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full.*

CHRIST CHURCH CE VC INFANT SCHOOL IMPROVEMENT PLAN

2020-21

REVIEWED;



Quality of provision in the EYFS

- Gender gap
- Expectations
- Phonics/Reading
- Outdoor provision

Quality of teaching

- Progress for all, particularly PP and SEN
- Phonics & Reading
- What is Outstanding teaching?
- Curriculum Review
- Subject Leadership of non-core subjects
- EAL

Quality of provision

- Well-being/Mental Health
- Spirituality
- SEN Toolkit
- Reading books and phonics scheme
- Website – remote learning

Quality of assessment, feedback and support

- SEN Assessment to show individual progress
- Effectiveness of SLT Monitoring
- Staff well-being/workload
- Assessment in non-core subjects



Area 1: Quality of provision in the EYFS

Intent

1a: To ensure that phonics has a high priority in the EYFS and teaching is consistently good across the key stage

1b: To ensure that the teaching of reading and reading provision is of a high standard.

1c: To ensure that all teaching is consistently good or better in all areas and that outdoor provision is equally as good as indoor provision.

1d: To improve transition into Y1 so that children already for the high expectations of them when they reach Y1.

Milestones

By Jan 2020

- Children who are below expectation in baseline assessment have made 3 or more points progress.
- Internal data shows that all children have made good progress (2 points) and that the percentage of children on track to achieve GLD has increased from 2019-20 80%.
- For 90% on track to achieve the expected standard in reading (July 2019-20 83%)
- 100% of teaching is good or better

By July 2020

- The school is giving pupils the opportunity to thrive in a rich learning environment that challenges all pupils.
- Children who are below expectation in baseline assessment have made 7 or more points progress.
- End-of-year data shows that all children have made good progress (at least 6 points) and that the percentage of children achieving GLD has increased from 2019-20 80%.
- 85% of children to have a score of 21 or more in the phonics screening
- For 90% on track to achieve in the expected standard in reading (July 2019-20 83%)
- 100% of teaching is good or better

1a: To ensure that phonics has a high priority in the EYFS and teaching is consistently good across the key stage

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
INSET training 1/9/20 for all staff to introduce the new phonics program – Phonics Bug	JR	All staff to feel able to begin teaching phonics this year with the new program and resources.	2 hours	INSET time	£500	JR to follow up with staff meeting for questions on 17th Sept		
New resources created that are consistent across the school.	JR	All classes to use consistent resources to teach phonics ensuring consistency across EYFS and into KS1.	Ongoing	Resources provided for use in classes	£100	JR to monitor use of sound mats and flash cards in learning walks.		
Whole school approach to letter formation and signs to accompany letters.	JR	All classes to use the same language to describe letter formation and the same symbols (Makaton) to represent each letter or phoneme in the alphabet.	Ongoing	Resources provided for use in classes	-	JR – child conferencing to ensure that these are being used.		
Ensure that the teaching strategy for the year allows teachers to assess regularly and prevent	Teachers	Ensure that we teach at a pace children can keep up with and that we have time in the planning for assessment and	Term1	Staff Meeting time	-	Assessment and monitoring of progress by JR		



children falling behind peers wherever possible.	and JR	revisiting phonics that children have not become confident with.						
Tricky words and High frequency words will be sent home each week for every child and progress will be assessed in school	GR	Children will have a more secured knowledge of reading and memorising key words to improve their reading and phonic progress.	Ongoing	Key stage meetings	-	Phonics/ Reading assessment. Termly data analysis		
Provide training on consistent structure of phonics lessons.	JR	Consistent high quality lesson structure to be followed in each classroom	T1	Inset Day	£500			
Timely intervention to address gaps in phonics and reading.	Teachers	Gaps will be addressed and data will show good progress in phonics.	ongoing		Catch-up funding	Termly data		

1b: To ensure that the teaching of reading provision is of a high standard.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Provision of new books that are all synthetic phonic books supporting reading in line with phonics being taught.	JR	All children will have access to synthetic phonic reading books to support their progress one phase at a time.	ongoing	New books purchased Summer 2020.	£3000	JR to monitor the use of these books and ensure that we have the correct numbers in each band.		
Reading sessions to be taught each day – reading I do, we do, you do – teachers to model the use of phonics as they read and encourage learning of sight (tricky) words.	GR	Discrete reading sessions to be taught each day in EYFS – providing opportunities to discuss texts and to model reading of different types of texts. Children to read alongside peers and the teacher to practise use of tricky words in reading.	ongoing	Teacher planning time	PPA time	JR to monitor planning ensuring a range of skills are being covered. Lesson observation to monitor delivery of sessions.		
Story sharing – Children to have at least 2 story times during the day in school – sharing a love of books and encouraging discussion about different types of text.	GR	Teachers will share stories twice a day – promoting a love for reading and sharing a variety of texts, demonstrating the skill of reading can enable children to access all types of print not just story books – also non fiction texts.	ongoing	15 mins 2x day for reading together as a class.	-	Teachers to share books they are using with each other and JR to demonstrate sessions are being included each day.		
Send at least 3 books home to enable reading 5 times a week.	GR	Children will be reading 5 times a week and increased enjoyment of books.	ongoing	New reading scheme books – as above	-	JR to monitor reading levels and engagement from parents across the year group.		
Support given to parent – modelling good quality reading.	GR	Parents are able to support their child with reading in line with school's methods.	T1	Youtube videos	As above	JR to monitor.		
Teacher to ensure that they are reading with each child at least 2x per week.	GR	Children reading more high quality texts.	T1 start	Teacher and TA time. Reading Assistant from T5.	PP funding for Reading	SLT Moderation termly.		



					Assistant			
Sharing high quality texts with the class using the online Phonics Bug resources, focusing on Comprehension.	GR	Children who are being exposed to the features of a book and a deeper understanding of what is happening in a story through whole class reading.	T1 start	Whole class stories twice a day.	Bug Club – see elsewhere	GR/JR monitoring		
1c: To ensure that all teaching is consistently good or better in all areas and that outdoor provision is equally as good as indoor provision.								
Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Staff to be supported in how to extend learning when children 'finish' a task and to teach them self-help skills.	SD	Children will be proactive in moving their own learning on and do not wait for adults to tell them what to do next.	T2	KS planning meeting time.	-	Observations by HT and EYFS lead		
For the team to visit schools that have excellent outdoor provision and liaise with Outdoor lead.	GR/AM	For the staff to see how their teaching needs to change to cater for good provision outside and to see what is possible in our environment.	T2	Visit to other schools during PPA.	-	GR/AM monitoring		
For staff to prioritise PP and SEN pupils to make sure the planning and provision for them is meeting needs and moving learning on.	SD	SEN and PP children making good progress towards their own targets and closing the gap with peers early on where appropriate.	T2	KS planning time	-	SD/AM monitoring		
Eyfs lead to liaise with Maths/ Eng lead to ensure quality of provision is consistent across the cohort in line with latest guidance for the subject area.	GR/HS/JR	Subject leaders will have a clear understanding of what and how the subject areas are being delivered and taught, supporting staff in sharing high quality teaching and learning	T2	Subject leader time	-	JR/HS/GR monitoring		
Outdoor Area to provide high quality learning opportunities for all children and greater early experiences for vulnerable children.	GR/RJ	Children are able to access a variety of resources and extend their independent learning further. Children are exploring their setting, making use of the different resources available and developing their social/ language skills with their peers.	T2	Planning meetings	-	GR to monitor use and continuous provision. What are the children doing? What learning is taking place? Are the children extending their learning? Are resources available?		
Create a reading rich outdoor space. Teachers using mini blackboards and waterproof chalks to create	EYFS team	Children immersed in a reading / phonic rich environment.	T3	Black board signs, log slices painted with letters and diagraphs etc.	£300			
Outdoor provision is differentiated.	GR	Children will be able to access the outdoor learning at an appropriate level	T2	KS Planning	-	Planning shows differentiated provision.		



		of challenge.						
To upskill teachers and TAs in teaching of phonics.		Teachers and TAs will be confident to support phonics learning across the school – esp. in Year 2		TA meeting time Staff meeting time	-	Jr to monitor confidence with staff questionnaire. Lesson monitoring.		
1d: To improve transition so that children are ready for the high expectations of them when they reach Y1.								
Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Children to visit their new classes for a whole morning session in July.	SLT	Children will have clear ideas about the rules and expectations in their new classes before they move there in Sept.	T 6	Teaching time	-	KS 1 lead		
Children to be encouraged to write independently at the end of reception – making use of sound mats to support spellings.	GR	Children will be able to start to write independently, some children will be writing confidently on their own, when they begin Year 1.	T 6	Teaching time	-	English Lead		
Mental maths to be introduced from T1 verbally initially. By T6 they will be taught how to record their answers on a white board.	HS	Children who are confident in how to formally record their mental maths by the time they reach Y1.	T6	Staff meetings and SLT	-	Drop-ins, planning - SLT		
Children to learn to change their reading books in the mornings when they come into school in reception.	GR	Children are able to get themselves a new reading book when they need to in a morning when they come into school	T6 if C19 allows	Teaching time	-	JR to monitor (English Lead)		
Resources used within EYFS setting are continued to be used within KS1	GR	Children are confident to use resources to access their learning when needed and will be more independent.	On-going	Staff meetings	-			



Area 2: To improve the quality of teaching across the school leading to increased rates of progress for all children.

Intent

- 2a: To close the gap for the most vulnerable and for any children where a gap has widened.
- 2b: To improve the consistency and quality of phonics teaching and resources across the school
- 2c: To establish what outstanding, good, requires improvement and inadequate look like at CCI
- 2d: To raise expectations of pupil progress to achieve more accelerated progress.
- 2e: To increase rates of progress in Maths for PP children
- 2f: To increase rates of progress in reading across the school
- 2g: To increase numbers of children achieving Greater Depth in Maths

Milestones

By Jan 2020

- All children to have made 2 or 3 points progress.
- All phonics teaching to be good or better.
- All teaching across the school is good or better.
- PP Maths gap to have reduced and 75% achieving ARE (67% current Y2 in July 2020)
- Internal data shows children's progress is at least expected with PP progress being accelerated.
- % of children achieving ARE in reading in all year groups will be at least 80%
- A minimum of 15% of all children to achieve GD in Maths (2019-20 3% YR, 6% Y1, 16% Y2)
- For 90% of Y1 and 2 children to score 26 or more in the phonics screening.
- For 85% of all Y1 and 2 children to be on track to achieve expected standard in reading (Jan 2019-20 Y1 75% Y2 77%)

By July 2020

- 100% of teaching is Good with 25% being Good+
- End-of-year data shows that all children have made 6 points progress or more and that 85% or more are working at the expected level. (apart from PP children with SEN)
- PP Maths gap to have reduced and 80% achieving ARE (67% current Y2 in July 2020)
- % of children achieving ARE in reading in all year groups will be at least 85% (79% July 2020 Y2/80% Y1/YR 83%)
- A minimum of 20% of all children to achieve GD in Maths
- For 90% of Y1 and 2 children to pass the phonics screening
- For 90% of all Y1 and 2 children to be on track to achieve expected standard in reading (July 2019-20 Y1 80% Y2 79%)

2a: To close the gap for the most vulnerable and for any children where a gap has widened.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
All staff to make use of the new phonics bug program to teach phonics ensuring high quality session that are consistent across the school.	JR	All children will have high quality phonics sessions, ensuring progression in reading across the school.	Ongoing	Teaching time	Cost of Phonics bug	English Lead to monitor teaching of phonics with Head.		
High quality Active Reading sessions that inspire the children	JR	Children will all become readers before leaving the school in Year 2.	Ongoing	Teaching time	None	English Lead to monitor through planning scrutiny and lesson		



to want to become readers while supporting their journey to independence in reading.						observation.		
Raise the profile of writing across the EYFS curriculum-particularly for Boys	GR	A higher percentage of boys will be achieving ARE for writing throughout the year and at the end of the year in line with girls A higher percentage of children will be motivated to write and apply their writing skills/ knowledge in other areas of the learning environment. Children will be writing independently and with purpose as they initiate their learning experiences.	T2	Key stage meetings	-	GR/AM/Eng lead to monitor writing progress- data analysis, assessment, writing moderation, Pupil conferencing, lesson observations		
Additional staff employed to enable teachers to work with small groups and address gaps in their learning.	AM	Children will make accelerated progress and meet ARE	T2	SLT	Catch-up funding	PPMs		
Supporting teachers in using assessment data to identify and address gaps.	GJ/AM	Teachers are confident on how to use assessment to identify gaps and progress is improved.	T2	SLT	-	PPMs		
Review intervention timetable in relation to Covid to allow for high quality interventions with teachers to take place.	AM/SD	Gaps are filled through high quality interventions.	T2	SLT	-	SEN monitoring		
New 'South Glos Way' support plans introduced and support given to staff to understand needs and differentiate for children with SEN.	SD	Teachers have a clear understanding of children's needs and personalised strategies.	T1	Staff meetings	-	SEN monitoring		

2b: To improve the consistency and quality of phonics teaching and resources across the school

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
JR create consistent resources for the whole school to use.	JR	All children use consistent resources, symbols and explanations for teaching phonics and letter formation across the school.	T 1	Planning time	-	JR to monitor use of new resources across the school. AM to monitor use of resources in lesson observations.		
Review of phonics resources and assessment formats.	JR	Ensure that all resources and assessments are useful, fulfilling their role in the best way they can.	T2	Staff Meeting time	-	JR to alter or redevelop resources / assessment formats that are not providing the information we need to ensure pupils progress.		
All staff to print and laminate sounds mats for each child in the class to use when learning	JR	Ensure that children use the resources that are provided to them when they are reading / writing / using phonics in	T2 – T6	Teaching time	-	JR/ AM to monitor through lesson observations / in EYFS pictures of children using the -		



phonics / learning writing / learning reading or recording for other purposes.		their learning.				sounds in Learning diaries.		
To ensure that a phonics progression plan is in place for all year groups.	JR	Consistency in teaching phonics, allowing time for closing gaps and consolidation.	T1	SLT/Staff meetings	-	Moderation by Eng Lead		
To identify which children were on track to pass the phonics screening in Y1 2019-20 and plug any gaps they may now have due to COVID.	JR/GJ	All children who were on track to pass the screening will pass it in T2 2020-21.	T1	SLT meetings	Catch-Up funding	Moderation by Eng Lead		
To introduce a clear teaching sequence of phonics that is modelled for each year group.	JR	Teaching is consistent and all staff are clear on what this should look like as it will be modelled by the Eng lead.	T1	Staff meetings	-	Moderation by Eng Lead and HT		
Gaps in phonics due to Lockdown need to be addressed rapidly in Term 1. This will mean that Y1 and 2 classes need two phonics sessions per day – one to teach the expected phase at that stage in the year and one to address gaps in knowledge to bring children up to speed.	JR	All children are having necessary teaching of old and new phonics.	T1	Teaching time	-	JR to monitor planning.		
Making use of online platforms such phonics bug to plug gaps at home.	JR / GJ	Children will have access to and phonics bug at home. Children will be directed to activities that will support their phonic progress.	T1	PPA time Staff Meeting time	Phonics Bug costs	JR to monitor use by staff.		

2c: To establish what outstanding, good, requires improvement and inadequate look like at CCI

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Use Beacon Rise lesson judgements to decide what staff agree are our 4 lesson judgement criteria. Staff to be supported in what this looks like.	AM	All staff to agree with the judgements and therefore be comfortable with all lessons being given judgements. Staff will also be able to clearly see what the next judgment up looks like and what to aim for.	T2	Staff Meetings	--	AM to use criteria for judgements in feedback to staff.		
Staff to be supported in understanding the Ofsted framework and what is required to make their teaching more effective.	AM	Staff to be familiar with the Ofsted requirements of good and outstanding teaching.	T2	Staff Meetings	-	AM/GJ Observation and drop in feedback.		
Staff to observe teaching at Hub schools with outstanding	AM	Staff to be clear on what Good + teaching looks like and to know how to	T5 if COVID	4 full days of cover	HLTA to cover	Feedback in staff teams about what was effective and what		



progress and data.		implement this in their own schools.	allows	needed to release 8 teachers.		they wish to change – CPD Feedback.		
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2d: To raise expectations of pupil progress to achieve more accelerated progress.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Children will be taught to proof read and edit their writing as two separate skills.	JR	Children will be able to independently proof read their work for mistakes with spelling and grammar and then edit it to improve the content.	T4	Staff meetings	-	Book scrutiny		
Phonics to be explicitly taught in year 2 as part of SPAG sessions 1 x a week.	JR	Children will learn to use the phonics they can read to support their spelling when writing those words.	T3 onwards	JR work with GJ and MT to ensure included in planning.	-	JR monitor through planning scrutiny.		
New skills progression to be introduced to staff which incorporates the Ready to Progress criteria	HS	Planning and teaching of abstract mathematical ideas will be broken down into progressive steps to support children's progression.	T2	Staff meetings	--			
New assessment sheets made for KS1 to incorporate Ready to Progress objectives, most recent models of learning, reasoning and problem solving questions.	HS	All children will be challenged effectively. Teachers will use the results from the cold task assessment to successfully plan lessons that are challenging for all children, therefore supporting accelerated progress.	T2	Staff meetings	-	SLT to monitor		
SEN/PP support is matched to the needs of each individual and effective support has been planned and implemented, ensuring progress is being made for every child	GR/SD	Effective baseline data and pre-school transition information is used to plan a personalised learning plan for those children who have been identified as needing additional support. Children not at ARE will be making better progress and accessing areas of the curriculum alongside their peers.	T3	Staff meetings	-	SEN lead/ EYFS lead to support class teacher's to plan for specific children and discuss/ review progress. Monitor intervention groups- plans & outcomes- how can we adapt learning to benefit the children?		
SENCo and subject leads to model how differentiate can look for children with varying levels of SEN need.	SD/GR/JR	Teachers use assessment information to plan and differentiate lessons effectively including matching homework to needs.	T 1	SD to work alongside JR/GR Staff meeting time	-	Book looks Drop ins		
PIVATS 5 is on INSIGHT used to assess small steps of progress for children with more complex SEN needs.	SD/GJ	Teachers are more confident to use PIVATS to accurately assess and track progress of children in their class. PIVATS data shows children are making good progress from their starting point.	T1	KS meeting time	-	PPMS Data analysis		

2e: To increase rates of progress in Maths for PP children



Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
To improve teaching staff's understanding of how calculation is taught.	HS	Teachers will have a clear understanding of the additive and reductive structures and how these support children's understanding of calculation. Children will be exposed to progressive addition and subtraction methods that deepen their understanding of calculation.	T2	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
To improve teacher's understanding of how number is taught.	HS	Teachers will successfully use the counting principles to support number skills. Children will be exposed to a range of counting skills and have a secure understanding of number.	T2	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
To develop a multi-sensory approach to teaching mathematics.	HS/SD	All children will explore abstract mathematical concepts in a range of ways, aiding their understanding and progression.	T3	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
Teacher's to have a better understanding of the mathematical language used both in their year group and the previous year.	HS	Teaching staff will model the use of the correct vocabulary in lessons using visual representations where possible. Children will have a better understanding of abstract mathematical terms and show a conceptual understanding.	T4	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
To support children's understanding and use of maths language.	HS/SD	Teachers will model and provide visuals to support children's understanding of maths language particularly in the early years. Gaps due to lack of prior experience will be addressed promptly so as not to be a barrier to learning.	T1 onwards	Planning time	-	Observations SLT Pupil interviews		
To introduce 'Goal Free Problem's in maths to build children's confidence in problem solving.	HS	Children will be able to make links with their learning and develop confidence solving problems.	T4	Maths leadership Staff meeting	-	Observations Pupil interviews		

2f: To increase rates of progress in reading across the school

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
New phonics bugs phonics sessions.	JR	All children to have high quality phonics sessions that are clearly linked to books that they are reading both at home	Ongoing	Teaching time	£1000	JR monitor / SLT monitor reading progress at eh end of each term.		



		and at school.						
Clear assessment and monitoring for all classes.	JR	All gaps identified and quickly addressed to ensure continuous progress in reading.	Ongoing	Teaching time	-	JR / SLT monitor reading progress at the end of each term. Teachers to assess children, identify gaps and provide interventions daily.		
Books matched to phonics progress – synthetic phonics being used across the school.	JR	Children are reading books matched to their phonics knowledge – increasing confidence / pleasure in reading	T1-6	Teaching time	-	Monitored by JR doing child conferencing and reading across the school.		
Filling the gaps in phonic knowledge that have arisen from school closure.	JR	Year 2 children will back fill learning in phonics prior to the phonics screening which must take place before 20 th Dec.	T2	Teaching time	-	JR and Yr 2 teachers monitor progress with phonics screenings and phonic assessment throughout the year.		
Active Reading ensuring that teachers read with all children each week.	JR	Teachers will have the opportunity to read with all children in the class once a week during active reading.	T1 – 6	Teaching time	-	JR to monitor AR planning ensuring that time is given for all children to be read each week.		
Regular readers to be identified by class teachers and read with each day to boost reading.	JR	Teachers will identify children who are not reading at home / who are not making the expected progress and ensure they are read with each day at school.	T1-6	Teaching time	-	JR/ SLT monitor reading progress, challenging staff to ensure that children are all making expected progress in reading.		
New reading diaries that have weekly dates included – teachers monitoring children reading at home 5 x week.	JR	All parents will be clear about the expectation to read 5x a week at home with their child. Parents will be supported and encouraged by teaching staff to meet this target each week. Where this is not happening further reading support will be provided at school.	Ongoing		-	Class teachers to monitor reading being done at home and to support and encourage parents to complete 5 x week in diaries.		
Reading with LBS each day – practising word mastery	JR	Children identified by class teachers to practise word mastery increasing fluency in reading.	T1-6	Teaching time	½ LBS each day per class	Class Teachers to assess children as they enter and exit the program of word mastery with LBS team.		
Reading Assistant 4 x week (pm) to boost Yr 1 readers	JR	Children will be identified by class teacher as not making expected progress and will read / learn alongside the reading assistant for 15 mins each day for 6 weeks to boost reading skills.			1 reading assistant 4 x pm a week (£63 per week)	Class Teachers / JR / reading assistant to assess and monitor progress of the children working with the reading assistant at end of each term.		
Monitoring will be shared with Governors so that they can be accountable for progress.	AM	Governors are aware of the rates of progress in reading and can challenge when needed.	T4	SLT meeting time	-	SLT and Governor Minutes.		



2g: To increase numbers of children achieving Greater Depth in Maths

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
To support teaching staff understanding of 'problem solving' and the progressive steps.	HS	Teachers will be confident in the different styles of problem solving and how the skills progress.	T4	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
To strengthen children's problem solving skills by focusing on a few methods each term.	HS	Children will concentrate on one of the problem solving strategies, therefore developing confident, logical problem solvers.	T4	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
To raise the profile of problem solving by having a whole school problem solving morning.	HS	Children will show an enjoyment in maths and	T4	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
To introduce problem solving lesson per unit.	HS	Children will become confident and competent problem solvers.	Ongoing	Maths leadership Staff meeting	-	Observations SLT Book Looks SLT/HS		
Support teaching interventions of children working at greater depth using examples from Ready to Progress and the teaching spines from NCETM.	HS	Children working just below greater depth standard will have the support and time to make accelerated progress.	T4	Maths leadership Staff meeting	-	Book Looks SLT/HS Data analysis		
To introduce prompting and extending problem solving question to challenge all learners.	HS	Teacher's work load will be reduced. All children will be included in problem solving. All children will be able to discuss and prove their mathematical thinking.	T4	Maths leadership Staff meeting		Book Looks. Pupil interviews		



Area 3: Quality of provision

Intent

3a: For all subject leaders to be clear on the intent, implementation and impact of their leadership area

3b: To develop pupils opportunities for spirituality and reflection during the school day, particularly outside

3c: To see high quality differentiation and challenge for all pupils but especially PP and SEN pupils, using catch-up funding effectively where appropriate

3d: For the curriculum to enable opportunities to talk about well-being with regards to COVID and to reflect current local, national and international issues (such as BLM)

3e: All teachers are confident in using the new SEN Toolkit

3f: For the school to purchase and implement a new reading scheme that links directly with the teaching of phonics.

3g: For the school website to reflect curriculum changes and become a hub for home learning

Milestones

By Jan 2020

- All staff have a clear action plan with details intent, implementation and impact for the subject leadership areas and have clear plans for medium and long term with assessment in place.
- Internal data shows that differentiation is effective in making sure that children are making progress relative to them.
- Internal SEN data tracking shows children are making good progress in line with their peers
- Times for stillness and reflection are being planned for and built into the school day.
- Children will be able to discuss the impact of Coronavirus and Black Lives Matter.
- All teachers will be using the new paperwork for the SEN Toolkit
- The school website will have year group pages set up with home learning and curriculum links on.
- All children will have access to reading books that match their phonic ability.

By July 2020

- The school is able to show progress made in all foundation subjects and leaders can talk about what their priorities are for next year.
- End-of-year data shows that SEN and PP children have made good progress.
- An outdoor reflection area will be used by children as a way of being able to reflect on their own spirituality and the school environment will feel calm and purposeful.
- Children will make better progress in reading due to joined up phonics and reading teaching.
- Staff will be confident in using the new SEN Toolkit and this will be a well-established routine with parents.
- Staff will be confident in uploading information about the curriculum and home learning to the website and will do this regularly.

3a: For all subject leaders to be clear on the intent, implementation and impact of their leadership area

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
INSET training on Ethos, Vision and Values.	GJ	All staff know the school vision and understand that they are an important part of its delivery.	T1		GJ	Feedback from staff		



All staff produced an action plan for their specified subject relating to their Intent, Implementation and how they will monitor the Impact.	GJ	Subject leaders and SLT will be able to see if what they are intending to deliver is achievable and plan accordingly – This includes how they will monitor the success of their leadership.	T2	Release time to work on Action plans	HLTAs to cover Teachers	SLT/GJ to monitor that plans are in place T3.		
Subject leaders to be provided with the opportunity to promote their subject in assembly time.	AM	Increased appreciation for subjects and to inspire the children's curiosity and increase their knowledge about all of the subjects taught.	T1-6	PPA time for subject leaders to plan assembly.	-	Obs of subject leader/children during assembly time – level of engagement.		
All non-core subjects to have a visible end goal on planning	GJ	Children aware of where they are heading in their learning and where the current lesson helps them to achieve the end goal.	T2-6	PPA time for Subject leaders	-	GJ to monitor that all subject have a clear end goal. Children in lesson obs aware of what the end goal for the subject is.		

3b: To develop pupils opportunities for spirituality and reflection during the school day, particularly outside

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
The school will have several Reflection areas that are accessible and used by children in their daily school life and not just RE lessons, inside and outside.	KJ/ GJ	Children will be able to find spaces around the school where they can be reflective and calm.	T4	KS planning meetings, Inset days	£5000 – for spiritual garden funded by the Diocese.	Ethos Committee		
RE – Big questions (End goal) to be visual in classrooms.	KJ/ GJ	Children are aware of how an individual RE lesson is contributing to answering the Big question. Children can articulate what they are learning about in their RE lessons	T3 – T6	Staff meeting	-	GJ/KJ/Ethos		
Develop new format for class based Reflection areas. (Within the constraints of the current Covid restrictions)	KJ/ GJ	Consistency across the school – All staff feel confident about what makes a high quality reflective area	T4	DH Time	-	GJ/KJ/Ethos		

3c: To see high quality differentiation and challenge for all pupils but especially PP and SEN pupils, using catch-up funding effectively where appropriate

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Additional staff employed to enable teachers to work with small groups and address gaps in	AM	Children will make accelerated progress and meet ARE	T2	SLT	Catch-up funding	PPMs		



their learning.								
Outdoor learning provision will engage children with their learning.	RJ/GR/JR	Teachers will utilise the outdoor environment effectively and creatively to enhance children's learning experiences including real contexts	T4	Staff meeting	-	Observations-SLT		
One page profiles to be introduced for PP children.	SD	One page profiles will help staff to further develop their relationships and match provision for PP children.	T2	PP time	-	Pupil conferencing		
Speech therapist employed to address S+L needs and support with assessment.	SD	Early identification of children's S+L needs, reports, direct 1:1 intervention and staff training.	Ongoing	SEND/PP lead time	EHCP funded	Progress report data, PP meetings.		

3d: For the curriculum to enable opportunities to talk about well-being with regards to COVID and to reflect current local, national and international issues (such as BLM)

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
To incorporate significant black individuals into the teaching of History including; Lewis Howard Latimer, Harriet Tubman, Mary Seacole and Rosa Parks.	GJ/AM	For children to be aware of how black individuals shaped the world we live in today for the better.	T1 ongoing	Key stage planning	£100 on books			
Collective worship times to include interviews with inspirational people from the local, national and global community – Representing different ethnic backgrounds and different beliefs.	AM	For children to be inspired by the contributions of local people of different ethnic backgrounds and different beliefs.	T1-6	DH/HT time	-	AM/Ethos		
PSHE sessions to use Covid recovery planning	KJ	Children will have the opportunity to discuss issues relating to Covid and receive accurate information – combatting misinformation from the community/social media.	T1	PPA	-	KJ/Ethos		
Boxhall Profile-addressing emotional needs/barriers to learning.	SD	Staff to have an understanding of children's emotional needs so that they are ready to access the full curriculum	T3	SEN Time	Paid by SEND6 Cluster	Built in assessment/ observations in class/ teacher and parent feedback.		

3e: All teachers are confident in using the new SEN Toolkit

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
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Staff will begin to use new SEN paperwork to produce personalised support plans for child with SEND	SD	Support plans are of high quality and ensure children with SEND make good progress towards their outcomes.	T1 onwards	Staff meeting	-	SD T2 onwards monitoring support plans and visits to class.		
Staff will use the toolkit to identify strategies which they could use to support a child/children in their class.	SD/AM	Provision as well as support plans will show a range of teaching strategies and approaches to support children with SEN.	T2	Staff meeting	-	Observations-SLT Monitoring of progress with support plans-SD		

3f: For the school to purchase and implement a new reading scheme that links directly with the teaching of phonics.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Bug Club Phonics purchased	JR / GJ	Children will read from synthetic phonic texts closely linked to their phonic knowledge.	T1	Books purchased	£2730 parents donated £1700	N/A		
Bug Club Independent purchased	JR / GJ	Year 2 children will have access to high quality reading books and related activities online – Able to continue reading if a class or the whole school needs to close.	T1	Subscribed to resource	£600	GJ / JR		

3g: For the school website to reflect curriculum changes and become a hub for home learning

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Form a team representing different members of the school community	GJ	To regularly gain insight and ideas from the different user groups represented in the school community.	T2	DH Time	-	Minutes from team meetings.		
Get the opinions of current website users about its current and future use.	GJ	Web design team aware of the needs of the community that it is hoping to serve.	T2	DH time	--	GJ – Survey created and analysed – T2.		
All staff trained in how to use the school website as a communication tool.	GJ	Parents are regularly informed about their child's successes via email or the website app.	T1	KS meetings and PPA time	-	Class lists show that parents are being informed about the children's achievements.		
Audit the information on the current website	GJ	Simplified information so that users can easily access the information that they need.	T3	DH Time and Web team	-	Website content reduced and relevant.		
Website style and navigation redesigned	GJ	Simplified navigation so that the website is more user friendly	T4 – T6	DH Time and Web team	£1500	Positive feedback from website users about the new website. Increased use.		



Year group pages setup for sharing key curriculum learning information and resources.	GJ	Parents are able to easily find information related to the current learning of the children in each year group.	T2-T6	DH Time KS meeting time	-	Year group pages are current.		
Website used to access/provide remote learning.	GJ	If a class / year group / whole school needs to close due to confirmed case of Covid then the children will be able to continue their learning remotely.	T1 – T6	DH Time	-	Website use increases during period of lockdown. Feedback from Parents positive about remote learning delivery.		



Area 4: Quality of Assessment, Feedback and Support

- Intent**
- 4a: To develop leadership styles of SLT to increase challenge and accountability across the school**
 - 4b: To improve the quality and effectiveness of feedback to children and therefore their response to feedback**
 - 4c: For subject leaders to share and develop a love of their subject across the school (linked with CPD)**
 - 4d: To more accurately measure success and progress of SEN pupils, setting more impactful targets**
 - 4e: To make sure that staff well-being is a priority and that staff are well supported to succeed**

- Milestones**
- By Jan 2020**
- Internal data shows that progress of SEN children is good.
 - Children are aware of what their next steps are and show this being addressed straight away in the learning in English and Maths.
 - Teacher profile shows that any underperformance is tackled immediately by SLT.
 - Staff survey shows that staff well-being is better in T3 than in T1.
- By July 2020**
- End-of-year data shows that SEN children make good progress.
 - Children are aware of what their next steps are in all subjects and respond to these quickly.
 - Teacher profile shows that 100% of teaching is good or above.
 - Staff survey shows that staff well-being is better in T6 than T1.

4a: To develop leadership styles of SLT to increase challenge and accountability across the school.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Coaching to be used 1:1 with SLT members to help leaders to identify areas to address across the school and what should be prioritised.	AM	For leaders to be able to unpick what they need to prioritise and to work out how to do this effectively.	T3	Leadership	-	AM to keep records		
Support given to leaders to make sure that they are leading their own areas to a high standard – setting an example to others for curriculum leadership. Documents will be shared and checked and mock Ofsted interviews carried out. CCJ seniors leaders to support with this.	GJ	For leaders to feel confident when an Ofsted inspection is imminent.	T3	Leadership time with DHT.	Supply for time out of class £90 x 3 for JR/HS/GR	DHT to monitor paperwork		
Leaders to work with leads in other schools to share concerns and actions.	AM	Leaders to feel that they are working in alliance with other leads and that they	T1	Staff meeting time	-	Action Plan on Teams		



This will happen in Hub groups across all areas.		feel confident in having an impact in our school.						
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4b: To improve the quality and effectiveness of feedback to children and therefore their response to feedback

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Class Teachers to provide high quality verbal feedback during sessions linked to the WALT that children can act on immediately.	SLT	All children will be able to make improvements to their work during a session, improving their response to the feedback they are receiving.	T2	Teaching time	-	SLT – book scrutiny		
New staff to be trained and current staff being updated on marking and feedback expectations.	GJ	Staff feel confident in working under the CCI way and feedback is of high quality.	T1	Staff meetings, 1:1 time.	-	SLT– book scrutiny		
Staff given support on how to give quality verbal feedback to move learning on.	HS/JR	Children understand what to do to improve their learning.	T1	Staff meeting	-	SLT– book scrutiny		
Staff to be supported to always refer to and use the 'end goal' image and language in lesson inputs and on flipcharts.	GJ	Consistency across the school and children will know what they are aiming for.	T2	Staff meeting	-	SLT– book scrutiny		

4c: For subject leaders to share and develop a love of their subject across the school (linked with CPD)

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Staff to have the opportunity to share subject specific information during staff meetings and KS meetings.	AM/GJ	Subject leaders can monitor teacher's opinions, subject knowledge and how the subject is being delivered in the school Staff develop a deeper understanding and love of the different subjects	T1 - 6	Staff meeting / KS Meeting time	-	AM/GJ Minutes of staff and KS meetings.		
Establish new curriculum groups with Ignite hub subject leaders.	AM	Subject leaders gain subject expertise and inspiration for their subject from other professionals.	T1 - 6	Staff meeting	-	Notes from Hub meetings.		
Subject leaders to be provided with the opportunity to promote their subject in assembly time.	AM	Increased appreciation for subjects and to inspire the children's curiosity and increase their knowledge about all of the subjects taught.	T1-6	PPA time for subject leaders to plan assembly.	-	Obs of subject leader/children during assembly time – level of engagement.		



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4d: To more accurately measure success and progress of SEN pupils, setting more impactful targets

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
PIVATS 5 to be used more accurately to assess the small steps of progress for children with SEN.	SD/GJ	Staff will feel more confident using PIVATS 5 and progress will be reflected accurately in the data.	T1 onwards	Key Stage Meeting	-	SD/GJ monitor at data points and cross check with books. PPMs		
Gaps in PIVATS 5 data to be used to inform planning and SEN support plans.	SD	Support plans will effectively identify barriers to progress and move the learning forward.	T1 onwards	PPMS	-	Support plan and data monitoring/PPMs		
EYFS SEN progress to be tracked and monitored.	SD	Staff will know how SEN children are progressing and what their next steps are.	T3	Key stage meetings	-	PPMs		

4e: To make sure that staff well-being is a priority and that staff are well supported to succeed.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Well-being Governor to share contact details and a clear plan of how support can be accessed.	JW	Staff to feel well supported by Governors.	T1	Briefings	-	Staff survey		
Staff well-being rep to define role so that all staff feel they can access this support. A clear flow chart needs to be formed.	HS	All staff to feel they have access to support.	T2	Briefings	-	Staff survey		
All leaders of groups of staff to make well-being a priority and have it as a standing agenda item.	AM	All staff feel that leaders have well-being as a top priority.	T2	Briefings	-	Staff survey		
Early birds and well-being half days provided by HT.	AM	Staff feel valued and respected.	T1	Briefings	-	Staff survey		
Surveys of staff to be carried out termly and results and changes need to be shared.	AM	Staff feel they can give feedback anonymously and see the changes made as a result.	T1	Briefings	-	Staff survey		
Staff encouraged to work from home during PPA and not to stay in school longer than necessary due to COVID.	AM	Staff feel they can make choices about where to work to feel safer.	T1	Briefings	-	Staff survey		
Staff email policy created so that staff are encouraged not to check their school emails after a certain time and to minimise unnecessary	GJ	Staff know that they can choose not to respond to emails in the evenings and how to conduct email correspondence with parents safely.	T1	Briefings	-	Staff survey		



communication. Staff being protected from parents contact when needed.								
COVID risk assessments and planning will be clear and helpful, reviewed regularly.	AM	Staff feel well-informed, safe and cared for at school.	T1	Briefings	-	Staff survey and feedback		
Data points – people will be given time out of class to work alongside partner year group teachers to moderate learning and submit data.	GJ/AM	Staff appreciate being given time to work on data during the day so that they are not overloaded after school.	T1	Briefings	-	Staff survey		
Regular input from Senior Leaders for new staff to enable them to work and teach in the 'CCI Way' and to feel well supported.	GJ	Staff feel well supported and well informed.	T1	Briefings	-	Staff survey		