



CHRIST CHURCH CE VC INFANT SCHOOL IMPROVEMENT PLAN

2019-20



Quality of provision in the EYFS

- Continuous provision
- Gender gap
- Expectations
- Phonics/Reading
- Assessment to inform planning to address gaps

Quality of teaching

- Modelling
- Metacognition/Self-regulation
- Progress for all, particularly PP and SEN
- TAs (quality of teaching and use of)
- Maths for PP children
- Reading

Quality of provision

- Differentiation for PP and SEN
- Challenge for all
- Planning
- Relevance of Curriculum/Skills progression in all subjects
- Spirituality

Quality of assessment, feedback and support

- Feedback to parents esp. SEN
- SEN Assessment to show individual progress
- Effectiveness of SLT Monitoring
- Marking and feedback linked to progress
- Staff well-being/workload



Area 1: Quality of provision in the EYFS

Intent

1a: To improve the quality of continuous provision so that it meets the needs of all of its learners.

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

1c: To ensure that expectations are high and that children are challenged and supported effectively, with assessment and observation informing planning effectively.

1d: To reduce the gender gap so that boys perform equally as well as girls in all areas.

1e: To ensure that reading and phonics have a high priority in the EYFS and are of high quality.

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

Milestones

By Jan 2020

- All staff have shown children can be challenged in their learning
- 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 2018-19 77%.

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 2018-19 77%.

1a: To improve the quality of continuous provision so that it meets the needs of all of its learners

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
EYFS Advisor to support whole EYFS team to improve timetabling to give opportunity for better quality provision.	CP	For the EYFS classes to adopt a more effective timetable that allows children to experience high quality teaching in an engaging environment with daily maths, reading, writing and phonics.	T1	4 afternoons of non-contact for EYFS teachers	None	AM/CP to carry out 1/2 day learning walk in T1 to review impact. EYFS lead to monitor termly from T2 onwards.		
EYFS Advisor to work with staff on creating improved indoor and outdoor learning environments	CP	Children will feel engaged in their learning and will have high quality learning experiences at all times in the EYFS.	T1	As above	None	AM/CP to carry out 1/2 day learning walk in T1 to review impact. EYFS lead to monitor termly from T2 onwards		
EYFS Advisor to support staff to make sure that observations are of good quality and that they provide information to address gaps in learning.	CP	To provide high quality child initiated learning that is driven by children meeting and exceeding the EYFS Milestones.	T1	As above	None	AM/CP to carry out 1/2 day learning walk in T1 to review impact. EYFS lead to monitor termly from T2 onwards		



1b: 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 who do not wait for adults to tell them what to do next.	T3	KS planning meeting time.	None	Observations by HT and EYFS lead		
For staff to share good practice in the activities that they plan and implement.	GR	Consistency of provision and expectations across all 3 EYFS classes.	T1	KS planning time	Resources - Friends £500	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	None	SD/AM monitoring		
For the whole EYFS staff team to receive high quality CPD in how to improve writing in the EYFS.	EYFS LA Team	EYFS staff to feel valued and given time to work together to see how they can improve writing further at CCI.	T1	All EYFS staff to attend the EYFS Conference on the staff inset day.	£350	GR to form action plan that can then be monitored.		
For the team to visit schools that have excellent outdoor provision.	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.	None	GR/AM monitoring		
For the team to carefully plan what the purpose is of learning outside and to implement and supervise this effectively.	GR	For the outdoor learning provision to be as good as the indoor learning provision and for the planning to match the provision.	T2	PPA KS planning time	None	GR/AM monitoring		

1c: To ensure that expectations are high and that children are challenged.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
EYFS staff to be trained how to move children's maths learning for high achievers by teaching them which different strategies they can use and how to use reasoning skills.	HS	For children who demonstrate an early understanding of EYFS mathematical concepts are challenged and that their reasoning skills and ability to use different strategies are developed.	T3	KS planning time led by Maths Lead.	None	HS to observe maths lessons and look at learning. Pupil conferencing.		
Staff to be supported in moderating learning to identify	GR	Assessment that is effective in identifying gaps in learning that leads to planning be	T2	KS planning meeting time	None	GR to moderate learning, data and		



gaps in knowledge and to be able to identify what the next steps are to move learning on.		personalised and adapted to meet the needs of the learners.		led by EYFS lead.		planning.		
For individual reading and active reading sessions to be of high quality and occur with increased frequency.	JR	For children to make good progress in reading.	T2 onwards	JR to work with GR in Leadership time. Whole staff meeting on Active Reading	None	JR to track reading progress of EYFS children and to monitor planning		
For staff to decide what their expectations are in terms of recording in books and to consistently expect these standards.	GR	For children to take pride in their recorded learning in books always making sure their work is of their best quality.	T2 onwards	JR/HS to work with GR	None	GR.JR/HS to monitor in moderation and observations.		

1d: To reduce the gender gap so that boys perform equally as well as girls in all areas.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Raise profile of writing across the curriculum- particularly for boys by providing engaging learning opportunities based upon the children's interests.	GR	Higher percentage of boys will be achieving ARE for writing throughout the year and at the end of the year as GLD. 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	KS Planning	None	Planning EYFS lead to observe sessions as 'drop-ins' Feedback from EYFS staff Data Analysis-writing (Boys)T2/4/6		
Outdoor Area to provide high quality learning opportunities for all children and greater early experiences for vulnerable children.	GR	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.	T1 onwards	KS Planning	None	EYFS lead 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?		
Introduce Write Dance for early writing in all Reception classes.	GR	Children who are refining gross motor skills and developing fine motor skills and enjoying being expressive to music using early writing skills.	T1 onwards	KS planning	£100	Planning EYFS lead to observe sessions as 'drop-ins' Feedback from EYFS staff		



						Data Analysis-writing (Boys)T2/4/6		
The whole EYFS team to attend the EYFS conference to become upskilled in the use of helicopter stories.	GR	Children's voices to be unlocked and their inexperience in recording not holding them back from telling rich stories.	T2 onwards	Inset Day	£350	Planning EYFS lead to observe sessions as 'drop-ins' Feedback from EYFS staff Data Analysis-writing (Boys)T2/4/6		
Weekly high quality guided writing sessions with teachers to build on boys' interests so that they are enthused to write.	GR/ JR	Boys who are supported to write but who are engaged in the purpose so want to write.	T1 onwards	KS Planning	None	Planning EYFS lead to observe sessions as 'drop-ins' Feedback from EYFS staff Data Analysis-writing (Boys)T2/4/6		

1e: To ensure that reading and phonics have a high priority in the EYFS and are of high quality.

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Staff to plan phonics across the year group – ensuring lessons are pacy and engaging for all children with differentiation to challenge or support children as necessary.	GR	Consistent approach to phonics across the year group that is highly engaging for the children and that allows children to feel empowered to use their phonics when they are writing.	Ongoing	KS meetings	None	GR/AM in observations and drop ins		
Teachers to use regular assessment to ensure that all children are addressing their own next steps during phonics sessions.	JR/ GR	Regular assessment informing planning with ensure that all children are being challenged and or supported though the phonics sessions being taught.	Termly	PPA	None	JR monitoring cycle		
Use of interventions to support those children who need to revisit phonics sounds, while still being exposed to input for the whole class.	GR	Interventions will revisit areas of phonics that some children are not yet confident with and will ensure that all children are exposed to the phonics sessions in class.	From T2	Live Intervention time	None	AM/SD drop -ins		
English lead to monitor phonics teaching and assessment across the year group, challenging teachers to maintain high expectations in phonics – both within these sessions and during writing sessions.	JR	Children will be transferring the skills they learn in phonics sessions into their writing books – becoming more independent writers – willing to have a go.	T3 & 5	Management time	None	JR Monitoring Schedule		

1f: To improve transition so that children are ready for the high expectations of them when they reach Y1.

Implementation	Led by	Intended outcome	Time	Resources/	Cost	Monitoring &	RAG	Impact
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			period	time		Evaluation. When? Who? How?		
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	None	KS 1 lead		
Children to be encouraged to write independently at the end of reception.	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	None	English Lead		
Introduce use of Pink and Green for marking from the start of EYFS.	GR	Children who are used to being given feedback to improve learning and not just positive feedback.	T1	Staff meetings and SLT	None	Book scrutiny - SLT		
Review provision each term in EYFS and adjust timetable accordingly.	GR	T1 in EYFS should look very different to T4. Provision should be adapted depending on children's progress and T5/6 should look more like Y1 T1.	Termly	Key stage planning meetings	None	Drop-ins, planning - SLT		
Talk for writing to be used from the start of EYFS and throughout KS1.	GR/ JR	Children who are confident in writing in this way.	T4	Staff meetings and SLT	None	Drop-ins, planning - SLT		
Mental maths to be introduced from T1 on whiteboards initially. By T3 they will be taught how to record their answers in a list numbered 1-5 and by T6 will be able to do this in books.	HS	Children who are confident in how to formally record their mental maths by the time they reach Y1.	T6	Staff meetings and SLT	None	Drop-ins, planning - SLT		
Weekly formal guided writing sessions will be introduced in T2 so that Reception children are used to sitting down and recording in books.	JR	Children who know what their presentation should look like in books and who are used to writing formally in books.	T2	Staff meetings and SLT	None	Drop-ins, planning, Book Scrutiny - SLT		
Maths books and whiteboards will have squares.	HS	Children will be confident in presenting their maths work in this way.	T3	KS planning meetings	None	Maths Lead – book scrutiny		



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

Intent

- 2a: To improve the quality of modelling in all teaching**
- 2b: To ensure that the teaching quality of the TAs is of a high standard**
- 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**

Milestones

By Jan 2020

- All children to have made 2 or 3 points progress.
- All teaching to be Good or better
- All staff have up to date working walls in classes to support and model learning across the school.
- Internal data shows children's progress is at least expected with PP progress being accelerated

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.
- The gap will have narrowed for pp children in Maths.

2a: To improve the quality of modelling in all teaching

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
All staff to be re-trained in using clear modelling in their teaching inputs where the approach of I do, we do, you do is applied in Maths.	HS	Children's memory will be supported by explicit demonstration and modelling of memory techniques.	T1	Staff meeting time	None	HS to monitor in drop-ins and planning		
All classes to ensure that working wall are up to date with methods / ideas to support their learning.	SLT	Children will learn to use the models on the working walls to support their learning.	T1 onwards	Teacher time	None	SLT to monitor through observations		
Working memory training for all teachers – CPD on QFT using the scaffolding framework.	Beacon Rise Hub SENCOs?	Children making better progress due to clear teaching which is repetitive and supports children's working memories effectively.	T4	Staff meeting	None			

2b: To ensure that the teaching quality of the TAs is of a high standard

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
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Training for TAs – what the TAs role is in QFT	Jackie Muggleton	For TAs to be fully aware of what their role should look like to help children make the best progress they can.	T1	½ day out of school	None	Observations and drop-ins		
Training for all teachers on QFT and the TA's role in this.	Jackie Muggleton Organised by Hub SENCOs	For teachers to be fully aware of what is expected of TAs and to support them in these changes rather than expecting them to work with the lowest ability children all the time.	T1	Staff meeting twilight	None	Observations and drop-ins		
TAs to be supported in asking high quality questions allowing children time to answer (6 second rule)	MT	Children who know they are expected to answer and who have to think for themselves. Staff can then build on their answers and help deepen understanding.	T2	TA meetings	None	Observations and drop-ins		
TAs to be supported to help children to work things out for themselves and think about what strategies and resources they need to use.	MT	Metacognition and self-regulation will be evident in classes and it will be clear that children have been taught these skills.	T2	TA Meetings	None	Observations and drop-ins		
TAs to be supported in stepping away from being 'Velcro TAs' and instead building a bridge to the curriculum.	MT	TAs who are teaching all children effectively and the teacher also supporting and teaching SEN children.	T2	TA meetings	None	Observations and drop-ins		
Monitoring of TAs to become more robust to ensure high quality teaching is evident across the school.	AM/MT/SD	TAs will be regularly observed as part of the monitoring cycle and who will be aware of the areas they need to improve.	Ongoing	SLT and staff meetings	None	Observations and drop-ins		

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	None	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	None	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	T3	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.		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
Staff to ensure they are using pink to highlight spelling mistakes in written work and spellings to be practised at school during the week as well as at home – making use of the phonics mats that show where a spelling pattern is most likely to be found.	JR	Children will increase the range of spellings they know they will use the phonic mats to support their spelling of less familiar words.	T2 onwards	JR – provide phonics mats	None	JR monitor through book looks and moderation.		
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.	T2 onwards	JR work with GJ and MT to ensure included in planning.	None	JR monitor through planning scrutiny.		
Staff to be supported in setting aspirational targets for all children.	GJ	Staff who expect children to make more than 6 points progress and to have a clear idea of how they will achieve this.	T1	Staff meetings	None	Data analysis and PPMs		
Staff to be supported in measuring whether children are on track to reach their targets in PPMs across the year.	SD	Staff will be very aware of which children are not on track to meet their targets and what they need to do to help them reach them.	T1	PPMs	None			
Pupil progress meeting format adjusted to provide evidence of interventions planned and their intent. Actions and impact are reviewed to ensure accountability.	SD/AM	Staff will have clear plans to address gaps in learning or provide increased challenge. They will feel confident to implement and review these.	T1 onwards	PPMs	None	Monitor paperwork at the next PPM.		
For all staff to agree what our expectations are in books and to consistently remind pupils of this in all subjects.	JR/HS/AM	Children to take care of their books and for the same high standards to be seen in all books across the school across all lessons.	T1	Staff Meeting	None	SLT in termly scrutiny		
Further developing the use of ELLI (Effective Lifelong Learning Inventory)	JR	All children demonstrating skills such as being creative, curious and resilient across the school and in all year groups.	T3	Staff meeting	None	SLT termly scrutiny		
TT Rockstars to be introduced for Y2 children.	HS	Children will be able to recall their times tables faster.	T4	Staff Meeting	£80 Friends to fund	Maths monitoring - usage		



Staff to use expectations from the year above and below to challenge and support pupils.	JR/HS	Staff to be aware of what is required in the year above and below so that pupils' progress can be accelerated and learning supported.	T3	Staff meetings	None	Planning scrutiny		
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.	T3	Staff meetings	None	Book scrutiny		

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
Teachers to use cold tasks that are focused on fluency (skill), reasoning and problem solving.	HS	Children will be given work in lessons that is challenging, resulting in greater progress.	T2	Staff meeting	None	Moderation in key stages every term (HS and JR) Book looks during maths time (HS)		
Introduce try it, use it and prove it as part of planning to embed reasoning and problem solving across the school.	HS	Children will make better progress in the lessons as they are not stuck on 'try it' style questions.	T3	Staff meeting	None	Observation Moderation of planning		
Teachers and Teaching assistants to receive training on the difference between reasoning and problem solving and how to link this to use it and prove it style questions.	HS	Teaching staff are more confident in delivering a challenging maths curriculum that meets the needs of the children in their class.	T3	Staff meeting	None	Observations (SLT)		
Teachers to be supported in modelling to the children, using correct terminology to avoid unnecessary misconceptions.	HS	Children have a clear method to apply during their independent work. This will enable them to move quickly from fluency (skills) into reasoning to ensure a deeper mathematical understanding.	T4	Observations Staff meetings	HS out-supply?	Observations (SLT)		
Board game morning across the school, including parents/carers.	HS	To develop a love for maths for children and their families, in order to diminish the negative views surrounding maths, proving that 'Everyone can!'	T4	Morning of teaching time	None	Feedback from parents/pupil engagement in the session		
Staff to be trained to give pupils support when recording responses to reasoning questions.	HS	Children who are not restricted by their written recording.	T3	Staff meeting	None	Book scrutiny – HS/AM		
Staff to be more explicit in the language they use for reasoning and to provide pre-teaching sessions using this language before lessons.	HS	Children who are better prepared for maths lessons and who can fully access lessons and make progress as they understand mathematical language being used.	T3	Staff meeting	None	Observations/drop-ins – AM/HS		



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
Visit Barley Close and Beacon Rise (schools with good results for Reading) to see how they teach Inference skills effectively.	JR	Children will be able to achieve better as they become more accomplished readers as they will be able use the clues in text along with their own experiences to help them work out what is not directly said,, making texts more personal and meaningful.	T2	HLTA cover for 2 mornings	None	Through observation and planning - JR		
Teachers to introduce new words to children each week – explaining their meaning and how we can use them – through AR on Wed. Include word displays in classes that have a well-known word and alternatives to use	JR	An increase in children's breadth and understanding of vocabulary.	T3	Teaching time	None	Through observations and planning - JR		
Children who are underachieving in reading to be identified in each class and read with regularly at school – every day where possible.	KS1 and EYFS lead	Children will make increased progress in reading as they are reading more regularly.	T1	Teaching time / intervention	None	JR – though observation and reading monitoring.		
To identify children who are not making acceptable progress in reading and give them daily word mastery sessions with reading assistants.	JR	Children making better progress in reading due to daily practice and mastering specific words to help with fluency.	T1	SLT and staff meetings	None	Reading data monitoring - JR		
For all classes to have 2 stories read to them each day that model rich language and display a love for reading.	JR	For all children to have exposure to stories every day despite home circumstances.	T1	Staff meetings	None	Drop-ins, observations – JR/AM		
To plan topics such as Under the stars which are based on stories and art to encourage a love of reading with events such as Books n bangers	JR	Children who are absorbed in literature through every subject so that they are totally immersed in reading.	T2	KS planning meetings	None	Planning scrutiny – JR Pupil conferencing		



Area 3: Quality of provision

- Intent**
- 1a: To ensure that children have high levels of engagement with their learning and who take ownership of this
 - 1b: For all subject leaders to be clear on the intent, implementation and impact of their leadership area
 - 1c: To develop pupils opportunities for spirituality and reflection during the school day
 - 1d: To see high quality differentiation and challenge for all pupils but especially PP and SEN pupils
 - 1e: To see high quality planning being delivered in English and Maths across the school

- 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.
- 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.
 - Reflection areas are being used by children as a way of being able to reflect on their own spirituality and the school environment will feel calm and purposeful.

3a: To ensure that children have high levels of engagement with their learning and who take ownership of this

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Use fewer worksheets in all lessons, but especially Maths.	HS/JR	For learning to be open and less restricted, therefore making better progress and for children to 'own' their learning more, therefore becoming more engaged in it.	T1	Staff Meetings	None	Termly book scrutiny SLT		
Implement Talk for Writing in all classes sharing this in termly class assemblies.	JR	Children to be more engaged in writing and who are successful due to orally rehearsing before writing. Good practise will also be shared to raise the profile in termly assemblies.	T1	Staff Meetings and Key Stage meetings	Specific texts to buy £150 Friends	Lesson Observations, drop-ins and in termly assemblies.		
Staff to be trained by Pivotal Behaviour	AM/GJ	A new 1 page policy with 3 key words rather than lots of rules to remember. The process will be built on relationships and consistently high expectations across the school and modelled by all.	T3	Inset Day and staff meetings.	£300	SLT termly scrutiny		



Increase levels of practical learning in Maths in Y1.	HS	Children who are secure in the make it stage before moving on to record and who can identify which different strategies help them to work out different calculations.	T1	Staff Meetings	None	Lesson drop-ins and observations.		
3b: For all subject leaders to be clear on the intent, implementation and impact of their leadership area or subject they coordinate.								
Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Staff training to unpick what intent, implementation and impact means for their subject/leadership areas.	GJ	Staff to be able to identify what the purpose is of the curriculum area they lead, how it is relevant for our school community,	T1	Inset Day Training for Senior Leaders	£150	GJ/AM to monitor plans and use Appraisal to monitor the impact.		
Staff to use the EYFS and National Curriculum to plan a whole school overview of skills progression, identifying what will be taught where and why.	AM	Staff to be clear on what is being taught and why and that there is clear skills progression in each subject.	T1	Inset Day and ½ day x 3 times per year planning and moderation time per teacher.	HLTAs to cover 7 classes £270 for Helen Smith - Pandas	As above		
Staff to write and implement an Action Plan with a clear year plan on why we are teaching what we are, how they will monitor the impact and progress made towards children acquiring the required skills.	AM	All staff to be clear on what their actions are for the year and to be able to share progress made towards these with Senior Leaders.	T1	½ day for each teacher – see above.	None	Appraisal meetings		
Quotes for each subject area to define what we are trying to achieve and what the inspiration is.	GJ	For each subject to have a clear intention defined by a quote.	T1	½ day out of class.	None	Appraisal		
The curriculum offer on the website will be re-written to reflect what we intend to teach, how and what the impact has been. Clear subject plans and a 3 year whole school overview will also be shared.	GJ	A website that clearly shows the school's intent for its curriculum and that is informative for parents and carers.	T2	DHT allocated time.	None	With SIA		
Assessment showing whether children are working below, at or above expectation for all subjects to be analysed by	GJ	For all teachers and coordinators to know what areas need to be improved in their subjects and which pupils need additional	T2	DHT allocated time and teachers	None	Data scrutiny and reporting to Governors.		



subject coordinators of Foundation subjects.		enrichment to provide challenge.		additional non-contact time.				
DHT s in the Hub cluster to work with the SIA carrying out 'Deep Dives' in foundation subjects across the Hub.	GJ	For our DHT to have a clear understanding of what a Deep Dive will look like to prepare our staff thoroughly for these. DHT will be upskilled to be able to feedback to others about effective practice.	T4	1 day out of class for DHT	None	Visit Notes		
Curriculum Governor to be appointed and trained and for curriculum to be reported on at every Standards and Curriculum meeting rather than just focusing on data for Maths and English.	AM/BS	For our Curriculum governor to be trained in new Ofsted Framework and who can confidently challenge the school at a strategic level.	T2	5 S&C meetings per year. Ofsted Training.	None	Governor minutes and HT/DHT reports.		

3c: To develop pupils opportunities for spirituality and reflection during the school day

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		
Time built into the school day for children to be calm, silent and reflective.	KJ/GJ	Children will feel calm and will behave calmly. They will be able to reflect on their behaviours, values and learning.	T4	KS planning meetings, Inset days	None	Ethos Committee RE Lead subject monitoring		
Texts recommended by the diocese to develop children's spirituality to be used in the English curriculum and f or class stories	KJ/JR	Children who are exposed to and given the opportunity to explore deeper texts thus developing their own spirituality.	T4	KS planning meetings, Inset days	£100 Friends	RE Lead – planning scrutiny		

3d: To see high quality differentiation and challenge for all pupils but especially PP and SEN pupils

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
All staff to move around during a session so that children can build their independence as learners.	SD	Children will develop their confidence and independence to support their own learning as well as asking for adult support during a	T3-4	Staff meetings	None	Drop-ins, SEN TA meetings –SD		



		session.						
Differentiation CPD for teachers-follow-up training session	Hub SENCOs	Staff who will be more effective at planning high quality differentiation and challenge.	T3	Staff meetings	Inclusion support time	Drop-ins, SEN TA meetings –SD		
Increased feedback to vulnerable children in lessons so that they can respond with support during that lesson.	SD	Children are clear about what they need to improve their learning.	T1	Staff meetings	None	Drop-ins, observations – SD/AM		
CPD What does inclusion look like? Session for TAs	Hub SENCOs	TA's will have a greater understanding of inclusion and how children can be challenged in different ways.	T3		Inclusion support time	Drop-ins, observations – SD/AM		
Learning toolkits reintroduced to help foster independence for SEN and PP children.	SD	Children will have better access to the resources they need to support their individual learning styles or help them access the learning in every lesson. They will be confident to use these and understand how they support their learning.	T3	Staff meetings and TA meeting	None	Drop-ins, observations – SD/AM		
New APDR systems introduced 6 times a year	SD	Teachers are more confident to set clear, smart outcomes for children.	T1	Staff meeting	None	SD monitoring of plans Drop-ins, observations – SD/AM		

3e: To see high quality planning being delivered in English and Maths across the school

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
All planning to have a cover page to explain what is being in the week and also the differentiation that is being put in place so that all children can succeed.	JR HS	Planning will have clearly identified differentiation for each session – including the LJ, HJ, TJ options for children.	T1	Planning time	None	JR / HS monitor though planning		
Class teachers to adapt planning to suit the needs of their own class whenever necessary.	JR HS	Planning for individual children will be personalised ensuring that all children are able to reach their full potential.	T1	Planning time	none	JR / HS monitor though planning		



Area 4: Quality of Assessment, Feedback and Support

Intent

- 1a: To give parents increased quality feedback about children's learning, particularly SEN children
- 1b: To improve the quality and effectiveness of feedback to children and therefore their response to feedback
- 1c: To implement a more robust monitoring schedule of drop-ins and observations of teachers and TAs
- 1d: To more accurately measure success and progress of SEN pupils, setting more impactful targets
- 1e: To make sure that staff well-being is a priority and that staff are well supported to succeed.

Milestones

By Jan 2020

- All staff have shared additional information with parents in T1 so that they are aware of progress and next steps.
- Internal data shows that progress of SEN children is good.
- Teacher profile shows that any underperformance is tackled immediately by SLT.
- Staff survey shows that well-being is better at the end of T2 than T1.

By July 2020

- The school has effective communication with parents – parents annual survey.
- End-of-year data shows that SEN children make good progress.
- Staff survey shows that staff well-being is better in T6 than T1.

4a: To give parents increased quality feedback about children's learning, particularly SEN children

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Introduce 3 one page reports for parents in T1, T3 and T6 with assessment for all subjects.	AM	Parents who are fully informed on how their children are achieving at school in all subjects and what their next steps are.	T1, 3 & 6	Staff meeting and SLT	None	Annual questionnaire HT commenting on reports so checking quality.		
Teachers to meet with SEN parents 6 times per year to share their one page profile and agree targets.	SD	Parents of SEN children to be clear on progress being made towards their children's targets and what their next steps are. Good relationships to be in place for parents and staff.	Each term starting in T1.	Staff meeting time	None	SD to check one page profiles and plan, do, reviews to see parents comments and signatures.		
Morning Challenges to be introduced where teachers will model learning in class to support with home learning.	AM	Parents and carers who can see what is being taught in class, what strategies are being used and how their own children get along with these.	T2	Staff meetings	None	Attendance at these and annual questionnaire feedback.		
Introduce assessment for all subjects	GJ	Parents to know how their children are	T1, 3 & 6	Staff	None	Data points/Insight		



and share this assessment 3 times per year rather than just at the end of the year.		doing in all subjects not just Maths, English and Science 3 times per year.		meetings and SLT		tracking		
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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
Staff to be trained on the new system of half a class a day being given verbal feedback during a lesson so they can respond straight away. Next steps will be drawn so it is clear feedback.	AM	For all feedback to be given verbally in a lesson so that children understand it and can respond to it straight away and progress seen easily in books.	T1	Staff meetings and SLT	None	Book scrutiny and observations - SLT		
All year groups to use green and pink marking and model the pinks being corrected.	AM	Children who more easily accept that pink marking is just a way of improving their learning rather than worrying it means they are doing something wrong.	T1	Staff meetings and SLT	None	Book scrutiny and observations - SLT		
Staff to be trained to give feedback that will either link to the learning objective (WALT) or expand on that piece of learning.	AM	Progress towards the objectives will be clearer and staff will feel more confident about what this feedback should look like.	T1	Staff meetings and SLT	None	Book scrutiny and observations - SLT		
'Every time I write' system to be implemented for remembering what children need to do every time they write in all books.	JR	Next steps will be more focused on learning but children will always be reminded to think about the 5 things they need to remember whenever they write.	T2	Staff meeting	8 stamps £50	Book scrutiny and observations - SLT		

4c: To implement a more robust monitoring schedule of drop-ins and observations of teachers and TAs

Implementation	Led by	Intended outcome	Time period	Resources/ time	Cost	Monitoring & Evaluation. When? Who? How?	RAG	Impact
Monitoring of TA quality of teaching in whole school observations.	AM	SLT to feel confident that all teaching in the school is of good quality and any issues to be addressed.	T1	None	None	Observation and drop-in records - SLT		
Monitoring of TAs leading Live Interventions and planned intervention.	AM/SD	For all interventions to be of high quality and to have an impact on children's learning leading to better rates of progress.	T3	None	None	Observation and drop-in records - SLT		



Monitoring of HLTAs teaching the whole class during PPA.	AM/MT	SLT to feel confident that all teaching in the school is of good quality and any issues to be addressed.	T2	None	None	Observation and drop-in records - SLT		
Restructure monitoring schedule so that all teachers have 2 formal observations per year as well as drop-ins. The focus will be directly linked to areas of improvement for the school.	AM	High quality monitoring that allows for a longer look at books and data alongside observations.	T2	None	None	Monitoring schedule and teacher profile RAG rated.		
Middle Leaders programme for 3 members of the SLT	JR/SD/HS	SLT who are upskilled and who feel more confident in carrying out observations and giving challenging feedback.	T2	Time out of class – unknown as of yet.	None – funded by the Diocese.	Analysis of action plans linked to this training - AM		
Termly monitoring of books matching data by the SLT before data is analysed.	SLT	Data that is accurate and matches evidence in books.	T1	SLT meetings	None	SLT minutes and data		

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 to be purchased and implemented so that small steps in SEN children's progress can be more effectively measured.	SD/GJ	Clear evidence that SEN children are making progress appropriate for each child.	T2	Staff meeting time	£80	SD/GJ to monitor and report on progress.		
Termly reviews of SEN support plans ensuring that targets are reviewed regularly.	SD	For all staff to be completing these and sharing them with parents. Targets being set each term and hopefully achieved.	T1	Staff meeting time	None	SD to monitor and compare to children's learning and data.		

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 accreditation undertaken by the HT to introduce a coaching model for Hub Heads and staff	AM	For AM to be able to support other Head's in the Hub and to use coaching effectively to support staff well-being at CCI and to develop staff.	T1	6 days	£500 Beacon Rise has funded this.	Hub Action plan reviews and SIA/Head feedback.		
Data points to be reduced from 6 to 4.	AM/GJ	Staff to feel less stressed with a reduced workload.	T1	Staff meeting	None	Data points and analysis.		



Time given to staff to complete SEN and PP paperwork during directed hours.	AM	Staff to feel less stressed with a reduced workload in non-directed hours.	T1	Staff meetings	None	Staff meeting minutes		
Time allocated to monitor subject area and carry out assessment of non-core subjects.	AM	Staff to feel less stressed with a reduced workload in non-teaching hours.	T1	½ days out of class 3 times per year.	£270 for Panda Class	Appraisal meetings and Action plan reviews – AM/GJ		
Write and implement a staff well-being policy.	AM	For all staff and governors to be clear on how well-being is valued and supported in the school.	T1	None	None	Staff survey - AM		
Well-being governor and staff member appointed	AM	Staff and Governors who will challenge HT and DHT on support of staff.	T1	Governor and staff meeting time	None	Staff and Governor survey – AM/NR		
Well-being time given 3 times per year for all staff.	AM	Staff who feel valued and well-supported.	T1, T3 and T6	None	None as HT covers	Well-being timetables – Well-being governor		
Shared team planning in place to support staff with workload.	AM	Staff who feel supported and who share their workload.	T1	KS Planning meetings and PPA	None as HLTAs cover	Supply cover and diary dates – Well-being governor		
Marking and feedback to be carried out during a lesson for half a class at a time so that post-lesson marking is reduced.	AM	Staff who are not doing lots of marking after school and in their own time at evenings and weekends.	T1	Staff meetings	None	Staff survey - AM		