

 **School Strategic**

**Development Plan**

**2022 - 2023**

***March 23 Update***

**Headteacher: Mr Jonathan Norris**

**Chair of Governors: Paula Riordan**

This strategy plan is intended to be used as a working document, with areas added or deleted when necessary and a formal update at the start of the new academic year. It is intended for use essentially by staff and governors. Parents and any other interested parties are welcome to have access to this document.



1. **Rainow School Vision, Values and Aims**

***‘Caring, Learning, Achieving’***

***Vision***

***Growing a community of life-long learners who will care for each other,***

***who will work hard to learn new things every day***

***and who will achieve more than they thought possible.***

***Aims***

***Caring***

**Well-being is of paramount importance to us. We are a welcoming school that provides a supportive and caring environment for pupils, their families and staff members.**

*We aim to:*

* develop a culture of respect, kindness and consideration for others and self;
* encourage an ethos which promotes enthusiasm and enjoyment;
* teach, encourage and maintain good discipline, including self-discipline;
* encourage a strong sense of belonging and involvement ensuring everyone is heard;
* develop an understanding of a healthy lifestyle and develop an awareness of how to stay safe;
* promote the development of the child as a shared responsibility between home and school, encouraging parents to take an active role;
* foster an appreciation and care for the environment within school, the local community and the wider world.

***Learning***

**Teaching and learning at Rainow inspires curiosity. We believe that equipping children with the skills and knowledge of *how* to learn is equally, if not more important, than what to learn.**

*We aim to:*

* provide an innovative, relevant and creative curriculum, developed and delivered with high expectations for progress;
* promote our Learning Values as crucial to help develop effective learning behaviours

(read about our values [**here**](http://www.rainowpri.cheshire.sch.uk/serve_file/253475)**)**

* capitalise on the school’s unique environment to enhance learning;
* actively engage with the wider community in developing life skills to enhance, enrich and reinforce learning;
* encourage children to develop independence within their learning, use initiative and view mistakes and failure as a pathway to improvement;
* develop a love of learning which will last a lifetime.

#### **Achieving**

#### **We are a high achieving school and pride ourselves on good academic results but not at the expense of developing the whole child. We encourage children to strive to be the best version of themselves and understand that labelling children works to limit them. We actively promote and celebrate extra-curricular achievements and good behaviour.**

#### We aim to:

* ensure high academic achievement through teaching practices which build confidence, independence and develop initiative;
* recognise the fundamental importance of attainment in the core curriculum areas and ensure that each child maximises their potential in maths, reading and writing;
* give children the opportunities to maximise their academic, artistic, personal and sporting potential;
* identify children with any special learning needs early, and make provision for them;
* train and develop all staff to meet the needs of the school, support their career aspirations and enable

them to fulfil their professional potential.

**A summary of school data in the core subjects:**

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| **RECEPTION CLASS** | **Rainow Good Level of Development** | **National** | **Cheshire East** | **Diff. nat.** |
| **2016 - 17** | **80%** | 71% | 72% | +9 |
| **2017 - 18** | **85%** | 72% | 73% | +13 |
| **2018 - 19** | **74%** | 72% | 73% | +2 |
| **2021 - 22** | **74%** | 65% | 66% | +9 |

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| **YEAR 1 PHONICS** | **Rainow Phonics Check Pass Rate** | **National** | **Cheshire East** | **Diff. nat.** |
| **2016 - 17** | **96%** | 81% | 83% | +15 |
| **2017 - 18** | **85%** | 82% | 84% | +3 |
| **2018 - 19** | **89%** | 82% | 84% | +7 |
| **Dec 20 (Y2)** | **87%** | - | - | - |
| **Dec 21 (Y2)** | **96%** | - | - | - |
| **2021-22** | **100%**  | 75% | 78.8% | +25 |

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| **KS1** |  | **Reading**  | **Diff. nat.** | **Writing**  | **Diff. nat.** | **Maths**  | **Diff. nat.** |
| **2016-17** | **EXS+** | **85% /** 76% | **+9** | **73% /** 68% | **+5** | **77% /** 75% | **+2** |
| **GD** | **38% /** 25% | **+13** | **15% /** 16% | **-1** | **23% /** 21% | **+2** |
| **2017-18** | **EXS+** | **88% /** 75% | **+11** | **77% /** 70% | **+7** | **85% /** 76% | **+9** |
| **GD** | **38% /** 24% (CE) | **+14** | **19% /** 16% | **+3** | **27% /** 20% | **+7** |
| **2018-19** | **EXS+** | **74% /** 75% | **-1** | **70% /** 69% | **+1** | **67% /** 76% | **-9** |
| **GD** | **30% /** 25% | **+5** | **7% /** 15% | **-8** | **22% /** 22% | **0** |
| **2021-22** | **EXS+** | **78% /** 67% | **+11** | **74% /** 58% | **+26** | **74% /** 68% | **+6** |
| **GD** | **33% /** 18% | **+15** | **15% /** 8% | **+7** | **22% /** 15% | **+7** |

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| **KS2** |  | **Reading**  | **Diff. nat.** | **Writing**  | **Diff. nat.** | **Maths**  | **Diff. nat.** | **EPGS** | **Diff. nat.** |
| **2016-17** | **EXS+** | **92% /** 71% | **+21** | **88% /** 76% | **+12** | **96% /** 75% | **+21** | **96% /** 77% | **+19** |
| **GD** | **54% /** 25% | **+29** | **19% /** 18% | **+1** | **35% /** 23% | **+12** | **54% /** 31% | **+23** |
| **2017-18** | **EXS+** | **93% /** 75% | **+18** | **86% /** 78% | **+8** | **82% /** 76% | **+6** | **93% /** 78% | **+15** |
| **GD** | **36% /** 28% | **+8** | **18% /** 20% | **-2** | **25% /** 24% | **+1** | **29% /** 34% | **-5** |
| **2018-19** | **EXS+** | **89% /** 73% | **+16** | **81% /** 78% | **+3** | **81% /** 79% | **+2** | **81% /** 78% | **+3** |
| **GD** | **33% /** 27% | **+6** | **11% /** 20% | **-9** | **41% /** 27% | **+14** | **56% /** 36% | **+20** |
| **2021-22** | **EXS+** | **86% /** 74% | **+12** | **75% /** 69% | **+6** | **82% /** 71% | **+9** | **82% /** 72% | **+10** |
| **GD** | **39% /** 28% | **+11** | **14% /** 13% | **+1** | **14% /** 22% | **-8** | **32% /** 28% | **+4** |

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| **KS2 Scaled Scores** | **Reading** | **Diff. nat.**  | **Maths** | **Diff. nat.** | **EPGS** | **Diff. nat.** |
| **2016-17** | **110 (104)** | **+6** | **107 (104)** | **+3** | **110 (106)** | **+4** |
| **2017-18** | **108 (105)** | **+3** | **105 (104)** | **+1** | **107 (106)** | **+1** |
| **2018-19** | **108 (104)** | **+4** | **107 (105)** | **+2** | **109 (106)** | **+3** |
| **2021-22** | **107 (105)** | **+2** | **104 (104)** | **0** | **107 (105)** | **+2** |
| **3 year average** | **108 (105)** | **+3** | **106 (105)** | **+1** | **108 (106)** | **+2** |

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| **KS2 RWM Combined** | **Expected Standard** | **Diff. nat** | **Greater Depth** | **Diff. nat** |
| **2016-17** | **88% / 61%** | **+27** | **12% / 9%** | **+3** |
| **2017-18** | **75% / 64%** | **+11** | **7% / 10%** | **-3** |
| **2018-19** | **78% / 65%** | **+13** | **4% / 11%** | **-7** |
| **2021-22** | **64% / 59%** | **+5** | **11%** / 7% | **+4** |

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| **KS2 prog.** | **Reading** | **Writing** | **Maths** |
| **2016-17** | **3.5** | **-0.3** | **1.1** |
| **2017-18** | **2.8** | **0** | **0** |
| **2018-19** | **0.2** | **-3.6** | **-0.7** |
| **2021-22** | **0.6** | **-0.4** | **-0.7** |

The action plans below have been devised using a combination of input from the following:

* Review and evaluation of SSDP achievement 21-22
* Data analysis
* Monitoring and evaluation of planning, teaching and pupils’ learning
* Pupils
* Staff
* Governors
* Parents/Carers
* External inspectorates / advisors
* Latest research / national initiatives

Please see Rainow Self Evaluation Summary for further information.

**OFSTED areas for improvement, Dec 15**

*Ensure that all pupils have systematic opportunities to apply their mathematical knowledge in a range of reasoning and problem-solving activities.*

*Ensure that in all classes, pupils have opportunities to apply their writing skills in extended pieces of work.*

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| **KEY IMPROVEMENT PRIORITIES - 1 Page Summary** |
| **OFSTED AREA** | **2022-2023** |
| **Quality of Education** | **KIP 1 English*** Achieve good levels of writing progress and attainment, at least in line with national expectations.
* Ensure children are confident and accurate spellers and can apply SPaG knowledge to their writing.

**KIP 2 Maths** * Achieve a good level of mathematics progress and attainment, at least in line with national expectations (with a particular focus on higher attainment)
* Continue to embed a mastery approach to teaching mathematics.

**KIP 3 Non-Core Subjects*** Ensure the School Curriculum from R – Y6 is strong and coherent, using all the curriculum components to ensure improved outcomes for all pupils.
* To continue to embed the EYFS Framework, strengthening links to the whole school curriculum.
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| **Behaviour and Attitudes** | **Bkgd.** * Continue to improve overall rates of attendance for all groups of pupils.
* Continue to develop the role of Pupil Voice.
* Continue to develop the use of retrieval, metacognition, memory techniques and learning strategies.
 |
| **Personal Development** | **Bkgd.** **PSHE / RSE / MHWB** * Continue to develop the role of Senior Mental Health Lead Teacher and mental health and well-being provision for children and staff. (See PSHE Subject Leader action plan on pg.)
* Continue to develop our children’s character through the promotion of and respect for School Values, with a particular focus on promoting diversity and equality.
 |
| **Leadership and Management** | **KIP 4 Safeguarding/Catch-Up/Subject Leadership/School Community*** To keep the school community safe and well.
* To continue to understand and address the gaps in learning due to COVID.
* To ensure Subject Leaders continue to develop and strengthen their roles.
* To ensure parental engagement / opportunities returns to pre-COVID levels.
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| **EYFS** | **Bkgd (also see Quality of Education).*** Maintain good levels of achievement, at least in line with national expectations
* To accelerate the progress of children working below the expected level of development for Speech and Language.
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| **KEY IMPROVEMENT PRIORITY 1**  |  |
| **ENGLISH (Quality of Education) See Background Areas for other English Actions** |  |
| **Staff responsible:**  | **Mr Gratton / Miss Crowther** | **Approximate costs:** **4-6 days non-contact (£1000)****Sentence Accuracy Scheme (£400)****Quality literature to supplement other subjects (£500)** |  |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * Achieve good levels of writing progress and attainment, at least in line with national expectations.
* Ensure children are confident and accurate spellers and can apply SPaG knowledge to their writing.
 | **Writing*** Finalise new *Rainow Writing End Points.*
* Observe all teaching of writing across the school.
* Continue to embed Literacy Counts *Read to Write* Units across the school.
* Identify CPD opportunities for staff (MSIP / Literacy Counts, Writing for Pleasure, visit to other settings) as a starting point.
* Trial ‘Sentence Accuracy’ schemes.
* Continue to develop an exemplar writing moderation portfolio.
* Ensure termly writing moderation takes place (Y2 and Y6 attend LC moderation CPD).
* Monitor SEND intervention groups and vulnerable pupils to ensure teaching and learning is inclusive, specific and appropriate.

**SPaG*** Implement new SPaG curriculum.
* Clarify implementation of spelling across the school.
* Monitor delivery of new SPaG curriculum
 | * End points created, and teachers use these to inform judgement when assessing termly. (WS)
* SL will have observed all staff using Rainow lesson observation form / writing toolkit. SL will quality assure that implementation of writing is consistent and reflects the curriculum intent. Strengths and development points have been collated and contributed to on-going improvement. (LV, PV, WS)
* Staff are confident to plan and deliver using *Read to Writ*e scheme of work. They have developed, or are developing, clear expectations in terms of coverage, quantity and quality for each unit of work and this is evident in their books in an age-appropriate fashion.
* Effective strategies from CPD lead to improved pupil outcomes. (LV/WS/PV)
* There is a raised emphasis on sentence accuracy across the school with children taking part in regular sentence level writing practice. (LV, WS, PV)
* EXS and GD standards in each class are clear. (PS, WS)
* Staff to moderate collaboratively in addition to SL informal book looks / check-ins. Dates scheduled for November 22 & January 23. New dates to be booked for Summer term.
* Revised SPaG curriculum is in place, progressive and sequential from Y1 - Y6 (PS, LV)
* Implementation of spelling will be consistent and effective within writing sessions (how spelling is taught and how children attempt unknown words).
* Staff have updated curriculum overview termly to reflect what has been taught. This might be linked to sentence accuracy action (PS, WS)

**ATTAINMENT TARGETS:*** **EoKS writing achievement at EXS and GD is at least in line with national thresholds. (DA)**
* **EoKS SPAG achievement at EXS and GD is at least in line with national thresholds. (DA)**
* **Children with SEND / vulnerable pupils make measurable progress from identified start points. (LV, WS, DA)**
 | Jan 232022/232022/232022/23July 23July 232022/232022/23July 23TermlyDec 22Spring Term July 23July 23July 23July 23 |
| **KIP 1 – ENGLISH - End of Autumn Review** |
| **Progress against objectives and impact on pupils*** Revised SPAG scheme of work is in place and end of term assessment is promising and broadly in line with EOKS national averages.
* Revised Whole Class Reading plan in place (Ashley Booth) for Yrs. 3-6. End of term assessment shows all year groups ahead of national averages.
* All lessons observed so far have been good, and demonstrated the effective use of the Read to Write scheme of work (Y5 twice, Y3, Y4)
* End Points document has been completed for all areas of English. Staff are confident in its use and will moderate writing early in 2023.
* Dates have been set for Book Looks for the academic year.
* Literacy Counts ‘Sentence Accuracy’ have been trialled in y4 and y2. (y1 and y5 will trial before Xmas)
* First Book Look, 21.11.22 was successful. Teachers spent time with SLs and HT discussing how they used Read to Write Planning and their approach to teaching writing and SPAG in general. Lots of strengths/examples of effective practice leading to children’s progress and some areas for development across the school. (staff meeting used to share next steps)
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| **Areas for Continued Development** |
| * EPGS – continue to embed new planning and assessment.
* Reading spot checks to ensure consistent and effective approach
* Purchase books as per advice from SIP visit – to supplement and enrich other areas of the curriculum (manly non-fiction)
* Moderation / Writing Portfolio development – with a view to creating a Rainow portfolio of expected standards matching work against our newly devised Writing endpoints document.
 |
| **KIP 1 – ENGLISH - End of Spring Review**  |
| **Progress against objectives and impact on pupils*** Termly writing assessment has been carried out using our new endpoint documentation. The portfolio contains excellent examples of 'on track for the EXS’.
* Observations conducted to quality check and ensured lessons are in line with English intent and implementation: Year 6, year 3 and year 5 have all been observed in whole-class shared reading sessions to ensure consistent, high-quality practice and that writing, and genres are referred to. Year 1 observed in writing. Another quality session, displaying the desirable components of our agreed effective approach to teaching writing: modelling, writing toolkits etc. (see internal monitoring for evidence)
* Sentence checkers are in use and proving effective in ensuring improved sentence accuracy – LC to make for year 3 and year 4. (6.2.23)
* Moderation process: portfolio of work continues to be developed. MG/LC to revisit in summer term with final EOY pieces of work. (6.2.23)
* Low attaining chn. (Including SEN) identified from termly trackers. (6.2.23)
* Science narrative books ordered and £100 allocated to each class for teacher to spend on further non-fiction books as per SIP advice to enrich the curriculum and promote high quality text. (6.2.23)
* Teachers have documented what additionality is provided to bottom 20% . (6.2.23)
* Spelling check list created for KS1 and KS2. (6.2.23)
 |
| **Areas for Continued Development** |
| * Sentence checkers to be used in all year groups. (6.2.23)
* SPaG implementation of Twinkl curriculum needs to be reviewed. Are teachers following this regardless of delivery? (6.2.23)
* TC, LC and MG to be observed in reading.
* HE, LH and MG to be observed in writing.
* PaG and Spelling NFER EOY assessments ordered and to be used in summer term by Years 3, 4 and 5. (6.2.23)
* Literacy Counts – to continue with GDS training, including ‘Leading on and teaching of writing effectively’
 |
| **KIP 1 – ENGLISH - End of Summer Review** |
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| **KIP 1 – ENGLISH – Areas for Continued Development 23-24** |
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| **KEY IMPROVEMENT PRIORITY 2**  |  |
| **MATHS (Quality of Education)** |  |
| **Staff responsible** | **Helen Eddie** | **Approximate costs: 3-4 days non-contact (£800)** |  |
| **Objective** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * Achieve a good level of mathematics progress and attainment, at least in line with national expectations . (with a particular focus on higher attainment)
* Continue to embed a mastery approach to teaching mathematics.
 | See [WHOLE SCHOOL TEACHING & LEARNING FEEDBACK DOCUMENT](https://rainowprimary.sharepoint.com/%3Ap%3A/s/MATHSPLANNINGDOCUMENTS/EY4AO7J-ZQRFrOkC6Qj2unkBQvGoyrQyS0MKALi48LrSZQ?e=eSqB2n) for review findings and next steps. **CHECK QUICK FIXES ARE IN PLACE FOR AUTUMN 2022** * Teachers to display appropriate Rainow Maths Posters in all classrooms and pupil prompt sheets stuck into books where appropriate and referred to [rainow-approach-to-teaching-maths---implementation-statement\_4900.pdf](https://rainowprimary.sharepoint.com/%3Ab%3A/s/MATHSPLANNINGDOCUMENTS/EfIC8kzS8VBFoF8Wpul-c0QBXc2Z16hlmJkOZmI9ZV0MfQ?e=q1gikY) and [RAINOW MATHS POSTERS.pdf](https://rainowprimary.sharepoint.com/%3Ab%3A/s/MATHSPLANNINGDOCUMENTS/EUIXTlAjtnFIvNCxJvs_2GoB7rtmh7zvRh2EcDFGb8aqzw?e=VNvTu3) .
* FUNdamental Facts – check that there is consistency with our approach (refer to [OUR APPROACH TO TEACHING FLUENCY AT RAINOW.pdf](https://rainowprimary.sharepoint.com/%3Ab%3A/s/MATHSPLANNINGDOCUMENTS/EaqFHZzYw_ZCnpk2kDHm4IsBHNWKN1a38ATakDEP26sHKg?e=RvQx29)).
* Pupils to use maths books directly so that they are more than display books for worksheets.
* Teachers to use the questioning on the worksheets without using the worksheets.

 NEEDS MONITORING* Teachers complete QLA spreadsheets from NFER tests are. SL analyse data to identify weak areas of maths across cohorts and school. Feedback to teachers
* SPRING TESTS? NFER tests purchased for Y1 – Y5 ready for end of Spring term.

**SHORT TERM TARGETS:** * Teachers to use the Mastery approach when designing lessons – keeping everyone together on the same task. NEEDS MONITORING
* Teachers consider how to scaffold tasks. NEEDS MONITORING
* CPA approach is evident (use of manipulative boxes needs reviewing).
* Teachers consider how we create challenge for all learners. Deepening learning. Arrange **CPD for staff who request it. (HE DATA TRACKER NOW CONTAINS A PLACE TO SHOW INDIVIDUAL SKILLS TARGETS FOR GD PUPILS)**

NEEDS MONITORING* Teachers develop one-page overview plans for each topic – DEVELOPING LEARNING SEQUENCES. (started in AUTUMN 2021)
* Share / remind ‘What is a mathematician?’ document with Behaviours with all staff, children and parents. There is an agreement of what greater depth mathematicians look like. Use the definition for assessment and target setting purposes beyond test scores. MARCH 23 – TEACHERS ASKED TO SET TARGETS FOR GD PUPILS BASED ON THESE.
* Investigate what we are doing for pupils who are consistently not meeting ARE? Explore Precision Teaching as a bespoke intervention. Use Diagnostic tests/QLA to find out gaps and address them directly.
* NFER SPRING TERM TESTS NEED ORDERING AND USING.

**LONGER TERM TARGETS:*** Ensure progression between strategies taught in EYFS and KS1 and that the curriculum is closely matched. (HE to work with TC/CT).

PLANNED 2 DAYS IN JUNE * Explore <https://numbersensemaths.com/> as a systematic way of teaching number facts in EYFS/KS1 and for intervention in KS2.
* Review and update Calculation Policy and share with all stakeholders. MARCH 23 – ONE PAGE CURRICULUM OVERVIEWS CREATED (ENDPOINTS AND CALCULATION METHODS)

Progression in calculating with fractions needs adding.* Finalise Maths Misconceptions document and shared with all stakeholders.
* Embed the teaching of problem solving and reasoning strategies (arrange CPD if needed)

NEEDS MONITORING* TEAM TEACHING/LESSON STUDY ‘Facilitating exploring in maths lessons’
 | * Age-appropriate Rainow Maths Posters are displayed and the majority of children can explain their use and meaning. (LV/PV)
* FUNdamental facts are being learnt and support children’s mental arithmetic. (PV / LV)
* There is evidence in all classes that children are encouraged to use maths books and pencil and paper jottings / workings out as opposed to purely worksheet completion. Maths journalling is evident. (WS, LV, PV)
* QLA complete and HE has fed back findings to staff. Actions have been created to address dev. Points.
* Evidence in books that all children regularly attempt the same task. Scaffolding and challenge feature in the majority of sessions. (PS/LV/PV)
* Manipulative boxes are being used to scaffold and support children as required. (LV/PV/WS/PS)
* One-page plans for topics are collated and support teachers to refine and enhance teaching and learning. (PS)
* ‘What is a mathematician?’ document is referred to and supports assessment decisions. (DA)
* [ASSESSMENT TRACKING MATHS.xlsx.](https://rainowprimary.sharepoint.com/%3Ax%3A/s/MATHSPLANNINGDOCUMENTS/ETMf-T_KXINGt4EOmJwADvMBRUyXlsfGnbV2PpXJSdwxdw?e=XpP1lc) Document Is updated at least termly. (DA)
* Precision teaching intervention in place and progress is demonstrated. (LV/PV/WS/PS)
* QLA has taken place and identified individuals/groups receive bespoke intervention. (DA/PV/PS/WS)
* Children with SEND / vulnerable pupils make measurable progress from identified start points. (LV, WS, DA)
* Observation of Y1 has taken place, including pupil interviews and planning scrutiny. (LV/PV/WS/PS)
* HE has worked with CT and TC to understand, refine and improve mathematical links between end of EYFS and the National Curriculum.(PS)
* There is a consistent and progressive approach to methods taught and these have been communicated and understood by all stakeholders. (PS)
* Teachers are confident and competent to plan and deliver maths lessons which regularly incorporate opportunities to reason and problem solve.

**ATTAINMENT TARGET:*** EoKS maths achievement is at least in line with national thresholds at EXS and GD(this might need to exlude SEN pupils where no. Of EHCPs are high I.e. Y6).
 | Sep 22Termly checkTermly checkEnd of Sep 22End of Aut 22ongoingJuly 23Termly Termly reviewTermly reviewTermly reviewDec 22Dec 22Apr 23Sep 23 onwardsJuly 23 |
| **KIP 2 – MATHS - End of Autumn Review**  |
| **Progress against objectives and impact on pupils:*** + Observed good maths teaching in Y1 to complete a full review of T & L.
	+ Purposeful use of manipulatives evident in lessons observed so far Maths posters (or equivalent) are on display and referred to in all classrooms.
	+ Some good examples in maths books of children recording and making jottings, instead of worksheets.
	+ FundaMental facts are used as homework practice. These are supporting maths fluency.
	+ Calculation Policy has been updated.
 |
| **Areas for Continued Development** |
| * Finalise the Calculation Policy to reflect current, agreed practice. (This is almost complete)
* Continue to develop 1 page topic overviews in all areas of maths. (Starting with calculations)
* Continue to focus on using maths books directly, so that they are more than display books for worksheets.
* Teachers to continue to use the Mastery approach when designing lessons – keeping everyone together on the same task, scaffolding tasks where appropriate.
* Embed the teaching of problem solving and reasoning strategies (arrange CPD if needed)
* CPA approach is evident (use of manipulative boxes needs reviewing).

ASSESSMENT* Teachers complete QLA spreadsheets from new NFER tests. SL analyse data to identify weak areas of maths across cohorts and school. Feedback to teachers.
 |
| **KIP 2 - MATHS - End of Spring Review**  |
| **Progress against objectives and impact on pupils*** HE assessment analysis now contains a section to show GDS maths skill targets. (Evidence to show how we are challenging high ability learners)
* HE has devised new monitoring proforma to ensure teachers have clarity around best practice.
 |
| **Areas for Continued Development** |
| LINKS BETWEEN EYFS & Y1:* Ensure progression between strategies taught in EYFS and KS1 and that the curriculum is closely matched. (HE to work with TC/CT).
* Explore <https://numbersensemaths.com/> as a systematic way of teaching number facts in EYFS/KS1 and for intervention in KS2.

OTHERS:* Teachers to continue to develop one-page overview plans for each topic.
* Share / remind ‘What is a mathematician?’ document with all staff, children and parents.
* Ensure clarity around what greater depth mathematicians look like. Use the definition for assessment and target setting purposes beyond test scores. (MARCH 23 – TEACHERS ASKED TO SET SKILLS TARGETS FOR GD PUPILS BASED ON THESE)
* Finalise Maths Misconceptions document and shared with all stakeholders.
* TEAM TEACHING/LESSON STUDY ‘Facilitating exploring in maths lessons’
 |
| **KIP 2 – MATHS - End of Summer Review** |
| **Progress against objectives and impact on pupils** |
| **MATHS Areas for Continued Development 23 onwards** |
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| **KEY IMPROVEMENT PRIORITY 3** |  |
| **CURRICULUM (Quality of Education)** |  |
| **Staff Responsible:** | **TC/LH/IT/JN/ND** | **Approximate Costs:** **4 x Non-contact days (£800)** |  |
| **Objective** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * Ensure the School Curriculum from R – Y6 is strong and coherent, using all the curriculum components to ensure improved outcomes for all pupils.
* To continue to embed the EYFS Framework, strengthening links to the whole school curriculum.
* Use the latest research to ensure effective teaching and learning.
 | * Subject Leaders review and refine medium term planning, including clarifying end points: RE, Music, French and Art (also see Subject Leader Plans).
* Subject Leaders continue to develop assessment systems which are fit for purpose.
* Monitor SEND intervention groups and vulnerable pupils to ensure teaching and learning is inclusive, specific and appropriate.
* Deliver staff meeting to show EYFS curriculum and ascertain information subject leaders need to inform he development of their subjects.
* ND / TC to work with SLs to improve transition and strengthen links between EYFS and the NC.
* ND to finalise medium term topic plans and make these available to all subject leaders on Share Point.
* Subject leaders evaluate EYFS medium plans to make sure all necessary knowledge, end points and vocabulary is covered in order that children are well prepared for the NC.
* Deliver a staff meeting about the ‘5 A Day Approach’(EEF)
* JN to attend Metacognition CPD and disseminate to staff, linked to the Rainow School Learning Values
 | * The schemes of work in less developed, non-core subjects have been evaluated and they are used effectively to support and improve pupil outcomes. (PS/LV/PV/WS/DA)
* Planning ensures all the curriculum components are secure and impacting on pupil outcomes. (PS/LV/PV/WS/DA)
* Opportunities for pupils to remember more are built into planning. (PS)
* Assessment systems identify next steps in learning across all subjects. (DA)
* The curriculum is ambitious and personalised to the needs of the children and community and this can be articulated by subject leaders for their subject.(PS)
* Children with SEND / vulnerable pupils make measurable progress from identified start points. Intervention is specific, timely, intensive, and impactful. (LV, WS, DA)
* Subject leaders are more aware of how their subjects are taught during the Reception year. (LV, PS, DA)
* Subject Leaders know the end points from the EYFS and understand how these endpoints are the bedrock for the NC from Year 1.(PS/DA)
* Children start Year 1 with a range of knowledge and vocabulary that enables them to access the Year 1 curriculum. (DA/WS/LV)
* Teachers and TAs understand the principle of ‘5 a day’ and incorporate into daily teaching. (LV/WS/PV)
 | 1st planning reviews by Dec 22 and then termly thereafter.TermlyTermlySep 22July 22Sep 23Sep 22(staff meeting) ongoing |
| **KIP 3 – WIDER CURRICULUM - End of Autumn Review** |
| **Progress against objectives and impact on pupils** * CT / JN observed science in EYFS, Y2 and Y6 including planning scrutiny. Excellent sessions observed, which provided SL with clear links between the Reception and the Y1 NC, and ideas for how to strengthen links throughout school.
* French medium-term planning has been revamped and being followed in all KS2 classrooms. There is a new SharePoint site available to teachers for planning, endpoints and resources. MG teaches French in Y5 to ensure quality of provision (IT teaches computing to Y2)
* There is a new PE scheme of work in place and the PE subject lead has observed and given feedback to all sports coaches.
* Mr Trueman has delivered a Computing staff meeting to introduce new medium-term planning and endpoints. The SOW is being followed and hardware is reliable and working effectively. All documentation has been uploaded to a Computing SharePoint site. Mr Trueman now teaches Computing in Y2, Y4 and Y5.
* Mrs Eddie delivered a PSHE staff meeting to introduce new medium-term planning. The PSHE SharePoint site contains all revised planning and resources.
* There is a new Music SharePoint microsite with new planning and endpoints.
* A [5-A-Day approach](https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support) (5 recognised approaches to improve lessons and learning) has been added to lesson monitoring proforma as a reminder that this is best practice.
* Endpoints continue to be developed and refined in all subjects.
 |
| **Areas for Continued Development** |
| * RE: SOW to be refined alongside local schools. The aim is to have complete, fully resourced planning to roll out for Summer 23.
* DT: IT to work with CdeR refining endpoints.
* Music: finalise endpoints
* Geog / Hist: work on targets from Jan staff meeting, specifically integrating ‘golden threads’ throughout planning so that each unit of work.
* Computing: collect examples of learning against new endpoints.
* Art: finalise end points.
* ND to deliver SEN CPD to TAs.
* All subjects to continue to review subject content (vocab, sticky knowledge, knowledge organisers etc.)
* All teachers to add ‘feed forward’ info. to subject trackers (dispense with 1 sheet assessment sheets)
* Review OFSTED primary science review document and amend action plan accordingly
 |
| **KIP 3 – WIDER CURRICULUM - End of Spring Review** |
| **Progress against objectives and impact on pupils*** ND has delivered SEN CPD for TAs relating to 5-a-day (effective strategies for class teaching).
* CT has reviewed OFSTED primary science document and updated her action plan.
* Link governor spent the morning observing STEM workshops, Y5 lesson , planning, monitoring and assessment documentation.
* Y1 science plans ready to disseminate in summer term.
* JN has completed metacognition training.
* Geog / hist additional Book Look highlighted clear strengths and continued areas for development.
* RE: Summer term medium term planning is complete, including resources. Teachers have the plans to deliver summer topics linked to the new Cheshire East syllabus.
 |
| **Areas for Continued Development** |
| * Science – MTP half day book-look and clarify assessments to match. (staff meeting 1st week back)
* Art – CT to meet CdeR and SE – finalise endpoints.
 |
| **KIP 3 – WIDER CURRICULUM - End of Summer Review** |
| **Progress against objectives and impact on pupils** |
| **Areas for Continued Development 23-24** |
|  |
| **KEY IMPROVEMENT PRIORITY 4** |  |
| **SAFEGUARDING/WELL-BEING/PARENTAL ENGAGEMENT/(Leadership & Management and links with Quality of Education)** |  |
| **Staff Responsible:** | **JN/ND** | **Approximate Costs:****Possible non-contact for SL days tbc. (no more than £800)** |  |
| **Objectives**  | **ACTIONS** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * To keep the school community safe and well.
* To continue to understand and address the gaps in learning due to COVID.
* To ensure Subject Leaders continue to develop and strengthen their roles.
* To increase parental engagement
 | * DSL and deputy DSL meet termly to address the Safeguarding Action Plan.
* Arrange well-being opportunities / initiatives for staff throughout the year.
* Continue to review and implement COVID Catch-Up initiatives, including accessing the National Tutoring Programme.
* Continue to develop a ‘Subject Spotlight’ approach linked to our Monitoring and Evaluation policy.
* SL to ensure assessment trackers systems are updated at least termly (where relevant) and help to identify any potential slippage.
* Arrange an extra face-to face information evening for parents during the autumn term.
* Ensure that key policies and school improvement initiatives are communicated to parents.
 | * The action plan is on track.
* Leaders are aware and take account of the pressures on staff, considering staff wellbeing, ensuring well-being opportunities for all.
* Children identified as requiring additional support make measurable progress from identified start points. Class teachers / TAs review impact of intervention groups on a half-termly basis and, if appropriate, liaise with SENDCo re. next steps. (DA)
* Monitoring And Evaluation schedule is up to date and SLs have a clear plan of when and how they will monitor their subject.
* Subject leaders have a greater knowledge and understanding of their subject (s) and have clarified end of Key Stage expectations. (LV, WS, DA, PV)
* Assessment systems are effective across all subjects; learning outcomes are clear, measurable and impacting on next steps for all pupils. (DA)
* Children can demonstrate their knowledge, skills and understanding in their workbooks and through discussion. (PV, WS)
* Parents / carers receive specific class information in order to support their children.
* Parents / carers are aware of school policies, procedures and initiatives.
 | Half-Termly checkHalf termly checksSep 22 for schedule half-termly checkstermly checktermly checkSep 22ongoing |
| **KIP 4 – LEADERSHIP AND MANAGEMENT - End of Autumn Review** |
| **Progress against objectives and impact on pupils** * The autumn term ‘Meet and Greet’ parents’ evenings were well received. (Although attendance was approx. 50%).
* The 1:1 parents’ evenings in Oct/Nov were almost 100% attended.
* Well-being launch days are now fixture on the first day back after a holiday. KEEP LEARNING was the focus for Aut 2.
* Monitoring Schedule updated and resulting in more opportunities for subject leaders to understand their subjects in a greater depth.
* Key policies and info. about school are communicated via the school newsletter. So far, attendance, anti-bullying, curriculum, pupil promise, SSDP and well-being, have all been updated.
* Catch-up additionality sessions are taking place throughout school (mainly precision teaching: phonics and basic number facts)
* The Pupil Voice element of the safeguarding action plan is developing well. There is a new student body: The Rainow Reps, who meet weekly and have supported anti-bullying week as their first role.
 |
| **Areas for Continued Development** |
| * NTP funding (2k) to be used for catch-up tutoring, in line with [Pupil Premium](http://www.rainowpri.cheshire.sch.uk/serve_file/9985926) [Strategy Statement.](http://www.rainowpri.cheshire.sch.uk/serve_file/9985926)
* Ensure termly trackers are in place and kept up to date in ALL subjects.
 |
| **KIP 4 – LEADERSHIP AND MANAGAMENT - End of Spring Review** |
| **Progress against objectives and impact on pupils*** Y6 children have accessed 1:1 or small group tutoring in maths and English. (Includes Pupil Premium children)
* Termly Assessment Trackers continue to evolve. ‘Feed Forward’ comments are being trialled in various non-core subjects.
* Pupil Voice: Rainow Reps have met with HE weekly and with JN termly. They are working on improving playground activity and have requested a budget from the FRS. They are also investigating ‘fairness’ as a theme across school. Pupil Voice is stronger than ever due to our adult led Rainow Reps, Planet Protectors and Pupil Voice from lesson visits and from pupil surveys.
 |
| **Areas for Continued Development** |
|  |
| **KIP 4 – LEADERSHIP AND MANAGAMENT - End of Summer Review** |
| **Progress against objectives and impact on pupils** |
| **Areas for Continued Development 23-24** |
|   |
| **BACKGROUND DEVELOPMENT AREAS 2022-23** |
| **EYFS (Quality of Education) also see KIP 3** |
| **Staff responsible:** | **ND/TC** | **Approximate Costs:**  |  |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * Maintain good levels of achievement, at least in line with national expectations
* To accelerate the progress of children working below the expected level of development for Speech and Language.
 | * RS (trainee Speech And Language Therapist) to assess all Reception children on entry.
* Children who are below the expected level in speech and language should be targeted in the provision and if necessary, RS to advise correct intervention to be used.
* Improve music teaching and trial new scheme. (ST)
* Ensure all curriculum medium term plans are completed in new format and are available on SharePoint.
* All subject leaders to observe EYFS and understand endpoints for their subject
* Endpoints document done and presented to staff.
* Child with visual impairment successfully transitioned into setting and all staff understand her needs – work with VI team
 | * A Speech and Language provision is available for children in EYFS who are working below expected levels in Language and Communication.
* Identified children make good personal progress against specific and measurable targets in S & L. (LV, DA)

**ATTAINMENT TARGET*** **75% of children reaching a Good Level of Development (72% national, 2019) (DA)**
 | **Oct 22****Termly checks****July 23** |
| **BEHAVIOUR AND ATTITUDES** |
| **Staff responsible:** | **JN/RG/HE/RL** | **Approximate costs:** |  |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * Continue to improve overall rates of attendance for all groups of pupils.
* Continue to develop the role of Pupil Voice.
* Continue to develop the use of retrieval, metacognition, memory techniques and learning strategies.
 | * RG to conduct daily and weekly analysis of pupil’s attendance, liaising with JN where attendance or punctuality drops below agreed thresholds (see [Attendance Policy](http://www.rainowpri.cheshire.sch.uk/serve_file/6617235))
* HE to lead Rainow’s equivalent of a School Council. (Meeting at least fortnightly)
* RL to lead Planet Protectors meetings.
* Monitor [‘5 a Day’ strategies](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1643188181) during lesson visits and disseminate good practice.
 | * Office staff and HT have worked collaboratively to send timely reminders where attendance and/or punctuality needs to improve.
* Parents are aware when attendance or punctuality levels fall below agreed / acceptable thresholds.
* Identified pupils’ attendance / punctuality improves after intervention, and evidence of impact can easily be demonstrated.
* Pupils have ‘a voice’ in school and contribute to school improvement.
* School maintains the Eco School’s Green Flag award.
* There is evidence from monitoring that ‘5 a Day’ strategies are being utilised and impacting positively on children’s learning.
 | ongoingHalf termly checksJul 23ongoing |
| **SUBJECT LEADER ACTION PLANS 22-23**  |  |
| **ENGLISH (Quality of Education) see also KIP 1** |  |
| **Staff responsible:** | **MG/LC** | **Approximate Costs:** |  |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * To continue to embed an effective approach to teaching reading.
* To maintain excellent levels of reading achievement across the school.
 | **Early Reading & Phonics:*** Continue to monitor and evaluate delivery and impact of new phonics curriculum.
* Consider CPD for new members of staff.
* Continue to monitor impact of phonics additionality.
* Review phonics policy.

**Reading:** * Monitor whole class reading sessions and ensure that Yr2 - Yr6 are using reading journals to capture evidence.
* Finalise Rainow Reading End Points.

 * Continue to track lower attaining readers (bottom 20%) and evaluate the impact of interventions
* Research supplementary resources in addition to Ashely Booth for whole class reading and list these on curriculum overview
* Research quality reading interventions for lower attaining children in KS2 (‘Reading Detectives’ / ‘Inference Training’)
 | * SL will observe phonics teaching and ensure teaching matches curriculum intent. (LV/PV)
* New staff members will receive additional training in phonics (if required) and use precision teaching to ensure accelerated progress is maintained.
* SL will review phonics policy and amend, as appropriate.
* Whole class reading session will be evidenced in journals which reflect the VIPERS approach, supplemented by high quality texts that are listed within the curriculum overview. (PS/LV/PV)
* End points will be used in addition to PIRA / Key Stage TAF reading assessments to help teachers inform their judgements. (DA)
* Low attaining readers will continue to make good progress and improve their comprehension skills by being part of the whole class reading sessions and a potential additional slot where possible. (DA/PV/LV)
* MG/LC have visited Wilmslow Academy to observe ‘Reading Detectives’ as an additional resource for KS2.
 | Spring 23OngoingJuly 232022-23Termly2022-23Sep 22 |
| **SCIENCE (Quality of Education)** |  |
| **Staff responsible** | **CT** | **Approximate Costs:** |  |
| **Objective** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Completed by end of** |
| * Children receive high quality science teaching and learning leading to at least good progress and attainment.
 | * Conduct a resource audit and purchase items to enhance and supplement the Scheme of Work.
* Collect planning, conduct a book look and observe science teaching in Reception, Y2, & Y6
* Ensure assessments are created to reflect each class’s planning (questions) to inform attainment.
* Look at children’s attainment in science across the school and a short book look – what are the strengths and areas for development?
* Finalise ‘end points’ document per year group with progressive science vocabulary included.
 | * Resources are readily available to ensure teachers have what they need to effectively deliver the science curriculum. (LV)
* SL has a clear understanding of how teachers plan, deliver and assess science. (PS)
* Assessments, relevant to new MTP, to inform teachers end of topic assessments. This will highlight next steps for all abilities and ensure SL can track progress and achievement across the school.
* Monitor progress and highlight any areas for development/triangulate with books.
* End point document readily available by Spring to ensure we have one doc to highlight what children should know/be able to do by the end of each year group, based on new MTP.
 | Autumn 22Autumn 22/CompletedSummer 23 Ongoing Spring 23 |
| **HUMANITIES (Quality of Education)** |  |
| **Staff responsible:** | **TC** | **Approximate Costs:** |  |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality humanities teaching and learning, leading to at least good progress and attainment.
 | * Conduct a termly book look and pupil interview and compare to teachers’ planning.
* Finalise end of year expectations for each year group.
* Ensure there is a diverse range of texts available.
* Ensure an age-appropriate Timeline is available for reference in every class which links to the whole-school timeline.
* Lead a staff meeting on ‘Lenses/Golden Threads’ in History and Geography.
* Continue to develop and refine the curriculum map (with a focus on substantive concepts for History and Geography and ‘Golden Threads/lenses’)
 | * Work shows desirable features / commonalities across year groups and Key Stages. (WS, PV)
* Pupils interviewed are able to articulate, in an age-appropriate fashion, what they have learned. (PV)
* End point documentation will ensure each teacher is clear of what expected level “looks like” in humanities for their year group. (WS)
* End point documentation passed on to next teacher will ensure they are aware of prior learning and “wow” moments in order to make further links and reference prior learning/experiences to aid retrieval. (DS, PS)
* A diverse range of texts will be used in the delivery of humanities curriculum and evident on our long-term plan. (PS)
* An agreed timeline will be used by children in each unit of study, with links to the whole school timeline. (LV)
* Staff understand the theory of ‘Lenses/Golden threads’.
* Lenses through which each topic is to be studied will be added to curriculum map and theory behind this delivered to staff in staff meeting. (PS/PV)
* 80%+ of children achieve the expected end of year standard or better and progress for children WTS or BTS can be evidenced.
 | Termly (aj 23)Dec 22Jan 23July 23July 23Spring 23Summer 23ongoing/Termly  |
| **RE (QUALITY OF EDUCATION)** |  |
| **Staff responsible:** | **TC** | **Approximate costs:** |  |
| **Objective** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality RE teaching and learning leading to at least good progress and attainment.
* Pupils develop a broad understanding of different religions to fully prepare them for life in modern Britain.
 | * Disseminate latest information form New Syllabus launch to teachers (Staff Meeting(s).
* Embed new Cheshire East planning into school curriculum.
* Develop a RE key vocabulary document.
* Conduct an audit of RE resources including planning / support / CPD
* Support teachers to arrange visits / visitors to enhance RE learning.
 | * Teachers have the resources needed to plan and teach a given unit from the Cheshire East Syllabus during the Autumn term. (PS)
* Whole School Curriculum map includes RE to be taught in each term in each year group. (PS)
* A RE vocabulary document has been developed and used by all classes. (PS)
* Resources are organised and staff made aware of the resources we have to aid their upcoming RE units. (PS)
* Meaningful and impactful visits / visitors are planned in to our RE teaching and added to the long-term plan for RE / Whole school curriculum map. (PS)
* Children can talk about RE topics covered in an age-appropriate fashion. (PV)
 | Sep 22Jan 23July 23July 23OngoingJuly 23 |
| **ART** |  |
| **Staff responsible:** | **CT** | **Approximate Cost:** |  |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality Art teaching and learning leading to at least good progress and attainment.
 | * Arrange art events to inspire pupils. (Gallery, Competitions, Guest Artists)
* Continue to embed new MTPs for art (one document per term).
* Finalise ‘End Point’ document for art (end of each key stage).

 * Conduct a light touch work scrutiny, monitor planning, teaching and assessment.
 | * Children are enthused and inspired by art events and/or guest artists. (PV)
* All teachers/HLTA’s to follow new MTP to ensure our art curriculum is progressive and sequential. (PS/LV)
* End point document to highlight what children should have learnt by the end of each KS (KS1/LKS2/UKS2). (DA)
* All teachers / HLTA’s following MTP, teaching skills and vocab explicitly to children. SL has highlighted strengths and areas for development/provided support where needed. (LV/PS/PV)
 | OngoingtermlySummer 23 Spring 23 |
| **DT** |  |
| **Staff Responsible:** | **IT** | **Approximate Costs: £tbc.** | **Total:****£tbc.** |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality DT teaching and learning leading to at least good progress and attainment.
 | * Ensure there is a clear progression of Knowledge and Skills, including clear end points at KS1, LKS2 and UKS2. Share with teachers.
 | * There is coverage of the DT curriculum across the school. (PS)
* Teachers are confident to use new end point definitions to assess children’s DT work. (PS, DA)
* Assessment is collated on school tracker. (PS, DA)
* Each unit of work is adequately resourced. (LV, PS)
* To ensure quality of teaching and progression across the school, including end points at least at KS1, LKS1 and UKS2 (PS, DA)
 | Sep 22TermlyOngoingSummer 23 |
| **Computing** |  |
| **Staff responsible:** | **IT** | **Approximate Costs:** | **Total:****£3000 per year** |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality Computing teaching and learning leading to at least good progress and attainment.
* To ensure Computing is used as a tool to enhance teaching and learning throughout the curriculum.
 | * Work with IT technician to ensure the Computing curriculum is adequately resourced (hardware and software)
* Keep the software inventory up to date.
* Launch updated Computing curriculum plan (Staff Meeting).
* Offer children extra-curricular computing
 | * The Computing Curriculum is adequately resourced.
* All software used in school is logged, and we know where any personal details of individuals are kept for GDPR purposes.
* All staff are confident to deliver the computing curriculum. (PS)
* All staff to have the skills and knowledge to deliver Computing Curriculum. (LV, PV, WS)
* Pupils to have access to high quality teaching and learning experiences in Computing. (LV, PV, WS)
* Evidence available to prove attainment of all pupils linked to clearly defined end points at KS1, LKS2 and UKS2. (PV, WS)
* The Computing Club is enjoyed and well attended (PV)
 | OngoingDec 22Sep 22Spr 23Summ 23Summ 23Ongoing  |
| **Modern Foreign Languages (French)** |  |
| **Staff responsible:** | **LH** | **Approximate Cost: £400 (non-contact)** | **Total:****£400** |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality French teaching and learning leading to at least good progress and attainment.
* Ensure that language and culture is celebrated throughout the school.
 | * Change from Easy MFL to Twinkl as our scheme of work.
* Put medium term planning and end points onto SharePoint. (y5 and y6 still to do 11.10.22)
* Continue to develop a Key Vocabulay document in KS2.
* Staff Meeting to share plans/vocab
* Ensure everyone has added new medium-term plans to LTP.
* Hold a language day-children learn basic phrases and have a themed lunch.
 | * KS2 receive one hour’s French lesson per week – at least one 30 minute lesson, and 30 minutes of incidental practice sessions. (PS, PV, WS, LV)
* End points are referred at the end of each term to assess achievement and inform next steps. (DA, PS)
* Key Vocab document is in place.
* KS1 are (as a minimum) introduced to 3 songs in French per year, and be aware of the fact that people in different countries speak different languages. (PS, PV))
* Language day has been enjoyed by children and staff (PV)
* Easy MFL is utilised as an extra resource. (PS)
 | TermlyTermlyTermlySpr 23Ongoing |
| **Music (Quality of Education)** |  |
| **Staff responsible:** | **LH** | **Approximate Costs:** **£400 (non-contact)****£225 (sing-up subscription)** | **Total:****£625** |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality Music teaching and learning leading to at least good progress and attainment.
* Ensure The National Plan for Music underpins school music planning.
 | * Put medium term plans and end points on SharePoint. (Ensure headings on LTP are correct).
* Cross reference Love Music Trust. ladders/endpoints with school plans.
* Cross reference Model Music Curriculum / National Plan for Music for coverage.
* Continue to develop our school musical vocab document.
* Audit instruments
* Strengthen links with the EYFS.
* Look for opportunities to invite guest musicians (high school and other) to raise the profile of music in school.
* Reintroduce / continue singing assemblies.
* Reintroduce Rainow Music concert
* Continue the School Choir and School Orchestra.
* Reintroduce Christmas Play with Yr 3/4 and continue Summer Play with Year 6.
* Give children the experience of singing or playing instruments in an ensemble
 | * Teachers use the Love Music Trust Scheme of work as a basis for their planning and assessment. (the LTP on the website is up to date.)
* There is evidence available to prove musical achievement of all pupils, linked to clearly defined end points at R, KS1, LKS2 and UKS2.
* There is a document in place which provides classes with a progressive and sequential bank of musical vocabulary.
* The curriculum is adequately resourced.
* LH understands the expectations at the end of EYFS and has made links with the Y1 (and other ifd appropriate) curriculum.
* Children take part in regular singing events.
* Singing assemblies feature regularly across the school.
* School Choir practise weekly
* Orchestra practise weekly.
* Include a musical performance at Easter
* Christmas and Summer Plays give children further opportunity to sing and play instruments.
* Attend Young Voices
* Perform at Christmas Fair
 | Dec 22 checkJuly 23 (termly check)April 23July 23July 23July 23 OngoingOngoing OngoingOngoingApril 23Dec 22Feb 22 |
| **PE (Quality of Education)** |  |
| **Staff responsible:** | **LC** | **Approximate Costs:***£16000 - linked to school sports funding* | **Total:***16k* |
| **Objectives** | **Actions** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by** |
| * Children receive high quality PE teaching and learning leading to at least good progress and attainment.
 | * To create a whole school scheme that celebrates exercise – documenting the daily mile / class competitions / colour group captains.
* To deliver staff meeting to introduce PE Planning resources that match MTP that teachers follow.
* To continue implementing play leaders to ensure breaktimes are as active as possible.
* To track all children who attend competitions across KS2.
* Observe all coaches (AT, Alick, Amy & Millie) and staff (where possible) against the new MTPs.
* Finalise end points for PE in KS1, LKS2 and UKS2.
* Conduct a pupil voice survey to reflect opinions of PE in school.
* Action all SGM criteria to maintain gold award.
 | * Whole school scheme promotes the profile of sport in school. Children will frequently represent their colour group and will encourage more competition and exercise.
* PE Planning will be the scheme teachers use to support their PE lessons. Employed coaches will also be made aware of these documents and will be expected to reach the outcomes by the end of the unit. (LV, PS)
* Play leaders play a role in increasing physical activity and exercise during breaktimes.
* Registers will ensure all children (especially Y6) are given the opportunity to represent the school in an inter-school competition. (DA)
* All staff have been observed and strengths and areas for development form part of further development. (LV/PS/WS)
* End points will be used to help inform teacher judgement of a child at the end of the phases and areas for development (KS1, LKS2, UKS2).
* Pupil survey is complete, and the results inform future improvement. (PV)
* School Games Mark will continue to positively impact our PE provision and will ensure we liaise with parents/governors accordingly.
 | Sept 22Sept 22Ongoing By Jan 23Ongoing  Spr 23TermlySumm 23Summ 23 |
| **PSHE / RSE (QUALITY OF EDUCATION)** |
| **Staff responsible** | HE/MG | **Approximate Costs: 3 days Non-contact (£600)** |  |
| **OBJECTIVE** | **ACTIONS** | **Success Criteria / Pupil Outcomes (method of monitoring)** | **Date to be completed by end of** |
| * To continue to develop the role of Senior Mental Health Lead Teacher.
* To embed Mental Health and Well-Being into the school curriculum.
* To identify and support children who might need additional support with their mental health and well-being.
* To embed a shared and consistent approach to dealing with children’s emotional state. (Emotion Coaching)
* Develop mental health support for staff.
 | **PSHE CURRICULUM:*** Refine medium term planning, linked to long term plan.

 Work with CDR to agree PSHE outcomes for Y3 Forest School (shared with all teachers at a staff meeting)* Refine and finalise endpoints and share with staff, including how assessment will be used.
* SL to observe/review teaching and learning across school.
* British Values – where are the links in our curriculum? How are they being covered?
* Is there meaningful diversity within our curriculum offer? Added Jan 23

**PUPIL VOICE:*** Develop an annual cycle of SMHL activity (pupil screening etc.)
* Share analysis of Pupil Survey with stakeholders.
* Introduce Pupil Voice/student council.

**WELLBEING/MENTAL HEALTH:*** HE to complete SMHL qualification.
* HE and ND consider links between SEN/Safeguarding/MH to streamline approaches. Agree responsibilities.
* HE to work with CDR and RL re. Nurture provision.
* •**Introduce termly meetings between SMHL and intervention leads for ongoing reviews of children and any adjustments that are needed. Half-termly interim reviews. (added Jan 23)**
* **Establish our Graduated Approach to MHWB;**
* **Create referral forms (baseline assessment), tracker, Plan, DO, Review forms.**
* To use information already researched and collated to finalise the new Mental Health Well-Being Policy. Share with all stakeholders.
* Develop self-regulation toolkits in all classrooms along with safe spaces around school.
* Make families aware of our well-being approach.
* Monitor impact and use of Emotion Coaching.
* Staff meeting to review our practice. Make links to mental health first aid strategies (joined up approach) HE needs to develop Training Pack as part of SMHL course.
* SMHL to devise staff toolkit / signposting to support good MHWB. Disseminate to staff.
* Use CPOMS to record wellbeing/MH concerns.
 | * Medium term planning has been standardised and there is clear progressive scheme in place from Y1 – Y6. Children can articulate what is being taught (PS / PV)
* End points are in place and staff have used them to establish a suitable assessment. (DA)
* Lessons observed are at least Good. Strengths and areas for development are collated and support further improvement. (PV/WS/LV)
* British Values are incorporated throughout the SOW. (PS)
* All pupils have taken an age—appropriate baseline MHWB screener and, where possible, suitable interventions have been put in place. (PV)
* Results of Pupil Survey inform future planning. (PV)
* There is a student body in place who have a voice and contribute to school improvement. (PV)
* SL has achieved a Senior Mental Health Lead qualification.
* Links between the SMHL and SENDCo are clear and each has a defined remit of responsibility.
* Baseline assessments and progress can be demonstrated for children accessing nurture provision.
* Review meetings are in place.
* The Mental Health and Well-Being Policy is complete, understood and implemented by school staff.
* There are designated safe spaces and self-regulation toolkits in all classrooms?, being accessed and used by children. (PV)
* Families have a better idea of the Rainow approach to well-being, including being signposted to useful information and advice.
* All staff are confident to use Emotion Coaching to de-escalate children’s heightened emotional state.
* Parents / Carers are aware of, and possibly adopt, Emotion Coaching strategies at home.
* Staff develop better personal awareness of their MHWB (triggers and ways to improve).
* Staff know what is available to them at school to support their MHWB.
* CPOMS records show evidence that staff have recorded incidents and followed up with action/interventions.
 | **Dec 22****July 23 (will this be termly?)****July 23** **July 23****Sep 22****Oct 22****Sep 22 and ongoing****Jan 23****July 23****Termly update****Spr 23****July 23****Spr 23****Dec 22****July 23****July 23****July 23****Ongoing****Termly check** |

**Key to Monitoring**

LV – Lesson Visit

PV – Pupil Voice

WS – Work scrutiny

PS – Planning scrutiny

DA – Data analysis