

# Davyhulme Primary School



**REVIEWED - School Development Plan Key Issues**

**2022-2023**

Reaching For The Stars!

## Davyhulme Primary School Development Plan Summary of Key Issues 2022-2023

### 1. Key Area: Excellent teaching of early reading through systematic synthetic phonics (SSP)

**Our main priority this year is to provide excellent teaching of early reading through systematic synthetic phonics (SSP). We have purchased a new phonic scheme, Read, Write, Inc., and the whole school focus will be now to introduce and embed the scheme across the school.**

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p><b>Phonics:</b></p> <p>To introduce and embed Read, Write, Inc. teach phonics in EYFS and Key Stage 1.</p> <p>To introduce Read, Write, Inc. in Years 3 and 4 for those pupils who have been identified as requiring catch up intervention programme.</p> <p>To introduce Fresh Start for those pupils in Year 5 and 6 who have been assessed as requiring intervention.</p>	<p>Prepare and distribute all resources need to deliver RWI to staff.</p> <p>Ensure all staff have access to RWI portal and that they use the training videos to develop their pedagogy.</p> <p>Ensure regular, dedicated time is given for staff to practise teaching phonics during weekly staff meetings (15 minutes).</p> <p>Ensure ongoing training and support is provided.</p>	<p>SLT and English leads to visit English Hub school to look at Fresh Start.</p> <p>Reading Leaders to work alongside staff to offer support and constructive feedback for improvement.</p> <p>Reading Leader - Progress meetings held every half term.</p>	TBC	<p><b>Achieved.</b></p> <p><b>RWI successfully introduced September 2022.</b></p> <p><b>All staff involved in delivery of phonics received RWI training (Inset) and have access to the portal, including training materials. We have not managed to ensure that regular, dedicated time is given for staff CPD in staff meetings each week. Review and adjust.</b></p>

	<p>Reading Leads to support staff by working alongside them (teaching and assessing of pupils).</p> <p>Reading Lead in KS 2 to support and train TAs in Y3 and 4.</p> <p>Appoint TA to lead Fresh Start intervention in Y5 and 6.</p> <p>Reading Leader to regularly report to SLT about the progress of children.</p> <p>Staff to carry out peer observations and team teaching in order to develop and refine their practice.</p> <p>Reading Leads to ensure website is updated to include information about RWI.</p>	<p>SLT to monitor quality of teaching for SSP and/or receive feedback from the Reading Leader.</p> <p>Invite staff to offer feedback on how the new scheme is going and identify training needs.</p>		<p>Impact: 93% of Y1 pupils passed the Phonic Screen Check in 2023, compared to 80% of pupils in 2022. 100% of Y2 pupils passed the PSC in 2023.</p> <p>RWI Catch up successfully introduced in Y3 and Y4, led by LP and NA. Coaching and ongoing support provided throughout the year by our KS 2 Reading Lead, HN. Positive outcomes evidenced in assessments.</p> <p>Fresh Start successfully introduced in Y5 and Y6 by NM. Positive outcomes evidenced in assessments.</p>
<p>To continue to provide ongoing training and support for staff to deliver Read, Write, Inc. and Fresh Start in order to embed the scheme across the school.</p>	<p>Appoint T.A. to be phonics lead in KS 2.</p> <p>Continuous CPD to be provided - RWI Development Day and weekly practice sessions during staff meeting.</p>	<p>All staff members to receive ongoing training for RWI</p> <p>All staff members to be involved in CPD through development days and staff meetings.</p>	<p>TBC</p>	<p>Achieved, but this target remains as ongoing. All staff have access to training materials on the RWI portal and have benefitted from RWI support visits from Lianne (consultant).</p>

	<p>Reading Leader to coach staff delivering RWI.</p> <p>Reading Leader to provide weekly training sessions.</p> <p>Staff to use RWI portal to access training videos and assessment materials.</p> <p>Visit English Hub.</p> <p>Arrange peer observations and team teaching.</p>	<p>Coaching sessions held weekly for teachers that require it.</p> <p>Reading Leader provides weekly training sessions.</p> <p>Evaluate quality of training provided.</p>		<p>Coaching has been used, but we need to make more of this moving forward to ensure consistency in practice and fidelity to the programme.</p> <p>We have not managed to provide continuous CPD during weekly staff meetings. We need to look at this again to decide the best way forward with this - it is important to provide regular time for this to ensure consistency and fidelity to the programme, however staff meeting time has not worked. Consider doing this during Assembly times?</p> <p>New Reading Lead appointed: MC, with support of ST to act as mentor. Reading assessment team also created: EB, VG and CV.</p> <p>KS 2 - HN has had regular, protected time to support and coach TAs in KS 2 on delivering phonic catch up programmes. This has been very productive.</p>
--	--	---	--	---

## 2. Key Area: Widening Children's Vocabulary (closing the vocabulary gap)

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To widen children's vocabulary and language across the school by ensuring a conscious, deliberate attention to word learning.</p> <p>Whole school drive to teach new, unfamiliar vocabulary to children.</p> <p>To focus on closing 'the vocabulary gap' between our 'word poor' and 'word rich' pupils.  <a href="https://www.tes.com/magazine/article/how-i-helped-close-vocabulary-gap-my-school">https://www.tes.com/magazine/article/how-i-helped-close-vocabulary-gap-my-school</a></p> <p>To create 'word rich' classrooms.</p>	<p>English Leads to attend Virtual Vocabulary Conference -TTSA.</p> <p>Train teachers to become more knowledgeable and confident in explicit vocabulary teaching - strategies recommended in Alex Quigley's Closing the Vocabulary Gap.'</p> <p>Share podcast:  <a href="https://www.youtube.com/watch?v=dfgxaBglhwE">https://www.youtube.com/watch?v=dfgxaBglhwE</a>                      (Alex Quigley talks about his book and this is a good introduction for staff). This will need to be focus for staff CPD. Strategies will include:</p> <ul style="list-style-type: none"> <li>cultivate word consciousness in every child - encourage our pupils to notice words and be interested and curious about them - e.g. sharing the etymology and morphology of words. By recognising parts of words and how they relate in word families, children's vocabulary increases exponentially.</li> <li>Teach academic vocabulary explicitly and clearly.</li> </ul>	<p>Learning Walks to monitor classroom environments and how they are used in teaching - e.g. word walls, ambitious word of the week.</p> <p>Monitor planning - relentless focus on vocabulary and opportunities planned for rich, structured talk in the classroom.</p> <p>Consider setting pupils' challenge - how many new words can you learn?</p> <p>Monitor book talk - use of high utility words/bonus book talk words.</p> <p>Shades of meaning display.</p>	<p>Virtual Vocabulary Conference - x 2                      £360                      Staff meeting time needed for CPD.</p>	<p>This is very much work in progress and will remain an ongoing focus.</p> <p>All staff attended Inset on widening children's vocabulary led by LM and SLT.</p> <p>Impact: all classrooms have a word wall where new vocabulary is noted, valued and talked about.</p> <p>Word of week successfully introduced.</p> <p>Relentless focus on vocabulary during daily whole class reads and during Book Talk.</p> <p>Analysis of KS 2 tests papers show an improvement in children's ability to answer questions that are specifically related to vocabulary and word meaning.</p> <p>However, the drive to close the vocabulary gap is not a</p>

	<ul style="list-style-type: none"> <li>• Promote rich, structured talk in the classroom - supported and scaffolded, e.g. during Book Talk.</li> <li>• Teach pupils independent word learning strategies.</li> <li>• Introduction of Word Walls in each classroom.</li> <li>• 'Ambitious Word of the Week' focus.</li> <li>• Explicit focus on vocabulary during whole class reading sessions (e.g. Demonstration Reading, story time, shared texts in English).</li> <li>• Book Talk - focus on language of comprehension words (high utility words).</li> <li>• Introduction of strategies to widen and develop language and vocabulary recommended by Jane Considine Inset - e.g. focus on high utility words during Book Talk, word mats, sentence stacking to highlight ambitious vocabulary.</li> <li>• 'Shades of meaning' displays - arranging synonyms for words into low to high intensity words e.g. glimpse, look, glare.</li> <li>• High-quality reading instruction:</li> <li>• Focus on language and vocabulary during comprehension lessons</li> <li>• Book Talk</li> <li>• Demonstration Reading</li> </ul>	<p>Analysis of KS 1 and KS 2 Reading papers The end of KS 2 expectation in terms of pupils' understanding of language/vocabulary rose dramatically in 2016 and analysis of our SATs results showed us that our pupils had found the Reading paper particularly challenging in terms of understanding, Children's exposure to rich vocabulary raises their language development.</p>		<p>'quick fix' and requires sustained and rigorous attention. Continue target.</p>
--	---	---	--	--

	<ul style="list-style-type: none"> <li>• 20 minutes daily story time - ring fenced/non-negotiable.</li> <li>• Wellcom programme in EYFS - targeted intervention.</li> </ul>			
<h3>3.Key Area: Review of our Curriculum &amp; Subject Leader Development.</h3> <p>( this is a continual 'work in progress')</p>				
Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To continue to review our curriculum in Key Stage 1 &amp; 2 by focusing on:</p> <ul style="list-style-type: none"> <li>• Intent</li> <li>• Implementation</li> <li>• Impact</li> </ul>	<p>Staff meetings to be led by subject leaders of different curriculum subjects to review planning, end points, progression and essential vocabulary.</p> <p>Ensure long term planning is constantly updated - how do ensure progression of skills and knowledge, how do we take into account pupils' prior knowledge &amp; how do we ensure this is remembered, how do we ensure coverage across the school?</p> <p>Staff to complete 3Is audit for their subject area: intent, implantation and impact.</p> <p>Focus on subject specific vocabulary.</p> <p>Identify 'essential knowledge' for subject areas - end points.</p>	<p>Continual review of our curriculum by all teaching staff - discussion and feedback.</p> <p>SLT to monitor long term and medium term planning.</p> <p>Subject leaders to monitor coverage and progression of skills &amp; knowledge across the school for their subject areas.</p>	<p>X2 Twilights led by KB</p> <p>Cost of Ian Coulson's consultancy tbc</p>	<p><b>Subject leadership development has continued to be a priority at DPS. Our commitment to supporting and developing our subject leaders is evidenced by the regular subject leadership time that is provided by our cover supervisor (CR). We have continued to focus on ensuring endpoints (essential knowledge) in each subject area have been reviewed and updated. These have all been updated and shared on our school website. This information has also been shared with pupils and parents in the form of Knowledge Organisers</b></p>

	<p>Subject leaders to work with DH to create end points mapping document and progression mapping documents for their subject areas.</p> <p>Staff to use mind maps to record prior knowledge and then ask children to show what they have learnt.</p> <p>Pupils to complete KWL grids.</p> <p>Staff to be consulted as to what is the intent for OUR Curriculum at DPS - what makes our curriculum unique to our setting? What are our non-negotiables? What skills/values do we wish our pupils to have?</p> <p>Focus on our cultural capital - 10 things we would like our children to have experienced by the end of Year 6 (also extend to outdoor learning). This requires updating and relaunching this year.</p>	Completion of 3Is Audit (Focus Education).		<p>(essential knowledge and key vocabulary).</p> <p>Cultural capital/finding the joy pledge - KB to update in Autumn term 2023. These need updating and relaunching for 2023. Staff completed their own 3Is audits - all subject leaders will meet with KB in November to update her on their subject areas. Focus to be feedback on monitoring and evaluating.</p>
To continue to ensure that Subject Leaders are ' <b>champions</b> ' of their subject across the school.	<p>Consider the question, '<b>How is my subject represented across the school?</b>'</p> <p>Subject leaders to ensure that their subject area is promoted across the school e.g. signpost staff to courses, websites, resources, latest initiatives, trips, professional bodies etc.</p> <p>Create inspirational displays for your subject across the school</p> <p>Consider recruiting pupils as 'subject leaders or champions'.</p>	<p>Monitor displays</p> <p>Informal lesson drop ins</p> <p>Pupil voice</p> <p>Book looks</p> <p>Learning walks</p>	Staff Inset (x 2 Twilight sessions)	<p>KB to take feedback on this when meeting with subject leaders in November 2023. This was focus for all subject leaders in their action plans. A number of subject leaders have signed up to professional associations (e.g. History, Geography, PSHE and Science). Emails are shared</p>



	<p>Lead a staff meeting.  Invite staff to observe you teach - share good practice.  Team teaching/coaching  Register with professional association - e.g. Historical Association.  Plan and organise a whole school focus day/week for your subject area.  Consider ways to promote on school website.</p> <p>Learning team meetings.</p>			<p>with staff regularly by subject leaders to promote their subjects e.g. Black History month in November, World Mental Health day etc.  Some subject leaders have appointed ambassadors for their subjects e.g. language leaders, Science Ambassadors, Time team (History), Reading Ambassadors. All of these help to promote specific subjects across the school. All subject leaders have led a staff meeting on their subject area - e.g. to review end points, planning, look at good practice etc.  The challenge is to now ensure that all subject areas are represented across the school in displays.</p>
<p>To ensure that subject leaders know about <b>coverage and progression</b> of their subject area across the school.</p>	<p>Review long term planning:  <b>What</b> is being taught?  <b>How</b> is it being taught?  What is the <b>key knowledge/facts</b> that we expect pupils to know? (sticky knowledge)  Identify <b>end points</b>.  <b>How does the curriculum build?</b></p>	<p>Monitor planning (long, medium and weekly)   Pupil Voice   Book looks</p>	<p>As above   Subject Leader release time (rolling programme).</p>	<p><b>Achieved</b> - all subject leaders have created end point documents (essential knowledge) and key vocabulary for their areas. These have now progressed into Knowledge Organisers</p>

<p>To ensure that subject leaders can identify the '<b>end points</b>' of learning for their subject across the school - this is what pupils <b>MUST KNOW</b> by....</p>	<p>What is teaching and learning like in Nursery? Year 2? Year 4? Year 6? Is content and coverage <b>progressive and sequential</b>? How is this measured? How do we quality assure this? Join professional associations to ensure our expectations are high enough. Meet with learning teams to discuss progression across the school. Create mapping document to show progression. Use subject leader release time to drop in to lessons to look at teaching and learning across the school. <b>Book looks</b> - collect in children's work to review <b>progression</b> in following ways: Progression of learning in one year group - e.g. evidence of prior learning? How is learning moved forward? What has been learnt at end of unit of work? How is this evidenced? (use of KWL grids? Mind maps? Assessments?)</p>	<p>Lesson observations/informal drop ins.  Learning walks</p>	<p>Cost of cover for 1 day per week (cover supervisor)</p>	<p>for each subject which are stuck in children's books. Teachers and pupils are encouraged to recap prior learning - knowledge retrieval practice part of every lesson. All subject leaders to meet with KB in November - focus will be on monitoring and evaluating. We will also look at progression - how does learning build? Is it sequential and progressive?</p>
<p>For subject leaders to be given time to <b>monitor and evaluate teaching and learning</b> in their subject across the school.</p>	<p>SLT to continue to provide subject leaders quality time to monitor and evaluate teaching and learning in their subject area across the school. Rolling programme of release time/subject leader focus to be drawn up by SLT, so that monitoring is carried out in a calm and measured way. Collect in and review long term planning.</p>	<p>Monitor planning (long, medium and weekly)  Pupil Voice  Book looks</p>	<p>Cover supervisor - cost of one day per week to release subject leaders.</p>	<p>Ongoing -rolling programme. All subject leaders are given time on a rolling programme. M and E has been the focus on staff meeting time. We looked at Teaching Made Simple forms for M and E (pupil voice, book looks,</p>

	<p>Review Medium Term Planning. Create end points mapping document. Create progression document Meet with learning team (represented by different phases) Use subject leadership release time (rolling programme) to monitor teaching and learning. Learning Walks Informal lesson drop ins/observations Pupil voice Book Looks Lead staff meetings.</p>	<p>Lesson observations/informal drop ins.  Learning walks</p>		<p>planning and lesson drop ins) and agreed that all staff would use them for consistency. Subject leaders to meet with KB in November to feedback on this process.</p>
--	--	---	--	---

## 4.Core Curriculum Area: English

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To <u>continue</u> to focus on Reading, ensuring it remains a whole school priority, and to ensure that any gaps in learning which may have occurred during lockdown, are closing.</p>	<ul style="list-style-type: none"> <li>English subject leads and Reading Leads to continue to focus on teaching of reading across the whole school - monitor and evaluate reading in EYFS &gt; Key Stage 1 &gt; Key Stage 2.</li> <li>Follow up staff meeting to be held on the <b>explicit teaching of reading skills</b> - see Schofield and Sims Skills Desk mats for KS 1.</li> <li>English leads to monitor how regularly and effectively this scheme is being taught through Book Looks and lesson observations to ensure that the explicit teaching of reading skills is taking place:</li> </ul>	<p>English Subject leads and SLT</p> <p>Book looks Informal lesson drop ins Formal lesson observations Learning walks - how is reading promoted around the school? Pupil voice</p> <p>Robust systems are in place for monitoring</p>	<p>Oxford Owl subscription to whole school ebook library - £500 (use Covid-19 Grant)</p> <p>Oxford Owl subscription to Project X (reading intervention) £250 (Covid-19 Grant)</p>	<p>Evidence that our approach and commitment to Reading is successful can be seen by excellent outcomes in Reading at the end of Key Stage 2, 2023 SATs:</p> <p>% of pupil who achieved the expected standard or above in Reading: 89% (compared to 84% in 2022). National average : 73%</p> <p>There was a decrease in % of pupils achieving the higher standard in Reading this year (33% in 2023, compared to</p>

	<ul style="list-style-type: none"> <li>➤ Word meaning</li> <li>➤ Retrieval</li> <li>➤ Sequencing</li> <li>➤ Inference</li> <li>➤ Prediction</li> </ul> <p>Key Stage 2:</p> <ul style="list-style-type: none"> <li>➤ Word meaning</li> <li>➤ Retrieval</li> <li>➤ Summarising</li> <li>➤ Inference</li> <li>➤ Prediction</li> <li>➤ Relationship</li> <li>➤ Word Choice</li> <li>➤ Comparison</li> </ul> <ul style="list-style-type: none"> <li>• English subject lead to extend online subscription to Oxford Owl to enable pupils to access a greater number of e book titles (Whole School EBook Library</li> <li>• English leads and staff to continue to rigorously monitor daily home reading on Seesaw/ Planners and bookmark incentive scheme to be used.</li> <li>• Ensure that children carry out research which requires them to read to obtain the information they need.</li> <li>• Ensure that daily read of class novel (ten minutes) is taking place - this is a non-negotiable and must be ring fenced.</li> <li>• Ensure that the explicit teaching of reading strategies is taking place</li> </ul>	<p>reading at home on Seesaw and in planners.</p> <p>Rigorous assessment of pupils - NFER reading tests, Salford Sentence Reading Test and RWI phonic assessments.</p> <p>Reading Lead to monitor catch up intervention sessions and track progress.</p> <p>Half termly assessments of phonics and follow up progress meetings with SLT - Reading Leads.</p>	<p>Subscription to Power of Reading website: £300</p>	<p>43% in 2022). However, this is still 5% above the national average of 28% in 2023.</p> <p>In Key Stage 1, 81% of pupils achieved the expected standard or above, with 39% of pupils achieving the higher standard in Reading (this is an increase of 19% compared to 2022).</p> <p>Internal data across the whole school indicates that Reading continue to be a strength. It would suggest that all the strategies that we use to teach and promote reading pay dividends. Continue relentless focus on Reading.</p> <p>PTA have kindly purchased some new non-fiction books for KS 2 Library (£500).</p> <p>We enjoyed x 3 author visits throughout the year, continuing our close links with Urmston Bookshop.</p> <p>We organised and ran a very successful Book Fair with Scholastic. This was really well</p>
--	---	--	---	--

	<p>through whole class guided reading activities ,following 'Book Talk' format - English leads to monitor and evaluate this through lesson drop ins and pupil voice.</p> <ul style="list-style-type: none"> <li>• Continue to promote the use of high quality, engaging texts as stimulus for Writing in English - e.g. Power of Reading website.</li> <li>• Continue to use reading buddies across the whole school.</li> <li>• Continue contact with Urmston Bookshop to invite authors to come into school once more.</li> <li>• Organise a Book Fair - virtual or otherwise?</li> <li>• Continue to foster links with PTA to purchase books which celebrate diversity.</li> <li>• Weekly purchase of First News (children's newspaper) to engage reluctant readers.</li> <li>• Set up reading book clubs.</li> <li>• Continue to update both our school libraries - focus on raising money to purchase new non-fiction books for Key Stage 2 Library.</li> <li>• Promote reading through 'Extreme Reading' event.</li> <li>• Celebrate World Book Day.</li> </ul>			<p>supported by parents/carers. All profits will be ploughed directly back into updating our school libraries and class libraries.</p> <p>World Book Day - continues to be a very important day to promote reading at DPS. Reading Buddies - hugely popular during WBD. Consider doing this once every half term in 2023-2024.</p> <p>Rigorous analysis of assessment data leads to short, sharp and focused interventions: Reading Rocketeers in Y5 and 6 and Fresh Start (phonics catch up) in Y5 and 6.</p>
--	---	--	--	--

	<ul style="list-style-type: none"> <li>• Ensure that daily reading is taking place for lower attaining readers in every year group.</li> <li>• Ensure that reading intervention programme (BR@P) is re-established.</li> <li>• Continue monthly reading assemblies - 'Book of the Month', book review of the month - award prizes.</li> <li>• <b>Closing the gap</b> - use NFER/PIRA assessment data from Autumn 2 to identify pupils who have gaps in learning. So what? Ensure these pupils are focus for any reading interventions which take place.</li> <li>• Assess pupils in Key Stage 2 for phonics catch up intervention (Y3 &amp; 4) and Fresh Start (Y5 &amp; 6).</li> </ul>			
To <u>continue</u> to monitor and evaluate teaching and learning in Writing across the school	<ul style="list-style-type: none"> <li>• <b>How well is writing taught across the school?</b></li> <li>• <b>What does progression look like across the school?</b></li> <li>• Use subject leader time to monitor the <b>quality of teaching</b> by carrying out lesson observations (both formal and informal) to ensure that the quality of teaching is at the least good, with many example of outstanding practice seen.</li> <li>• Arrange peer observations to share good practice amongst colleagues - identify outstanding practitioners.</li> </ul>	Moderation of writing Book looks Informal lesson drop-ins Learning Walks Formal lesson observations Pupil Voice Peer observations Review planning Monitor displays	Power of Reading website: £300  Subject leader time  Staff meeting time	<b>Writing outcomes at the end of Key Stage 2, 2023:</b>  86% of pupils achieved the expected standard or above, compared to 71% nationally. 21% of pupils achieved the higher standard, compared to 13% nationally. This is slightly down from 2022 when 27% of pupils achieved the higher standard.

	<ul style="list-style-type: none"> <li>• Lesson observations - is there a consistent approach to the teaching of writing?</li> <li>• Do staff use high quality texts to inspire, engage and stimulate excellent writing? (e.g. Power of Reading website and resources).</li> <li>• Do teachers use a model text to illustrate the features of an excellent piece of writing?</li> <li>• Are children given the opportunity to identify these features themselves?</li> <li>• Are steps to success/writer's toolkits created and used during the lesson?</li> <li>• Is the classroom a word rich/literary environment? E.g. ambitious vocabulary is clearly displayed, model texts displayed, 'washing lines' created with model words, phrases and sentences for children to use?</li> <li>• Does the teacher use Shared Writing consistently to model the writing process and to 'think out loud' his/her choices as a writer?</li> <li>• Are children given the opportunity to 'talk the text' first? E.g. Talk for Writing.</li> <li>• Are creative approaches used to inspire writing? E.g. draw an image in your head first before you write it.</li> <li>• Is writing scaffolded?</li> </ul>			<p>In Key Stage 1, 77% of pupils achieved the higher standard or above, compared to 61% nationally. 14% of pupils achieved the higher standard.</p> <p>Outcomes are very good on the whole, but we now need to focus on increasing the % of pupils working at the higher standard (greater depth) at the end of KS 1, and also KS 2.</p> <p>Robust monitoring and evaluating writing has continued throughout the year.</p> <p>We carry out half termly writing moderation meetings to ensure consistency in writing judgements across the school. Staff have also moderated with cluster schools in EYFS, Year 2 and Year 6. We currently use Jane Considine writing checklists to assess writing. We are looking to replace these with 'Teacher's</p>
--	--	--	--	---

	<ul style="list-style-type: none"> <li>• Is the planning process specifically taught?</li> <li>• Is the editing/up levelling process explicitly taught?</li> <li>• Are children given the opportunity to share their writing and carry out peer assessments?</li> </ul> <p><b>Work Scrutiny</b></p> <p>Is the work neatly presented, with high expectations for handwriting?</p> <p>Is there evidence of clear progression... from beginning of the year to present day?</p> <p>Is there progression between year groups and phases?</p> <p>Does the teacher's feedback lead to improvement? Constructive comments so that the pupil knows what to do to improve.</p> <p>Is there evidence that the pupils are encouraged to go back and check, edit and improve their work?</p>			<p>Moderation Toolkits'. We aim to move away from teachers using these for each child. Instead, we will use them during moderation meetings as a tool to ensuring consistency in judgements amongst staff. Writing continues to be well taught throughout the school using consistent pedagogy and practices such as: talk for writing; modelling; shared writing; use of model texts (wagolls); writing toolkits and scaffolding.</p> <p>The best classrooms are word rich with vocabulary and modelled texts clearly displayed on working walls for children to refer to. Our aim is to now ensure that this good practice is consistently seen across the whole school - we will use peer observations and coaching to facilitate this. We will focus on writing when we look at reviewing our marking and feedback policy this year. This</p>
--	--	--	--	---



				involves working with Barry Brogan from Woodheys Primary. We will look at 'slowing down' the writing process by focusing on short bursts of writing at a time, zooming in on the writing techniques, vocabulary and grammar that we would like children to use. Modelling using 'I do, we do, you do' strategy will be key. We will also focus on how to use feedback (verbal) to improve the quality of writing, allowing children time to respond to the feedback. Impact will be seen in the outcomes of pupils' writing. Handwriting - quality varies across the school. Focus on this.
--	--	--	--	---

## 5. Core Curriculum Area: Mathematics

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
To increase the % of children achieving greater depth at the end of each year group,	<ul style="list-style-type: none"> <li>Resources specifically focused upon reasoning and problem solving have been purchased.</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning and problem solving activities will be</li> </ul>	Purchase of White Rose resources: £4200	Achieved. In 2022 Key Stage One SATS 10% achieved the higher standard, and

<p>particularly at the end of Key Stage 2.</p>	<ul style="list-style-type: none"> <li>• Staff have been asked to provide regular reasoning and problem solving opportunities to the whole class.</li> <li>• White Rose workbooks have been purchased to support coverage of the curriculum.</li> <li>• Same day interventions will continue to be used.</li> </ul>	<p>monitored by maths lead.</p> <ul style="list-style-type: none"> <li>• Phase time will be used for staff to moderate.</li> <li>• Pupil progress meetings will enable data and conversations about specific pupils or groups of pupils, addressing needs if they arise.</li> </ul>	<p>Purchase of problem solving and reasoning resources: £190</p>	<p>at Key Stage Two 19% achieved the higher standard.</p> <p>In 2023 Key Stage One SATS 29% achieved the higher standard (16% nationally) and at Key Stage Two 29% (22% nationally) achieved the higher standard.</p> <p>Inset training was provided by Gareth Metcalfe (I See Maths) for all teaching staff (1 day) to provide support to embed reasoning and problem solving through Maths lessons.</p> <p>Maths lead completed learning walks to monitor how greater depth is being embedded within lessons.</p> <p>Maths lead has written the 'Culture of Mathematics' document which identifies classroom routines, habits of mind and reasoning and problem solving techniques to be used in school.</p>
<p>To continue to develop number fluency in EYFS and KS1.</p>	<ul style="list-style-type: none"> <li>• Staff to continue using the revised Mastering Number materials from NCETM.</li> <li>• Designated staff to attend any further training related to the new materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths lead to ensure the Mastering Number programme is being taught consistently and effectively.</li> </ul>	<p>Release time for staff attending training - this is covered using TA3s.</p>	<p>All EYFS and Key Stage One teaching staff (2022-23) attended further online training for Mastering Number.</p> <p>Mastering Number has been taught in EYFS and Key Stage One. This needs to be embedded to sustain progress in the next academic year.</p>

	<ul style="list-style-type: none"> <li>New staff to be trained on the use of the resources.</li> </ul>			
To develop curriculum continuity and pedagogy in upper KS2 to help ensure coverage of the curriculum and focus upon transition between Years 5 and 6, and from Year 6 to 7.	<ul style="list-style-type: none"> <li>School to be a part of the Maths Hub Years 5-8 continuity project.</li> <li>Upper KS2 staff to have opportunities to develop lesson design and delivery with colleagues from other settings and year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Designated leads to attend 3 Maths Hub sessions across the academic year and then work closely with teachers in their phase to develop coverage and delivery.</li> </ul>	Release time for staff attending training - this is covered using HLTAs.	<p>Year 6 teacher attended Maths Years 5 - 8 continuity programme, which involved lesson studies and developing the use of number lines within the Maths curriculum.</p> <p>In addition to upper KS2, a Year 2 and Year 5 teacher attended a lesson study and completed tasks to develop their pedagogy. Key Stage One staff attended lesson study with the Maths lead teaching to develop pedagogy in Key Stage One.</p>

## 6. Key Area: Pupil Premium

Targets	Actions	Evaluation
<p>To continue to raise attainment of Pupil Premium pupils in all year groups so that the gap between Pupil Premium and not Pupil Premium pupils is diminished</p> <p>To ensure that there is a <b>more consistent picture across the school</b> for narrowing the gap between PP and not PP pupils.</p>	<p>For all teachers <b>to continue to specifically target PP pupils in their class</b> (QFT) by:</p> <ul style="list-style-type: none"> <li>Identifying barriers to learning;</li> <li>Setting individual targets for improvement;</li> <li>Highlighting PP pupils in planning;</li> <li>Focusing on PP pupils when tracking and monitoring progress and attainment on Target Tracker;</li> <li>Targeting PP pupils through performance management targets;</li> </ul>	<p>End of year data for 2022-2023 (Summer 2) reveals a mixed picture. There is evidence of the gap between PP and non PP pupils closing in English (Reading &amp; Writing) and Mathematics across the school. However, it is not a consistent picture across the whole school (except in Year 4 where there is evidence of the attainment gap closing in all 3 areas).</p> <p>When we look at the attainment of PP pupils at the end of Key Stage 2 (Year 6), there is strong evidence of the attainment gap closing, particularly in Maths. <b>This is encouraging, and it suggests that overtime, the attainment gap between PP and non PP pupils is indeed diminishing:</b></p>

- Discussing progress/attainment of PP pupils during termly Pupil Progress Meetings to identify gaps in learning;
- Ensure all teaching staff are aware of prior attainment of PP pupils;
- Use of NFER/PUMA assessments to identify gaps in learning;
- Providing high quality feedback to PP pupils.
- **Pre-teach/pre-learn intervention.**
- **Catch up sessions for target pupils – same day intervention.**

Year 6: 70 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	1 (3.0%)	93.8%	90.6%
Females	37 (52.9%)	0 (0%)	94.6%	89.2%
Difference (change in difference):			0.8	1.4 (0.6)
Pupil Premium	10 (14.3%)	1 (10.0%)	66.7%	77.8%
Not Pupil Premium	60 (85.7%)	0 (0%)	98.3%	91.7%
Difference (change in difference):			31.6	13.9 (-17.7)

  

Year 6: 70 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	1 (3.0%)	78.1%	65.6%
Females	37 (52.9%)	0 (0%)	81.1%	86.5%
Difference (change in difference):			3.0	20.9 (17.9)
Pupil Premium	10 (14.3%)	1 (10.0%)	33.3%	44.4%
Not Pupil Premium	60 (85.7%)	0 (0%)	86.7%	81.7%
Difference (change in difference):			53.4	37.3 (-16.1)

  

Year 6: 70 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	1 (3.0%)	81.2%	90.6%
Females	37 (52.9%)	0 (0%)	75.7%	83.8%
Difference (change in difference):			5.5	6.8 (1.3)
Pupil Premium	10 (14.3%)	1 (10.0%)	33.3%	66.7%
Not Pupil Premium	60 (85.7%)	0 (0%)	85.0%	90.0%
Difference (change in difference):			51.7	23.3 (-28.4)

Internal data across the school reveals more of a mixed picture. At the end of KS 1, it would at first suggest that the attainment gap between PP and not PP pupils is widening in Writing and Maths. However, on further interrogation of the data, it shows that 100% of Pupil Pupils were working at the expected standard or above in Reading, Writing and Maths at the end of KS 1. Although the attainment gap is diminishing, we must be cautious interpreting this data as the fact that 100% of PP pupils are working at the expected standard or above is something to celebrate. We now need to look at how many of these PP pupils are working at the higher standard:

Year 2: 69 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	29 (42.0%)	1 (3.4%)	78.6%	82.1%
Females	40 (58.0%)	1 (2.5%)	87.2%	89.7%

Difference (change in difference):			8.6	7.6 (-1.0)
Pupil Premium	5 (7.2%)	0 (0%)	100%	100%
Not Pupil Premium	64 (92.8%)	2 (3.1%)	82.3%	85.5%
Difference (change in difference):			17.7	14.5 (-3.2)

Year 2: 69 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	29 (42.0%)	0 (0%)	58.6%	72.4%
Females	40 (58.0%)	1 (2.5%)	82.1%	84.6%

Difference (change in difference):			23.5	12.2 (-11.3)
Pupil Premium	5 (7.2%)	0 (0%)	60.0%	100%
Not Pupil Premium	64 (92.8%)	1 (1.6%)	73.0%	77.8%
Difference (change in difference):			13.0	22.2 (9.2)

Year 2: 69 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	29 (42.0%)	1 (3.4%)	78.6%	85.7%
Females	40 (58.0%)	0 (0%)	82.5%	90.0%

Difference (change in difference):			3.9	4.3 (0.4)
Pupil Premium	5 (7.2%)	0 (0%)	80.0%	100%
Not Pupil Premium	64 (92.8%)	1 (1.6%)	81.0%	87.3%
Difference (change in difference):			1.0	12.7 (11.7)

Internal data at the end of Year 3 shows that the attainment gap is diminishing in Reading and Writing, but widening in Maths:

Year 3: 70 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	39 (55.7%)	2 (5.1%)	81.1%	86.5%
Females	31 (44.3%)	0 (0%)	87.1%	90.3%
Difference (change in difference):			6.0	3.8 (-2.2)
Pupil Premium	5 (7.1%)	0 (0%)	60.0%	80.0%
Not Pupil Premium	65 (92.9%)	2 (3.1%)	85.7%	88.9%
Difference (change in difference):			25.7	8.9 (-16.8)

  

Year 3: 70 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	39 (55.7%)	2 (5.1%)	73.0%	78.4%
Females	31 (44.3%)	0 (0%)	77.4%	77.4%
Difference (change in difference):			4.4	1.0 (-3.4)
Pupil Premium	5 (7.1%)	0 (0%)	20.0%	60.0%
Not Pupil Premium	65 (92.9%)	2 (3.1%)	79.4%	79.4%
Difference (change in difference):			59.4	19.4 (-40.0)

  

Year 3: 70 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	39 (55.7%)	2 (5.1%)	86.5%	91.9%
Females	31 (44.3%)	0 (0%)	87.1%	93.5%
Difference (change in difference):			0.6	1.6 (1.0)
Pupil Premium	5 (7.1%)	0 (0%)	80.0%	80.0%
Not Pupil Premium	65 (92.9%)	2 (3.1%)	87.3%	93.7%
Difference (change in difference):			7.3	13.7 (6.4)

Year 4 reveals a consistent picture:

		<table border="1"> <thead> <tr> <th colspan="2">Year 4: 69 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Reading</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>43 (62.3%)</td> <td>1 (2.3%)</td> <td>88.1%</td> <td>88.1%</td> </tr> <tr> <td>Females</td> <td>26 (37.7%)</td> <td>0 (0%)</td> <td>88.5%</td> <td>84.6%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>0.4</td> <td>3.5 (3.1)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (14.5%)</td> <td>0 (0%)</td> <td>80.0%</td> <td>80.0%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>59 (85.5%)</td> <td>1 (1.7%)</td> <td>89.7%</td> <td>87.9%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>9.7</td> <td>7.9 (-1.8)</td> </tr> </tbody> </table>	Year 4: 69 pupils		Missing Assessment	On Track or Higher		Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Males	43 (62.3%)	1 (2.3%)	88.1%	88.1%	Females	26 (37.7%)	0 (0%)	88.5%	84.6%	Difference (change in difference):			0.4	3.5 (3.1)	Pupil Premium	10 (14.5%)	0 (0%)	80.0%	80.0%	Not Pupil Premium	59 (85.5%)	1 (1.7%)	89.7%	87.9%	Difference (change in difference):			9.7	7.9 (-1.8)
Year 4: 69 pupils		Missing Assessment	On Track or Higher																																							
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23																																						
Males	43 (62.3%)	1 (2.3%)	88.1%	88.1%																																						
Females	26 (37.7%)	0 (0%)	88.5%	84.6%																																						
Difference (change in difference):			0.4	3.5 (3.1)																																						
Pupil Premium	10 (14.5%)	0 (0%)	80.0%	80.0%																																						
Not Pupil Premium	59 (85.5%)	1 (1.7%)	89.7%	87.9%																																						
Difference (change in difference):			9.7	7.9 (-1.8)																																						
		<table border="1"> <thead> <tr> <th colspan="2">Year 4: 69 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Writing</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>43 (62.3%)</td> <td>1 (2.3%)</td> <td>76.2%</td> <td>78.6%</td> </tr> <tr> <td>Females</td> <td>26 (37.7%)</td> <td>0 (0%)</td> <td>84.6%</td> <td>76.9%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>8.4</td> <td>1.7 (-6.7)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (14.5%)</td> <td>0 (0%)</td> <td>50.0%</td> <td>60.0%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>59 (85.5%)</td> <td>1 (1.7%)</td> <td>84.5%</td> <td>81.0%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>34.5</td> <td>21.0 (-13.5)</td> </tr> </tbody> </table>	Year 4: 69 pupils		Missing Assessment	On Track or Higher		Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Males	43 (62.3%)	1 (2.3%)	76.2%	78.6%	Females	26 (37.7%)	0 (0%)	84.6%	76.9%	Difference (change in difference):			8.4	1.7 (-6.7)	Pupil Premium	10 (14.5%)	0 (0%)	50.0%	60.0%	Not Pupil Premium	59 (85.5%)	1 (1.7%)	84.5%	81.0%	Difference (change in difference):			34.5	21.0 (-13.5)
Year 4: 69 pupils		Missing Assessment	On Track or Higher																																							
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23																																						
Males	43 (62.3%)	1 (2.3%)	76.2%	78.6%																																						
Females	26 (37.7%)	0 (0%)	84.6%	76.9%																																						
Difference (change in difference):			8.4	1.7 (-6.7)																																						
Pupil Premium	10 (14.5%)	0 (0%)	50.0%	60.0%																																						
Not Pupil Premium	59 (85.5%)	1 (1.7%)	84.5%	81.0%																																						
Difference (change in difference):			34.5	21.0 (-13.5)																																						
		<table border="1"> <thead> <tr> <th colspan="2">Year 4: 69 pupils</th> <th>Missing Assessment</th> <th colspan="2">On Track or Higher</th> </tr> <tr> <th>Mathematics</th> <th>No. (%)</th> <th>No. (%)</th> <th>Sum2 21-22</th> <th>Sum2 22-23</th> </tr> </thead> <tbody> <tr> <td>Males</td> <td>43 (62.3%)</td> <td>1 (2.3%)</td> <td>97.6%</td> <td>95.2%</td> </tr> <tr> <td>Females</td> <td>26 (37.7%)</td> <td>0 (0%)</td> <td>84.6%</td> <td>80.8%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>13.0</td> <td>14.4 (1.4)</td> </tr> <tr> <td>Pupil Premium</td> <td>10 (14.5%)</td> <td>0 (0%)</td> <td>80.0%</td> <td>90.0%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>59 (85.5%)</td> <td>1 (1.7%)</td> <td>94.8%</td> <td>89.7%</td> </tr> <tr> <td colspan="2">Difference (change in difference):</td> <td></td> <td>14.8</td> <td>0.3 (-14.5)</td> </tr> </tbody> </table>	Year 4: 69 pupils		Missing Assessment	On Track or Higher		Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Males	43 (62.3%)	1 (2.3%)	97.6%	95.2%	Females	26 (37.7%)	0 (0%)	84.6%	80.8%	Difference (change in difference):			13.0	14.4 (1.4)	Pupil Premium	10 (14.5%)	0 (0%)	80.0%	90.0%	Not Pupil Premium	59 (85.5%)	1 (1.7%)	94.8%	89.7%	Difference (change in difference):			14.8	0.3 (-14.5)
Year 4: 69 pupils		Missing Assessment	On Track or Higher																																							
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23																																						
Males	43 (62.3%)	1 (2.3%)	97.6%	95.2%																																						
Females	26 (37.7%)	0 (0%)	84.6%	80.8%																																						
Difference (change in difference):			13.0	14.4 (1.4)																																						
Pupil Premium	10 (14.5%)	0 (0%)	80.0%	90.0%																																						
Not Pupil Premium	59 (85.5%)	1 (1.7%)	94.8%	89.7%																																						
Difference (change in difference):			14.8	0.3 (-14.5)																																						
		<p>Internal data at the end of Year 5 reveal that the attainment gap is closing significantly in Writing, but widening in Reading and Maths:</p>																																								

Year 5: 70 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	2 (6.1%)	83.9%	96.8%
Females	37 (52.9%)	0 (0%)	86.5%	97.3%
Difference (change in difference):			2.6	0.5 (-2.1)
Pupil Premium	9 (12.9%)	0 (0%)	77.8%	88.9%
Not Pupil Premium	61 (87.1%)	2 (3.3%)	86.4%	98.3%
Difference (change in difference):			8.6	9.4 (0.8)

  

Year 5: 70 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	2 (6.1%)	71.0%	80.6%
Females	37 (52.9%)	0 (0%)	70.3%	91.9%
Difference (change in difference):			0.7	11.3 (10.6)
Pupil Premium	9 (12.9%)	0 (0%)	44.4%	88.9%
Not Pupil Premium	61 (87.1%)	2 (3.3%)	74.6%	86.4%
Difference (change in difference):			30.2	2.5 (-27.7)

  

Year 5: 70 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23
Males	33 (47.1%)	2 (6.1%)	93.5%	96.8%
Females	37 (52.9%)	0 (0%)	81.1%	83.8%
Difference (change in difference):			12.4	13.0 (0.6)
Pupil Premium	9 (12.9%)	0 (0%)	66.7%	66.7%
Not Pupil Premium	61 (87.1%)	2 (3.3%)	89.8%	93.2%
Difference (change in difference):			23.1	26.5 (3.4)

The challenge remains to ensure a more consistent picture across the school. The fact that the attainment gap has clearly closed in Reading, Writing and Maths by the end of Key Stage 2 is strong evidence that our PP Strategy is having impact over time, and that impact can be seen over a longer period of time.



## 7.Key Area: Quality of Teaching and Staff Professional Development.

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To ensure that the quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children's needs.</p> <p>To recognise that teacher quality is a crucial factor in raising pupil attainment.</p> <p>EEF, 'the best available evidence indicates that great teaching is the most important level schools have to improve pupil attainment.'</p>	<p>All teachers have <u>high expectations</u> of all pupils.</p> <p>Teachers plan differentiated learning to enable all pupils to learn exceptionally well.</p> <p>Pupils' learning styles taken into account.</p> <p>Growth mindset culture established.</p> <p>Teachers systematically and effectively check pupils' understanding during direct learning activities and act to deepen and extend learning, along with clarifying any misconceptions.</p> <p>Focus on questioning and independent learning.</p> <p>Peer observations to share good practice.</p> <p>Coaching to develop pedagogy and improve practice - encourage teachers to be reflective practitioners.</p> <p>Utilise the strengths and skills of all staff to lead and develop others.</p> <p>High quality CPD for teachers, closely aligned to main priorities in SDP.</p> <p>Signpost teachers to relevant courses and training opportunities.</p> <p>Close monitoring of the quality of teaching by Senior Leaders - action taken quickly where the quality is not being met.</p>	<p>Evidence through:</p> <p>Book and planning monitoring</p> <p>Learning walks</p> <p>Lesson observations</p> <p>Pupil progress data</p> <p>Peer observations</p> <p>Staff coaching</p>	<p>Cost of courses/training for individual teachers.</p>	<p><i>We recognise that teacher quality is the most important factor that leads to excellent pupil outcomes. We continue to be deeply committed to maintaining the highest standards when it comes to teacher quality. How?</i></p> <p><i>We have continued to prioritise staff CPD and focus on professional learning. Pedagogy - what makes great teaching - has continued to a focus during staff development meetings, led by KB. We have talked</i></p>

	Support networks in place.		<p>about the importance of an evidence-based approach to this to secure staff buy-in (e.g. referring staff to articles by EEF, Rosenshine and Deans Trust). CPD encouraged and supported - e.g. staff signposted to attend courses, training and cluster meetings.</p> <p>Focus on our SDP 2023-2024 will be pedagogy and the consistent use of 3 recommended strategies in the classroom:</p> <p>Retrieval practice Modelling - I do, we do, you do Spaced practice. Monitoring and evaluating shows teacher quality to be good to outstanding. Moving forward, we now</p>
--	----------------------------	--	---

				need to share outstanding practice.
<p>To establish a <b>professional learning culture</b> within our school where every teacher &amp; teaching assistant strives for professional excellence.</p> <p>To ensure that all our staff have access to high quality, sustained professional development opportunities that are closely aligned with the priorities identified in the SDP.</p> <p>To foster a <b>learning culture</b> in which staff are actively encouraged to take responsibility for their own professional development.</p> <p>To recognise that teacher development is a key mechanism for developing teacher quality.</p>	<p>SLT to establish this 'learning culture' within our school - model the value of professional research (e.g. EEF) and 'walk the walk' by ensuring that we are constantly learning and growing professionally. Encourage staff to partake in NPQs. Signpost staff to relevant courses/training opportunities e.g. TTSA courses. Encourage staff to join professional associations e.g. History Association. Establish a professional learning library in the school and work towards providing staff with time (in addition to PPA) to carry out professional research and study. Closely link appraisal process to the individual professional development needs/interests of staff. Ensure staff CPD is closely linked to main priorities in SDP e.g. Read, Write, Inc. training and development. Establish a coaching culture within school in order to create reflective practitioners who are constantly striving to improve. Team teaching/peer observations to share good practice.</p>	<p>Feedback from staff. Evidence of improvements made in pedagogy/quality of teaching over time. Increased attendance on courses of staff. Staff to provide feedback from courses/training. Learning culture beginning to be established - e.g. more staff taking up NPQ opportunities. Increase in coaching sessions/peer observations and team teaching in order to continue professional development of staff.</p>	<p>KB and EB to attend Coaching Culture courses - TTSA: £300</p> <p>Staff meetings x 2 (coaching and reflective practice).</p> <p>Cost of staff to attend courses - individual case by case basis.</p>	<p>We are deeply committed to staff CPD at DPS. We have created x 2 professional learning libraries in each PPA Room. Staff are encouraged to attend courses/training for their own CPD. We actively signpost staff to courses and training. We will always allow staff to attend any relevant training if we can. This forms part of our performance management process - staff are encouraged to share what training needs they have and how they wish to develop themselves further. We take time to value staff so that</p>

				<p>staff buy-in is strong. This is part of establishing our culture at DPS - this is how we do things around here, closely aligned to our vision and values.</p> <p>SLT model culture of professional learning and scholarship e.g. during staff meetings, we encourage staff to read evidence-based research. We consistently use intentional language - we are professionals etc.</p>
<p>To create, then embed, a <b>coaching culture</b> within our school in order to raise standards and to unlock teaching potential.</p> <p><i>‘A coaching culture is a place where authentic leaders and managers help people to grow, thrive and perform through effective conversations and</i></p>	<p>Introduce at staff Inset - all on board.  Allow time for implementation.  Release time for coaching to happen.  Begin with small group before rolling out coaching model to larger groups.  Appoint leading coaches across school who have had coaching training - EB, KB...  Ensure that we allow for a simple mind-set shift from where leaders feel that they should have all the answers, to having the right <b>questions</b> instead.</p>	<p>Feedback from Coaching Culture courses - EB and KB.  Moderate success and impact to coaching by beginning with small, focus group before rolling out to larger groups.  Has teaching pedagogy improved?</p>		<p>Coaching - we have begun the process of creating a coaching culture, but this is very much work in process and is more a long term strategy.  KB and EB attended a course,</p>

<p><i>honest feedback underpinned by trust.'</i></p> <p><i>'The culture in school is vital in developing and maintaining high standards. Frequent coaching conversations with staff and students are vital in ensuring that long-term, sustainable improvements can be achieved...'</i></p> <p><i>Teacher Toolkit</i></p>	<p>Create a growth mindset ethos amongst staff.</p> <p>Ensure that coaching is used as a tool for self-development, and not just to address issues of under-performance.</p> <p>Encourage staff to ask <b>open and curious questions</b> so that they are <b>enabled</b> to find their own solutions.</p> <p>Encourage the staff to be solution focused.</p> <p>Establish and develop a culture of trust so that staff feel enabled and empowered to find solutions themselves.</p> <p>Provide 'in the moment' feedback.</p> <p>Provide staff with the tools to solve their own problems/answer their own questions.</p> <p>Embed the coaching in the Performance Management process.</p> <p>Staff to attend Coaching Culture training and feedback to staff - model the coaching process.</p>	<p>Feedback from staff.</p> <p>Evidence that coaching is used in Performance Management process.</p>		<p><b>'Establishing a Coaching Culture in your school' led by Alison Drayton TTSA.</b></p> <p><b>KB launched this in school with an Inset on Coaching. This will be followed up throughout this year. KB carrying out coaching course with Leadership Edge. The next module, the practitioner phase, will involve KB carrying out coaching, under supervision, with key staff members. Continue to develop and embed, identifying key drivers amongst the staff to move this forward.</b></p>
<p>To ensure that all staff have consistently <b>high expectations</b>.</p> <p>To ensure that all staff are <b>ambitious</b> for all pupils,</p>	<p>Ensure our vision/culture of high expectations (linked to our mission statement of Reaching for the Stars) is firmly embedded across the school.</p>	<p>Learning walks.</p> <p>Lesson drop-ins.</p> <p>Monitoring of corridors during transitions.</p>		<p><b>Having high expectations is part of our culture, closely aligned to our mission</b></p>

<p>particularly disadvantaged pupils.</p> <p>Focus specifically on: Pupil behaviour Presentation of work Attainment and progress</p> <p><i>'The culture in school is vital in developing and maintaining high standards. Frequent coaching conversations with staff and students are vital in ensuring that long-term, sustainable improvements can be achieved...'</i> Teacher Toolkit</p>	<p>Encourage all pupils and staff to 'live' our core values - we are <b>AMBITIOUS</b>. Set consistently high expectations for attainment and progress, closely aligned with Performance Mgt process - 80% of pupils to achieve expected standard or above in Reading, Writing and Maths. Consistently high standards for behaviour across the school. SLT challenge if expectations for pupil behaviour fall short. Focus in particular on transitions and movement around the school. Ensure staff all follow behaviour policy consistently - revisit frequently. Close attention to detail. All staff to be familiar, and to follow, our Presentation Policy. Staff to insist on high standards of presentation - ensure regular handwriting practice is taking place. Daily monitoring of pupil behaviour by SLT - walk bys, lesson-drop ins, transitions .</p>	<p>Coaching - ask pertinent questions: How can we ensure we consistently have high expectations? What does 'we are ambitious' mean to you and your teaching?</p>	<p>statement and core values - reaching for the stars and we are ambitious. This message is consistently conveyed to all stakeholders. Evidence of our relentless commitment to high expectations leading to high standards can be seen by our results at the end of KS 2 which are consistently above the national average. This extends to high expectations across the school e.g. uniform, behaviour, progress. This is consistently and constantly monitored across the school. Under-performance is quickly challenged and addressed.</p>
---	--	--	---

## 8. Key Area: Staff Workload, Mental Health & Well-being

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p><b>Staff Workload &amp; Well-being</b></p> <p>To <u>continue</u> to ensure that staff work-load is managed effectively.</p> <p>To continue to prioritise staff mental health and well-being.</p>	<ul style="list-style-type: none"> <li>To create a Workload policy.</li> <li>Carry out workload audit for 2022-2023</li> <li>Staff to complete staff work load /wellbeing questionnaire.</li> <li>P.McD to hold another working party of staff (representative from each phase) to discuss issue of staff work load and to look at opportunities to cut down. These members of staff will also represent the views of their colleagues. SLT <b>not</b> to be present.</li> <li>Look for workload 'hotspots' e.g. assessment weeks, Parents' Evening</li> <li>2 Twilights to be dedicated to staff well-being.</li> <li>Fabulous Friday - less 'work intensive' day in terms of marking and lesson preparation.</li> <li>SLT and teaching staff to continue to review marking policy - what is essential? How can we manage feedback so that it is effective but not as time consuming for teachers?</li> <li>How can we work smarter?</li> <li>SLT to organise another staff 'well-being' day - look at stress</li> </ul>	<p>SLT to monitor staff work load.</p> <p>Feedback from working party.</p> <p>Monitor staff absences/stress levels.</p> <p>Regular check ins with staff.</p>	<p>Cost of 'well-being' sessions for staff? T.b.c.</p> <p>X 2 Twilights to be used for staff well-being.</p>	<p>We continue to prioritise this. How? Review of Marking Policy to make the process of feedback more manageable for staff and more impactful for pupils. This will be a key area of focus in 2023-2024.</p> <p>We look for 'hot spots' in the academic year when workload increases, and we try to balance this/address this by providing staff with additional time e.g. parents evenings - all staff give x 1 hour preparation time on each day covered by SLT and TAs.</p>

	<p>management, massage, mindfulness, meditation etc.</p> <ul style="list-style-type: none"> <li>• Discuss how we can encourage staff to lead healthy lifestyles - gym memberships?</li> <li>• Team building day?</li> <li>• Organise 'random acts of kindness' day/week to boost morale.</li> <li>• Wellbeing Wednesdays.</li> <li>• Signpost staff to support services.</li> </ul>			<p>Staff meetings do not take place during assessment weeks and when staff have to write their Pupil Passports. Instead, time is given for marking and the assess, plan, do, review cycle. KB works hard to promote staff wellbeing and to value staff: Wellbeing Wednesdays and colleague of the month. Staff are signposted to support services all around our school in key areas e.g. toilets, staffrooms and kitchen areas. Staff questionnaire carried out. Moving forward, we need to organise staff working party to meet in order to</p>
--	---	--	--	---



				provide feedback to SLT on workload. LS - key driver in boosting staff morale e.g. by organising staff socials, half termly bacon butties in the morning etc.
--	--	--	--	--