all subject areas.**  **Pupil voice in all subject areas to take place again.**  **life skills groups to be set up.** | **2021 - 2022** | **Pupil voice shows that all children can access learning across the curriculum.**  **Curriculum deep dive evidence**  **Book looks**  **Universal offer in place for all subjects and evidence shows this has been implemented.**  **Inclusion review HB - see feedback** |

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| **4. To raise attainment in reading, writing and maths for specific, identified groups and individual children.**  *As a school we currently:*  *Have very skilled and knowledgeable staff.*  *High expecatations for all*  *A variety of resources are used to support children with SEND.*  *Bespoke interventions*  *Restorative approaches*  *Support form external agencies e.g. BSS, Primary Jig, Ethnic Diversity etc*  *Awareness of gender issues in the curriculum e.g. boys reading and the types of books they prefer.*  *Regular book looks across the curriculum.* | **Analysis of data 2019 shows that there is a gap in attainment for pupils with SEND and FSM.**  **See Pupil Premium Policy / Funding report.**  **Bilingual books to be provided**  **Staff training in how to support children with additional languages to meet the needs of the changing school demograph. Individual staff - next step whole school.** | **End of**  **academic**  **year 2019- 20 then**  **on-going** | **See improved progress for these cohorts of children.**  **Attainment gaps are reduced and evidence of progress can be seen. e.g. standardised scores and books.**  **Termly targeted provision - children identified and** |