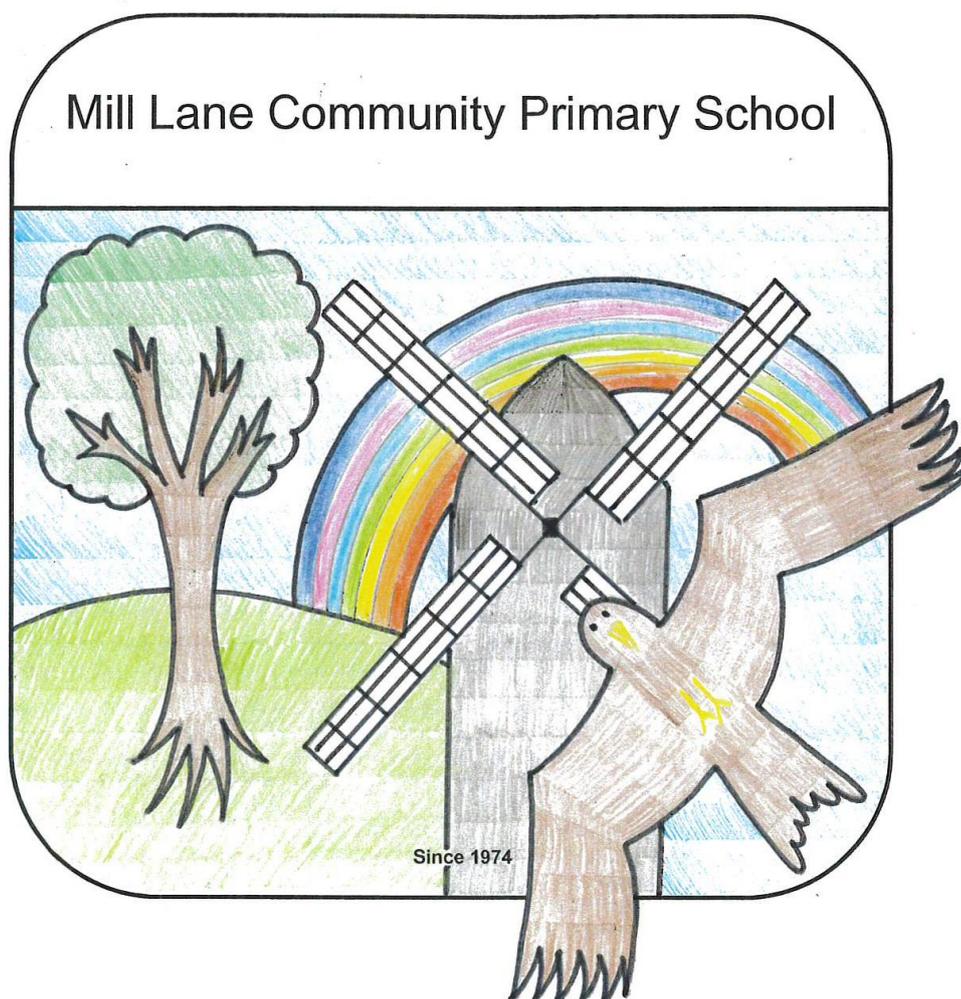


Mill Lane Community Primary School & Windmill Community Nursery

Growing, Thriving, Flying



School Self-Evaluation &
Improvement Plan
2019 - 2021

Review of 2019 to 2020

In January 2020 the school received a visit from Ofsted. Below is a summary of its findings:

What is it like to attend this school?

Pupils feel valued. Their opinions are encouraged and listened to. People are kind, good- humoured and friendly. Everyone feels included. Pupils behave well. They do not worry about bullying and trust staff to resolve any worries. In lessons pupils are keen, relaxed, focused and engaged. Around the school they behave with consideration and maturity. Pupils relish opportunities be involved by being part of the school council, supporting the office staff or helping at lunchtime. They take these roles very seriously, making sure that they arrive on time and discharge their responsibilities diligently.

Leaders have made sure that the whole school community has contributed to the school's vision. Everyone understands what the school is about. They have encouraged staff to think very carefully about what and how pupils learn. There is a sense of excitement about the resulting changes, which are fully under way. Expectations are high.

Parents and staff trust in leaders. All parents who completed the Ofsted survey, Parent View, would recommend the school. They value highly the wide range of opportunities provided for their children. Parents are rightly confident that the school prepares their children well for the next stages of their education and beyond.

What does the school do well and what does it need to do better?

Teachers capitalise on pupils' good behaviour and independence. They set challenging tasks which pupils enjoy tackling, in groups or individually. Teachers plan work that is carefully matched to the national curriculum. In some subjects, notably mathematics, they link learning well so that it builds in clear sequences. This helps pupils to apply and deepen their learning over time so that they attain well. For example, Year 2 pupils investigating building shapes used spaghetti and marshmallows to build cubes and prisms. Then, they were expertly encouraged to explain their secure knowledge of vertices and angles and apply this to other shapes.

In other subjects, such as history, sequences of learning are sometimes less well developed. This means that pupils do not develop the same depth of understanding. As a result, some have a limited sense of how periods of time connect and find it harder to build on their knowledge. New planning is helping pupils to make links. For example, pupils in Year 4 studying hierarchies in Ancient Egypt thoughtfully compared this to modern society.

Parents are rightly confident that their children with special educational needs and/or disabilities (SEND) have their needs met well. Right from the start in early years, staff expertly identify and support these needs. The SEN team work closely with staff and, where appropriate, outside agencies to ensure that support is well targeted and regularly reviewed. Staff across the school know pupils' individual needs well. As a result, pupils with SEND thrive.

Leaders ensure that developing strong reading skills remains a priority, despite pupils' consistently strong outcomes in both reading and phonics over time. Pupils get off to a great start in early years because phonics is taught consistently and effectively by well- trained staff. Children enjoy rhymes and stories in the nursery. Very quickly children in Reception Year children gain the skills and confidence to begin to read sentences. Staff ensure that reading books are carefully matched to their burgeoning skill and confidence. As pupils move up through the school they benefit from regular discussions about books. By the time they reach the top of the school most pupils can read very well and discuss the characters and plots of books they share. Those pupils who struggle with their reading, including those with SEND, are helped to catch up quickly so that they too read confidently and well.

Community is of central importance. Pupils benefit from a wide range of local visits and visitors. The school is immersed in its local community, but leaders also ensure that pupils are outward-looking. A wide range of languages and cultures are celebrated.

Mutual respect is central to the school's ethos. Pupils learn the importance of recycling, for example, through ensuring that old classroom chairs are donated to an overseas charity.

Children get off to a secure start in early years. They enjoy well-planned activities such as the 'tinkering table', where they investigate machinery or playing together learning hockey or role play. Knowledgeable staff build expertly on what children can do during activities so that they are well prepared for Year 1.

Safeguarding

Parents, staff and pupils are confident that pupils are safe at school. Leaders have ensured that staff are well trained and know what to look out for to help keep pupils safe. Clear systems are in place to report any concerns, which are responded to swiftly and appropriately.

Importantly, leaders have ensured that pupils feel confident to express any worries. Pupils learn how to keep themselves safe, including online. Leaders have worked with insight and commitment to provide information and training across the school community. This helps provide families with the tools they need to help keep pupils safe.

What does the school need to do to improve?

The school's curriculum offers a wide range of subjects for pupils to learn. However, pupils' learning in the foundation subjects is not consistently well sequenced. Leaders need to continue to oversee this process and to check that planning and teaching successfully build pupils' learning so that pupils know more over time.

Pupil Progress 2019 to 2020

Due to the coronavirus, the school was closed to all but key worker children from 20th March to 1st June. Children in Nursery, Reception Class, Year 1 and Year 6 returned to school for half days from 1st June. Classes in other year groups gradually returned during July and all classes managed to return for a period with children attending for half days.

Unfortunately, no assessments were carried out at the end of term so the school has no data for any year group. Although the children regularly received work online to complete during lockdown, we feel the children will have made limited progress and to some extent will return to school lacking the understanding of routines, lack the benefits of direct teaching, will have had a long gap between learning certain facts and skills. Work at the start of the year, will have to take in to account the need to reinforce and consolidate objectives from the previous year group.

Quality of Education

Priority 1: Intent

To determine the impact of coronavirus as an integral part of the development of rigorous systems to monitor, assess and track children's progress on a regular basis throughout the year.

Current strengths:

- The school continued to gather evidence of children's achievements through VLE during COVID school disruption
- The school already uses standardised tests to assess the children
- Teachers use end of unit assessments to assess children's progress at the end of a topic
- SEN children are assessed using a range of tests and their progress is tracked
- School introduced learning journals for KS1 and KS2 children last year

Priority 1: Implementation

Training / Staff meetings

- INSET day in September on assessment cycle for 2020 to 2021.
- Staff meeting in term 1 to introduce a new online learning journal system (Tapestry) for tracking and assessing children's progress in all curriculum subjects.
- Termly staff update meetings to share how each member of staff is using Tapestry and what evidence being uploaded for each child.
- Staff meetings in terms 2, 4 and 6 to moderate work in core subjects.

Activities / Interventions:

- In term 1 introduce 'Tapestry' to store photos, examples of work, assessments, tracking for individual journal. Parents can contribute to the online journal too.
- Term 1 staff to receive i-pads to make group / individual observations directly on to Tapestry and to take photos.
- Autumn – Year 2 children to take the phonic screening test.
- Introduce 'cold' and 'hot' tasks at the start and end of units to assess progress and to build up a profile for each child.
- Y1,3,4,5 to use one book for all subjects. Y2 & 6 will have 2 books to keep maths separate for moderation.
- Term 3 staff update teacher assessment for maths, reading and writing to ascertain current progress and predict end of the year achievement.
- Term 3 parental access to Tapestry so they can add their own observations and see how well their child is doing.
- Terms 2 & 4 planning partners use tracking on Tapestry and objectives and coverage to plan for the next term.
- Term 6 use Tapestry to create reports on cohorts in all subjects.

Monitoring / Assessment:

- Coordinators use book moderation exercises across all year groups using book samples and tracking on 'Tapestry'.
- Term 6 complete PUMA, PiRA and GaPS assessments to gain a standardised score for each child.

Priority 1: Impact

- The embedding of Tapestry and other consistent systems for testing, tracking and monitoring will be in place.
- The school will have a clear understanding of the progress the children have made across the year in all subjects.

Priority 2: Intent

Children across all abilities improve against the age expected objectives across the school year and to fill in any gaps caused by the school closure during coronavirus.

Within each class at least 75% of the children are at the expected level of reading, writing and maths by the end of the year.

Current Strengths:

- During lockdown, all classes had work set online on a weekly basis
- I-pads were loaned out to families who did not have access to technology at home
- Staff kept in contact with families as much as possible and chased up families where work was not being done
- Most children returned to school for some time before the Summer holidays

Priority 2: Implementation

Training / Staff Meetings

- September INSET on meeting the needs of all abilities. Staff review resources available and how these can be used to meet needs of SEN and lower ability children. TAs to attend to plan with class teacher for forthcoming term.
- Terms 1, 3 and 5 staff meeting to help staff write SEN pupil profiles and to discuss any problems with SEN team.
- Staff meeting Term 2 to look at how challenge more able and support and push the high average.
- Staff meeting Term 2 and 3 to look at how to use Clicker 8 to support SEN / -Av writers

Activities / Interventions

- Inclusion manager to have time weekly after school to meet with teachers to offer support and advice.
- Year 1 introduce continuous provision at start of year to aid transition from Reception Class.
- Reception class attend half days for first 2 weeks to assist their smooth transition and identification of individual needs.
- Y 1, 2 and 6 to have 2 TAs to support all morning and several afternoons. Y3, 4 and 5 to have 1 TA most of days to offer more targeted intervention and support through smaller group teaching.
- White Rose Maths scheme to be introduced to support the differentiation of activities to meet needs of all abilities.

- Introduce the idea of ‘do it, strengthen it and deepen it’ challenges to further develop and extend children’s understanding
- Term 1 staff assess all children using Youngs Spelling test (KS2) / PERA (KS1) and Bug Club reading levels.
- Term 1 teachers assess SEN / -AV children using NARA reading test (KS2) and sound phase tests.
- Intervention program packages created to be used with SEN / -Av
- Continue to use the ‘No Nonsense’ spelling scheme to support the learning of spelling patterns and statutory spellings.
- Staff to use ‘Tapestry’ program to assess children against objectives and to use this for future planning.
- Term 2 introduce ‘Clicker 8’ intervention programme to be used with SEN and –Av to support writing. Can also be used with whole class with younger children.
- Continue being part of the ‘pop up literacy’ program.
- Reading – continue with the Olympic reading challenge, use of Bug Club to target appropriate reading books, ‘Book Factor’ and extreme reading competition. SEN children to be targeted using Stile Trays, New Reading, new thinking, Looking & thinking. More able to be challenged using the reading comprehension cards. All children to have weekly group reading activities with class teacher.
- Maths – Sandwell or Basic Number test to be used to identify gaps in SEN children’s understanding. Younger children to use Numicon to support their learning. SEN children to use ‘Let’s Talk Maths’. **Lower ability** / average to be challenged using the ‘Convince me cards’ or ‘Discuss Me’ cards.
Staff to think of opportunities to take learning outside to engage children e.g.human graphs, symmetrical stick patterns
- Writing – Use of Phonics Bug to support spelling for SEN, weekly group writing activities with class teacher to target specific abilities’ needs and use of Grammar Bug to encourage learning of punctuation & grammar rules.
- Online learning – staff to continue to use of Education City and PurpleMash to support learning at home of key skills.

Monitoring & Assessment:

- Pupil profiles to be monitored Term 1, 3 and 5.
- SEN children to be reassessed Term 6 using NARA, PERA and phase tests.
- All children to be assessed using PUMA, PiRA and GaPS.
- SLT to assess children’s progress from examples of work.

Priority 2: Impact

- Children will show an improvement against age appropriate objectives in all subjects.
- Pupils will be back to the level they were at the end of the 2018/ 2019 year in terms of where they are against the expected levels.
- Examples of work and unit assessments will show progress children have made throughout the year.

Priority 3: Intent

To provide consistent coverage of objectives and skills in all foundation subjects within a broad, balanced and creative curriculum and ensuring progression of skills and knowledge across all year groups.

To ensure planning consistently reflects which objectives in each subject are being taught (Ofsted target).

Current Strengths:

- The school has a **current** progression of skills document for all subjects appropriate for all year groups.
- Staff have been using **this** for planning and highlighting what objectives have been covered by their class.
- Last year planning trialed a cross curricular approach with an emphasis on creative learning opportunities and enriching the curriculum with visits, workshops and visitors.

Priority 3: Implementation

Training / Staff Meetings

- September INSET on ‘Tapestry’ will help with planning and coverage of key objectives in all subjects across all year groups.
- Term 2, 4 & 6 staff meeting to enable planning for forthcoming topic with planning partner.

Activities / Interventions

- Staff use progression of skills document to help create long and medium term plans for this year for each of their topics.
- Staff continue to use black folder and planning formats introduced last year.
- Teachers and support staff identify opportunities within long/ medium/short term planning for outdoor learning and practical activities to enhance the children’s learning experience.
- Despite restrictions, an enriched curriculum is planned to include workshops and visitors including: theatre group performing Wizard of OZ (term 1), Year 5 & 6 visit from forensic scientist, Year 1 & 2 online visit with an author.
- All classes will have forest school sessions for half of the year (previously it had only been Year 1, 4 and 5).
- Staff to make use of online authors, tours, events etc. to enhance their topics.
- Term 2, 4 & 6 SLT compile a chart to summarize enhanced curriculum opportunities in each year group.
- DH to keep a termly record of curriculum visits, visitors, workshops and activities across all year groups.

Monitoring /Assessment

- Term 2, 4 and 6 coordinators monitor what objectives have been covered by each of the year groups.
- Term 3 and 6 SLT monitor planning against coverage of key objectives and how has the curriculum been enriched.

Priority 3: Impact

- Children cover objectives in all subjects and have opportunity to experience a wide range of activities.
- Planning shows a breadth of learning opportunities
- Pupils give positive feedback about the work they have covered in class.

Leadership and Management**Priority 1: Intent**

Build the skills of curriculum leaders to manage, develop and track the children's skills, knowledge and progress within their subject and for coordinators to confidently support staff to ensure children make expected progress within their subject.

Current strengths:

A number of experienced teachers and curriculum leaders have achieved or are about reach the threshold standard

- Staff are keen to develop their leadership skills and take on extra responsibility.
- The school system of teams allows staff to become leaders of areas but still be supported by senior leaders.

Priority 1: Implementation**Training / Staff meetings**

- Curriculum team meetings every term.
- Weekly NQT mentor meetings

Activities / Interventions:

- Remodel the curriculum teams to take in to account the new members of staff.
- LC to become new Maths coordinator and NQT mentor for GH.
- DH to become Culture Club leader to fit in with his role as Curriculum Coordinator.
- NC to take on role of Science team leader whilst being supported by HT.
- Curriculum team leaders write action plans for their areas.
- Coordinators have time each term to monitor planning, assessments and work samples and to observe teaching.
- DH supports staff each term in finding new ways to enrich curriculum.
- HT and DH carry out joint observations with maths and literacy coordinators to model format, questioning and making judgements as well as how to further support staff (term 3 / 4).?
- Term 3 / 4 all coordinators undertake learning walk with either DT/DH to see how the learning environment and resources support the learning and teaching within their subject.
- Terms 2, 4 and 6 coordinators meet with link governor to discuss developments within their area.
- Term 6 curriculum leaders write report to governors about their area and how it has developed over the year.

Monitoring / Assessment:

- T 2,4,6 coordinators update their subject folders with planning, work samples, tracking and photos of class environment..

Priority 1: Impact

- Coordinators have a good knowledge of their curriculum areas and have evidence of how the area has been developed.
- Coordinators know about standards within their curriculum areas.

Priority 2: Intent

Governors continue to strengthen their knowledge of the standards of learning and teaching across the school, to improve their presence within the school community and to make stronger links with individual curriculum subjects.

Current Strengths:

- Governors successfully supported the school through its last Ofsted in January.
- Governor meetings are more focussed with governors acting as critical friends
- Governors have made supportive visits in some areas of school life.

Priority 2: Implementation**Training / Staff Meetings**

- Governors to receive training in monitoring and evaluation
- When possible, governors to meet with all staff so that everyone can become more familiar with each other

Activities / Interventions

- FGB meetings to continue via 'Teams' until guidance allows for meetings to be held on site.
- Committee meetings to resume via 'Teams' and then back on site once guidance changes.
- A governor information board to be put up outlining the governor role in supporting schools, photos of governors, a brief bio and their subject links to the school, upcoming visits.
- Governor visits to still take place (use of visors and face masks) to support the school meet its priorities.
- Governors to meet the coordinators of their link subjects (this could be via Teams whilst restrictions are in place) in terms 2, 4 and 6.

Monitoring / Assessment

- Continue to keep record of all governor visits **and reports**

Priority 2: Impact

- Governing Body has a knowledge across all subjects and aspects of school life.
- Governing Body is well informed through school visits, information and meetings with different coordinators.

Behaviour and Attitudes

Priority 1: Intent

Support children and families by developing positive characteristics to learning, core values, growth mindset, individual well-being and materials to support families at home.

Current strengths:

- A range of strategies across the school have been introduced to support individuals and families.
- The school introduced a program called 'Calm Kids' based on the principles of the Relax Kids initiative.
- A number of staff have been trained in emotional support for children.

Priority 1: Implementation

Training / Staff meetings

- Term 1 staff meeting on assessing children's mental well-being and follow up activities to support children.
- Term 2 Sue Sheen / Louise Murphy to share some of Calm Kids strategies with staff which they could use in their classes.

Activities / Interventions:

- Y2, Y5) and R staff to use their knowledge of the Calm Kids program to support individuals and groups within their class.
- SSW to use Talk Boost to support Y 1 children.
- SEN team to compile support packs for families linked to specific areas e.g. anxiety, behaviour problems, sleep problems and offer to families. If possible use Microsoft Teams to hold parenting sessions if unable to have people on site still.
- If concerned about individual children carry out assessment using the SDQ scale or Boxhall profile.
- Weekly class assemblies to reinforce the characteristics of learning and core values and to look at 'What's in the News'.
- Refer children to the Communication & Interaction team where there are concerns, support families with CAMHS referrals
- Classes to have regular opportunities for 'circle time' to discuss fears, worries, anxieties and celebrations.

Monitoring / Assessment:

- Term 1 use R.E.S.T scale to assess children's resilience and then reassess term 6 to identify any change / improvement.

Priority 1: Impact

- Class behaviour books show very few incidents
- Children show an improvement against the R.E.S.T scale

Personal Development

Priority 1: Intent

Develop the children's skills and knowledge within Relationships and Sex Education in line with new guidance and to ensure a progression of skills is taught within the PSHE curriculum across the school.

Current strengths:

- The school updated its PSHE policy last year to include the guidance relating to DfE Relationship Education.
- The school created a progression of skills document which covered the key objectives across the school.
- The school began researching different schemes of work and activities that fulfil the new guidance and cover all objectives across each year group (unfortunately due to lock down this was not completed and staff did not receive any training).

Priority 1: Implementation

Training / Staff meetings

- Staff meeting in term 1 to look at new PSHE Policy, progression of Skills, long term overview and appropriate activities.

Activities / Interventions:

- Term 1 complete review of PSHE policy and progression of skills document; make any necessary changes. Update the long-term overview to include new requirements for relationships education.
- Compile a list of resources or make final decision on scheme of work to support teaching of PSHE to meet new guidance.
- Staff to fit new topics within their medium-term plans.
- Term 2 send out a leaflet to inform parents of the contents and learning implications of the new PSHE curriculum.
- Term 4 review how first PSHE topics have gone and how suitable were the resources.

Monitoring / Assessment:

- Each class teacher to highlight what objectives they have covered throughout the year.

Priority 1: Impact

- Children cover a broad and appropriate range of topics within PSHE.

Priority 2: Intent

Despite restrictions, children to experience a wide range of activities and opportunities utilising outdoor learning and practical activities.

Current Strengths:

- Last year the children experienced a range of workshops, visits, visitors before the lockdown commenced.
- There were a range of after school clubs on offer

- Medium term planning had shown a wide range of creative, practical activities being planned for.

Priority 2: Implementation

Training / Staff Meetings

- Term 2 staff meeting on possible outdoor activities in maths and literacy.

Activities / Interventions

- Every class will have weekly forest school sessions for half the year.
- Year 5 & 6 to continue with cycling proficiency lessons.
- Resume class music lessons replacing songs with chants and developing music appreciation, percussion and rhythm work.
- Peripatetic music lessons to resume following school risk assessment and guidelines.
- Each term, class teachers highlight the objectives / skills that have been covered.
- Classes have staggered break / lunch times which means they will have a larger area for play. Each class has a range of P.E equipment which they can use during their breaks.
- A greater range of indoor P.E equipment has been brought to improve the range of indoor activities taught.

Monitoring / Assessment

- Monitor medium-term plans across the school

Priority 2: Impact

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Early Years

Priority 1: Intent

To ensure that teaching, assessment and intervention addresses gaps in children's Communication and Language (CaL) due to school closure.

Current strengths:

- OFSTED feedback - Language skills embedded throughout environment.
- Letters & Sounds Phase 1 activities embedded across the EY curriculum.
- Strong links between Reception and Nursery for continuity and transition
- Early intervention for children with additional needs.
- Increased Nursery admissions

Priority 1: Implementation

Training / Staff meetings

- Early language Programme Training for TAs
- T2 SEND training for Nursery teacher
- Non contact time to manage Nursery admissions

Activities / Interventions:

- T3 2021 - Introduce Reception Early Year language programme
- T2 2020 Power of Reading Programme
- Develop range of resources to support language development eg Makaton, visual aids for SEND/EAL
- Creating shared bank of resources to develop speech sounds and language skills.

Monitoring / Assessment:

- Use of Tapestry to identify gaps.

Priority 1: Impact

- Children will make good or better progress in CaL (see Tapestry data)
- Early Years Language Programme will show accelerated progress for focus children.

Priority 2: Intent

To further develop home-school links

Current Strengths:

- Good relationships and communication with parents eg newsletters, Purple Mash, website
- Well established key person system.
- Home Challenge books to enable parents to support learning at home.

Priority 2: Implementation

Training / Staff Meetings

- Time in Teams to access training on Tapestry
- EY Team meetings used to add observations, photos and share targets for children.

Activities / Interventions

- T1-6 Introduce ways that parents can use Tapestry. eg 'All About Me' completed by parents, WOW moments, interests, shared books

Monitoring / Assessment

- Frequency of contributions by parents.

- Feedback questionnaire about Tapestry.

Priority 2: Impact

Regular use by all families
 Feedback shows parents understand how to support their children at home.
 Data shows children accelerated progress in Prime Areas.

Curriculum Plan

Literacy

Priority 1: Intent

To increase the standards in reading across the school by improving the engagement through links with home, ongoing assessment and targeted interventions.

Current strengths:

- Targeted reading interventions e.g: stile trays, Reciprocal reading.
- Good range of resources.
- KS1 phonics matches books children are reading.
- Bug club assessments used to determine gaps in reading for KS2 and to allocate book bands.
- Early Years and KS1 phonics screening (2019) above average.
- Bug Club used as an online learning platform during lockdown (and after)

Priority 1: Implementation

Training / Staff meetings

- Guided reading training for whole class (T1/2)

Activities / Interventions:

- Relaunch of Olympic reading challenge.
- Reading ambassadors to be carried using Teams.
- Leaflet to parents to promote reading (re sent from last year)
- KS1 virtual coffee morning to promote phonics screening.
- A range of activities such as: book factor (classroom based) - final via Teams; Extreme reading, story around the fire (Am to organise as author visit).
- Virtual author reading workshops.
- Pop up literacy workshops.
- 1:1 Reading aid.
- Whole class guided reading .
- Classroom displays to promote book of the week/author etc (Reading ambassadors to organise).
- Termly reading newsletter to celebrate Olympic medals and promote books read in class.

Monitoring / Assessment:

- Drop in sessions to look at guided reading.
- Reading moderation in paired year groups.
- Bug club assessment KS2.
- Tapestry for whole school.
- SEND PERA and phase testing.
- End of year PIRA assessment.

Priority 1: Impact

- All children will maintain or exceed levels from 2019.
- All children will be actively engaged in the Olympic reading challenge and would have achieved either a Bronze, silver or gold certificate demonstrating an increase of reading.
- A range of interventions are used to improve the standardised scores for all children and close the gap for SEND children between their chronological and reading age.

Priority 2: Intent

To improve the quality of writing with a focus on spelling accuracy in order to close the gap in attainment due to school closure

Current Strengths:

- No-nonsense spelling introduced in KS2 (year 2 onwards).
- Letter and sounds phonic teaching EYFS/KS1.
- Spelling workshop for parents (2019).
- Leaflet for parents to show strategies for teaching spelling.
- Exciting opportunities for writing stimulus (such as first-hand experiences) including Pop Up Literacy author workshops.
- Storytelling approach.
- Lessons linked to NC objectives through progression document.
- Education City and Purple Mash literacy games used during school closure (and after).

Priority 2: Implementation**Training / Staff Meetings**

- No Nonsense spelling training to refresh staff.
- Outdoor writing activities
- Training on use of Clicker .8

Activities / Interventions

- Youngs spelling test to be carried in KS1 and KS2 at the start of term 1.
- Phonics screening for year 2 to be carried out in Autumn term.
- KS1 end of year phonic screening .
- EYFS phonic phase assessment.
- Phonic phase assessment for SEND children.
- Targeted phonic interventions for LA/SEND children across the school.

Priority 2: Impact

All children will maintain or exceed levels from 2019.

The gap between SEND children and children working at the expected level to be consistent of levels achieved in 2019.

Children standardised score in spelling to match their chronological age.

Maths**Priority 1: Intent**

Ensure teaching styles, lesson content and assessments address gaps in children's learning due to school closure.

Current strengths:

- Lessons and MTP linked to the NC through the use of the school progression document.
- Started to use end of unit assessments at the end of last year – these need to be more consistently implemented this year to see steps of progress throughout the year.
- Prior to school closure, teachers used a variety of different teaching approaches (co-operative learning, learning styles).
- During lockdown (and after) teachers were engaging with parents and using online platforms to set learning for children.

Priority 1: Implementation**Training / Staff meetings**

- Staff meeting to introduce the White Rose Maths Scheme and opportunity to share other resources (e.g. Number of the Day/Third Space Learning) to enhance teaching.

Activities / Interventions:

- Teachers to implement 'cold' and 'hot' short assessment tasks at the beginning of a unit (with no input) and at the end of a unit to show progression.
- Use of the White Rose maths progression ensuring lesson structure has a focus in activity depth (fluency, reasoning, problem solving).
- Use of the White Rose 'Flashbacks' or a similar style short activity daily to re-cap previous learning (either from previous year groups or covered objectives in the current year group).

Monitoring / Assessment:

- Times tables: monitoring of whole school approach.
- Monitoring use of the short assessment tasks.
- Book sampling.
- Lesson drop-ins.

Priority 1: Impact

- Ensures that gaps in learning are addressed and 75% of pupils achieve expected or better by the end of the year.
- Moves children on quickly if they are fluent in an objective – helps with progress.

Priority 2: Intent

To raise the importance of teaching time and build consistency across year groups with the teaching of time .

Current Strengths:

- The range of resources to support the teaching of time.

Priority 2: Implementation

Training / Staff Meetings

- Staff review the resources available and agree the progression document for consistent teaching of time across the school.
- Staff meeting to focus on the teaching of time after Christmas.

Activities / Interventions

- Integrate time teaching into everyday routines.
- KS2 to use the Charlotte's Clock Approach.
- Involve the parents by giving out a leaflet to explain the expectations for each year group and teaching of time.
- Use of a number line to teach 5 min intervals of time and solving time problems.
- Ensure resources are being used effectively for the teaching of time.
- School to buy large clocks for teaching time.
- Time focus week – Autumn/Spring (after half term when the clocks change).
- Encourage the children to wear a watch (analogue) - reward this during 'time week'.

Monitoring / Assessment

- Use of 'cold' and 'hot' assessment for time to assess the impact of the new teaching methods.
- Book Sampling.
- Lesson drop-ins.

Priority 2: Impact

- The majority of children will achieve the expected standard for the time objectives.
- Progress will be shown on the 'cold' and 'hot' assessment tasks.

Culture Club

Priority 1: Intent

To ensure that age-specific objectives are being taught in all year groups alongside a progression in skills that clearly builds on the learning of previous year groups.

Current strengths:

- Previous topic cycle was analysed and adapted to take into account the new curriculum and to ensure an even coverage of objective.
- New topics (introduced September 2019) are now being embedded in their second cycle.
- Teacher planning is kept centrally and reflects close links to the National Curriculum progression document.
- Learning journeys were trialled in the 2019-20 academic year across the whole school with a positive outcome.
- Progression of skills document in use to track objectives across year groups.
- RE – festival coverage.

Priority 1: Implementation

Trainings / Staff meetings

- T2 staff meeting to discuss timelines, chronology and key skills in history.
- T5 staff meeting- geography/RE progression.

Activities / Interventions:

- All classes to have a generic history timeline on display which can be added to during the year. These will build up as the children progress throughout the school, so that they will be able to see other previous areas of their learning on display and be able to make links to these.
- Planning links to specific skills rather than purely to curriculum content or just experiential value.
- Lessons are planned with previous learning taken into account and this is shared with the children - "Today we are going to be building on what we learned in year..."
- Use of the new Tapestry software to upload evidence and track progression across all year groups.

Monitoring / Assessment:

- Lesson drop-in observations.
- Evaluation of topic working walls across the school.
- Book sampling.
- Overview of Tapestry uploads and coverage of objectives.
- Ensure planning is uploaded onto the shared drive and monitored.

Priority 1: Impact

- Tracking in Tapestry shows a range of objectives covered and progression of skills / knowledge across the year groups.
 - Children achieve age related expectations by the end of the year.
 - Children have the skills to help them in the future.
 - Teachers build on the previous skills children have learnt and track children's progress against key objectives.

Expressive Arts

Priority 1: Intent

To develop children's progression, attainment and confidence in Art, PE and Music adapting the curriculum within the current COVID guidelines.

Current strengths:

- Well resourced.
- Many musical and sporting opportunities arranged (on hold due to Covid).

Priority 1: Implementation

Training / Staff meetings

- Non-contact time for all coordinators.
- T2/3 Staff meeting/workshop for painting and drawing.
- Investigate new ways of teaching PE that follow the government guidance surrounding Coronavirus, staff meeting to follow.

Activities / Interventions:

- Staff meeting to explore ways to show progression in pencil drawing and painting.
- The use of 'Tapestry' to draw on the progression of children across each year group.
- T2 art activities linked to 'Fake Fireworks Night' with a gallery created of work to share with parents.
- T3/4 Whole school focus Pencil drawing (of instrument to link with musical knowledge).
- T5 whole school focus Painting (of instrument to link with musical knowledge).
- T6 Whole school theme of Japan during the Olympics.
- Appropriate PPE and cleaning to allow external music teachers to deliver lessons such as. piano and recorder to students.
- Continue the strength of music in school by developing other curriculum strands: composition, history of music etc.
- Audit PE plans to ensure all aspects of the curriculum are being covered where appropriate.
- Develop overview of PE provision skills to develop breath and progression.
- Monitor and evaluate the effectiveness of new PE equipment for each class.

Monitoring / Assessment:

- Evidence of planning and progression in planning.
- Gallery display of work in school and on Tapestry (social distancing dependent).
- Drop ins if possible.

Priority 1: Impact

- Tracking in Tapestry shows a range of objectives covered and progression of skills / knowledge across the year groups.
- Children achieve age related expectations at the end of the year.
- Children have the skills to help them in the future.

Sciences

Priority 1: Intent

To ensure specific age-appropriate skills and knowledge are being taught in science, computing and D.T across the school, building on previous learning.

Current strengths:

- Introduced a new computing scheme (PurpleMash) last year which also enables very good home learning opportunities.
- The PurpleMash scheme will provide a breadth of skills and ensure progression across all year groups.
- We have run workshops, themed weeks and visits e.g. STEM week, Professor Bubbles (in Science Week), Google VR workshops, entered engineer competition.
- 16 new i-pads were ordered and 16 more to be purchased.
- Y6 Science day at Lord William's.
- We run clubs such as gardening, cookery and Eco (however, these are on hold for moment due to covid-19).
- ICT used to enhance home school links through reading and homework e.g. Bugclub, Purple Mash, Education City.
- We have held E-Safety parent meetings and annual E-Safety lessons for children.
- Staff received training on teaching investigation skills (lockdown meant unable to put in practice though).

Priority 1: Implementation

Training / Staff meetings

- Term 2 staff meeting to remind staff about PurpleMash scheme of work and see how it is going and also opportunity to collect work for computing display in ICT suite.
- Term 3 staff meeting to remind staff about teaching specific investigation skills in Science.

Activities / Interventions:

- Investigate how workshops, visitors can be included in the curriculum and also maintain 'bubbles' and social distancing.
- Review DT / Science plans and resources required for these units making sure the appropriate resources are available.

- Staff computing / science skills audit to see what training is necessary to support staff in delivery of curriculum.
- Child- led termly assembly to share and celebrate Science investigations.
- Use of Purple Mash computing scheme of work to become embedded across the school.
- Work from computing lessons displayed in ICT room – class board (this term/week we have been learning to)
- Class assemblies to cover inspirational people including Scientists, Designers and Engineers,
- Use of 'Tapestry' to support planning and assessment of key objectives and to ensure progression across the school.
- Observe teachers in science, teaching specific scientific investigation skills. Collect examples of work to show progression in the teaching of specific investigation skills across the whole school.
- Look to reintroduce clubs when Covid-19 allows.

Monitoring / Assessment:

- Term 6 – Pupil questionnaire to find out what the children have enjoyed.
- Assess using 'Tapestry' and use this to highlight what objectives are being covered in each year and across the school.

Priority 1: Impact

- Tracking in Tapestry monitors the curriculum coverage and progression of skills / knowledge across the year groups.
- Children achieve age related expectations by the end of the year.
- Children have the skills to help them in the future.
- Teachers build on the previous skills children have learnt and track children's progress against key objectives.