



Pott Shrigley Church School

Pott Shrigley Church School Strategic School Improvement Plan 2023 to 2024

School characteristics

Pott Shrigley is a smaller than average Church Aided Primary School. There are currently 36 children on roll, with a capacity for 42 (GIAS information). The children are taught in three classes (Year R and Year 1, Year 2 and Year 3 and then a class of Year 4, 5 and 6.) The proportion of pupils eligible for free school meals is 21% (in line with the national figure.) Pupils supported with and Education Health Care Plan 17% (6 children) However, school have identified that this is likely to be 22%. The proportion of pupils currently on the SEND Register is 39% The school has been through a period of instability and change. A new headteacher was appointed in January 2023, following an interim headteacher. The school location deprivation indicator is quintile 9 (least deprived) of all schools. School stability on the IDSR is 68% - this is due to the numbers of pupils joining the school as in-year transfers. The school feels stable in its projected future numbers at this time. Data on entry is very much personalised and dependent on the individuals. Cohorts are so small that conclusions cannot be drawn, and the school recognise this and support their data with key information about the background contexts for each cohort.

Last Inspection Report

Date March 2019

Overall school effectiveness judgement Good

Areas for Improvement

- Improve the quality of leadership and management by enabling middle leaders to play a greater role in developing teaching and learning in their subjects.
- Improve the quality of teaching, learning and assessment in order to raise outcomes, by planning work that is sufficiently challenging for the most able pupils.

Academic year 2023/24 key school improvement priorities overview

Three-year key school improvement priorities

	Academic Year 2023/24	Academic Year 2024/25	Academic Year 2025/26
Quality of education			
	To establish the foundations of a strong, immersive, progressive and broad curriculum	Continue to develop the quality, breadth and progression within the school curriculum offer so that the highest standards of teaching and learning are embedded.	To further enhance the school curriculum ensuring that adaptations are relevant for the most vulnerable pupils as well as the most able.
	To improve and enhance the standards of teaching across the school including provision for our SEND children	To ensure that the highest standards of learning environment is in place. With consistency across the school to support progressive learning.	To embed the learning culture that supports a personalisation of learning opportunities from effective teaching strategies
Behaviour and attitudes			
	To review and develop the whole school approach to Behaviour management, to ensure a school culture based on positive relationships and high expectations	To embed the clear and consistent expectations of all staff with regards to behaviour across school and attitudes to learning.	To develop and initiate a trauma-informed approach to managing behaviour challenges within the school.
Personal development			
	To improve levels of attendance across the school and reduce persistent absenteeism levels.	To develop pupil voice and pupil leadership across the school and curriculum so that children are highly involved in the development of school improvement.	To further enhance pupil voice with regards to the Christian Distinctiveness of the school, establishing a Beacon/Ethos Group to lead each other in developing spirituality and shared expectations of demonstrating Christian values and Courageous Advocacy.

Leadership and management			
	To establish clear leadership in school that establishes the level of high expectations for school performance and consistent practice across year groups.	To develop the middle leadership in school so that subject leadership can become more deeply and securely established	To support middle leaders in school to develop adaptive opportunities within their subject for the most vulnerable and most able.
	To develop policies, procedures and practice with regards to safeguarding so that the minimum requirements are securely in place and understood and all staff begin to enhance safeguarding procedures with higher standards of outcomes for pupils.	To continue to develop the curriculum in line with current safeguarding guidelines. We have a curriculum that includes the requirements of KCSiE 2023/24 Bullying Prevention, Positive Relationships and On-Line Safety.	The understanding and impact of the curriculum and programmes are monitored by the Senior Leadership Team. Feedback from the children contributes to planning the curriculum.
Effectiveness of the early years provision			
	To improve the provision and environment of Early Years so that children develop independence and improved outcomes at the end of Reception.	To further enhance the EYFS to embed an enabling environment.	To develop the EYFS curriculum more deeply in terms of progression into the Y1 – Y6 curriculum.
Christian Distinctiveness			
	To establish a clear and consistent Christian vision, rooted in theology that is meaningful, relevant and appropriate for the school community as members of a Church of England Primary School	To develop the quality of Collective Worship, including the views and engagement of pupils who are involved in the planning and delivery of this.	To enhance our quality of collective worship with all stake holders and wider community.
	To initiate Questful RE as part of establishing a purposeful and relevant foundations for the immersive curriculum.	To embed the Questful RE Scheme into more effective practice of RE	To monitor the impact of Questful RE and assessment across Christian and world religions.

Strategic School Improvement Plan 2023/2024 – Quality of education

Intent	Key Improvement Priority 1 To establish the foundations of a strong, immersive, progressive and broad curriculum			Evidence base / research links There is no clear plan for the curriculum nor cohesion within year groups		
	Success criteria					
	Quality of education <ul style="list-style-type: none"> High quality, immersive and progressive curriculum Clear intention behind the curriculum Purposeful and appropriate for the children Pupils develop detailed knowledge and skills across the curriculum 		Behaviour and attitudes <ul style="list-style-type: none"> Engagement has shown to be increased and pupils enjoy the curriculum Identifying own skills and talents 	Personal development <ul style="list-style-type: none"> High levels of engagement Linking learning Sticky learning 	Leadership & management <ul style="list-style-type: none"> Clear expectations and a shared view of high-quality learning Plan – do – review Clear judgements 	
Implementation	Actions		When	Cost	Monitoring activity	Monitoring outcome
	Identify a lead in school to take the responsibility for Curriculum developments and work alongside the headteacher – TLR3		By July 2023	TLR 3 for 12 months	Working party established with headteacher. Learning walks and book looks.	A bespoke, coherent and progressive curriculum
Access quality CPD through the Maintained School Network for the foundations of the curriculum Maths and English		By July 2023	Free access	Ensure outcomes of training are monitored by SLT and cascaded to staff at all levels	Confident, skilled and informed staff.	

Ensure there are clear intentions for a broad and balanced curriculum so that children can access their full entitlement and intent links back to our vision.	By July 2023	Cost of management release time	Learning walks, assessment outcomes and book looks	Clear cycle of curriculum for the 3 classes based on high quality outcomes 5 learning walks already completed.
Implement a music curriculum	By Dec 2023	Cost of music scheme and enrichment programme.	Learning walks, pupil voice and pupil outcomes	Children are excited and immersed in music. Musical skills are developed and children reach end of year objectives
Implement Read to Write Scheme to support the phonics programme and ensure progression through from early writing into the full curriculum	By July 2024	Cost of scheme	Learning walks Phonics screening outcomes – 80% Training booked for Summer term	Children pass phonics screen Fluent reader by 7 High quality writing outcomes
Review the implementation of the Maths curriculum and enhance the provision and plan so that it meets pupil needs and is carefully streamlined and appropriate	By Dec 2023		Learning walks, book looks, assessments, end of year outcomes. Impact of interventions used alongside.	At least 75% of each cohort at age related by end of year.
To review and implement White Rose Science	By Apr 2024		Learning walks, book looks, assessments, end of year outcomes.	At least 75% of each cohort at age related by end of year. Use high quality curriculum to meet this objective.

•	Assess and evaluate the quality of the Phonics Scheme and its impact in school so far. Complete audit with English hub	July 2023		Learning walks Phonics screening outcomes – 80%	Children pass phonics screen – 80% Fluent reader by 7.
Impact	Evidence of impact			Identification of future school improvement actions	
	<ul style="list-style-type: none"> • TLR 3 in place – March 2023 • History and Geography CPD accessed through Maintained schools Network – May 23 • Long term cycle plan for topic learning is now in place – June 23 • Charanga subscription confirmed – June 23 • Ready Steady Phonics is clear and accessible, but CPD is required to enhance outcomes and high standards of implementation • English hub £6,000 grant to invest in RWI scheme and resources. 			<ul style="list-style-type: none"> • Build up and embed the full curriculum over time, ensure links to prior learning • Evaluate white rose Science • Monitor the impact of Maths streamlines – can it continue? • CPD RWI or intensive support for modelled sessions 	

Strategic School Improvement Plan 2023/24 – Quality of education

Intent	Key Improvement Priority 2 To improve and enhance the standards of teaching across the school including provision for our SEND children			Evidence base / research links Not all teaching is yet good in school evaluation		
	Success criteria					
	Quality of education <ul style="list-style-type: none"> High educational standards and value for money for the pupils High quality outcomes and accelerated learning 	Behaviour and Attitudes <ul style="list-style-type: none"> Engaged in learning and invested in the learning experiences 	Personal development <ul style="list-style-type: none"> High levels of engagement Linking learning Sticky learning 	Leadership & management <ul style="list-style-type: none"> Clear expectations and a shared view of high-quality learning Shared vision of high quality 		
Implementation	Actions		When	Cost	Monitoring activity	Monitoring outcome
	Provide intensive support for Y1 to ensure improvement in standards for teaching and learning strategies in the immediate short term		By July 2023	Management time	Learning walks and book looks	High quality provision in EYFS
	Focus very carefully on Year 5 and the level of vulnerabilities – take immediate action to support and enhance adaptive teaching		By July 2023	Management time and training with ECT	Learning walks, book looks, assessment outcomes and pupil voice	Closing the gap towards age related expectations in reading, writing and maths.
	Deployed Tas to support most vulnerable EHCP applications for SEND children.					
	Identify clear expectations for high standards in the classroom and lead by example through modelled lessons or planning and delivery alongside colleagues	By July 2024	Staff meeting time Team teaching	Team teaching sessions Subject leaders championing and leading their own subjects	High standards across all year groups and all subjects	

	Liaise with Diocese officers and Local Authority to support short term improvements in teaching and learning	By July 2023		Assessing the immediate needs of the school for SEND provision and needs	A clear and robust system in place to identify additional needs and address/ensure quality first teaching for all
•	Develop a shared and agreed format of plan, do, review for teaching and learning in classrooms. Introduce school and pupil one page profiles	By Dec 2023	Staff meeting time	Assess the immediate needs of teaching and learning for our children and their needs	Quality first teaching in all classes and year groups Targeted and tracked provision
•	Review teaching strategies and approaches in Maths for White Rose application	By Dec 2023	Staff meeting time	Learning walks, book looks and assessment outcomes	High quality maths provision for all learners
•	To develop opportunities to enrich teaching and learning in music through networking with local schools and accessing excellence in learning and teaching.	July 2024	Funded grant through love music trust	Develop strong links with love music trust and further musical providers	Music enrichment opportunities for all children Still seeking network opportunities for the school.
•	Continue to monitor and embed quality phonics teaching across the year. Member of English hub	July 2024	Management time Staff meeting time	Learning walks, phonic screening outcomes	Children pass phonics screen Fluent reader by 7
•	Develop fluency and mastery approach across the whole school in maths lessons.	July 2024	Release time for two members of staff to attend training and development	Work with maths hub, observations, learning walks and pupil outcomes.	Maths mastery established across the school Higher percentage of children AT expected level Fluency developed at all key stages

Impact	Evidence of impact	Identification of future school improvement actions
	<ul style="list-style-type: none"> • Quality first teaching in all classes – July 24 • White rose maths, fluency and mastery of number established in all classes – Dec 23 • Enrichment programme established for music – July 24 • Every child a reader by 7 – July 24 • Quality EYFS provision established – July 24 	<ul style="list-style-type: none"> • Build metacognition into Quality first teaching • CPD sessions to further develop reading across the school • Continue to develop provision in the EYFS • Continue to work with maths hub for mastery across the school

Strategic School Improvement Plan 2023/24 – Behaviour and Attitudes

Intent	Key Improvement Priority 3 To review and develop the whole school approach to behaviour management, to ensure a school culture based on positive relationships and high expectations		Evidence base / research links Movement towards a more positive and restorative behaviour policy for all staff to feel empowered to be part of.				
	Success criteria						
	Quality of education <ul style="list-style-type: none"> • A curriculum that is high quality, immersive and progressive. • Children are supported and challenged at all abilities. • Children are aware of their own learning and what they need to do to improve. • Children develop excellent learning and social behaviours. 		Behaviour and Attitudes To develop pupil voice and pupil leadership across the school and curriculum so that children are highly involved in the development of school improvement.		Personal development <ul style="list-style-type: none"> • Through focused support, children’s social and emotional needs are met. • Resilience to apply their new knowledge in their learning. 		Leadership & management <ul style="list-style-type: none"> • All pupils – particularly disadvantaged, SEND and vulnerable pupils – are accessing quality teaching and learning for their reading and writing development. • Decisions on the right scheme to match the school curriculum are made and enhance the school offer.
Implementation	Actions		When	Cost	Monitoring activity	Monitoring outcome	
	Review the school behaviour policy with a focus on positive reinforcement and building relationships in line with our school vision.		By July 23	Staff meeting time	Consult with staff and pupil voice	A clear, concise and effective policy for all children and staff.	
To review and bring clarity to the uniform policy and expectations of uniform in school – consistency and high standards		By July 23	Use of Sports budget for forest	Consult with pupil voice, staff and parents.	A uniform that is consistent and sets a high standard across the school.		

			school uniform	Ensure high standards are set following current government guidelines. Monitor on a weekly basis to ensure standards remain high.	
	Develop a strong team within and across the staff	By July 24	INSET time and weekly staff briefings	Consult with staff how to build our team Plan and develop team building days and activities throughout the year Develop weekly briefing sessions for all staff	A strong team built on respect and trust
	Develop pupil voice across the school – school council, prayer focus group and eco school groups	By Sept 23	Release time for pupil voice leader	Ensure groups meet fortnightly to plan, deliver and monitor for pupil voice	Strong groups that represent our children and their voices
•	Develop a parent focus group to strengthen relationships within and across the community.	By May 24		Ensure group meets every term to discuss key areas of school development.	Strong group that represent our families and their voices

Impact	Evidence of impact (date)	Identification of future school improvement actions
	<ul style="list-style-type: none"> • A clear, concise and positive behaviour policy in place – July 23 • A consistent and high-quality uniform – Sept 23 • A strong team built on trust and respect – July 24 • Strong pupil voice across a range of ages and focus – Sept 23 • Strong relationships with parents – May 24 	<ul style="list-style-type: none"> • Develop pupil voice within and across local schools. • Develop parent voice across all year groups.

Strategic School Improvement Plan 2023/24 – Personal Development

Intent	Key Improvement Priority 4. To improve levels of attendance across the school and reduce persistent absenteeism levels.			Evidence base / research links DfE guidance and keeping children safe in education Work with attendance officer	
	Success criteria				
	Quality of education <ul style="list-style-type: none"> Children will feel a real and important part of our school family – striving to make valuable contributions. Strong pupil and teacher relationships 	Behaviour & attitudes <ul style="list-style-type: none"> Excellent standards of behaviour and care High attitudes to learning – honesty and clarity in communications 	Personal development <ul style="list-style-type: none"> High achievement for all pupils in particular those with barriers to learning and hurdles to overcome. 	Leadership & management <ul style="list-style-type: none"> Strong, shared values evident in the approach and ethos of the school. 	
Implementation	Actions	When	Cost	Monitoring activity	Monitoring outcome
	Track attendance across the school as a whole, identified groups and year groups identifying patterns where support may be required.	Ongoing	SLT time	Monitor with attendance officer and identify children under 95% attendance	All children working towards 95% or above attendance
	Review the 'flexi-school' offer and its impact on outcomes for pupils and how it fits with the school's expectations and vision.	By July 23	SLT time	Meet with LA to gain ensure we are following current guidance	Ensure all children on flexi school are accessing English and maths at home on flexi days
	Review the attendance policy and understand why it is set the way it is and how it supports the school community and high attendance rates	By Dec 23	SLT time	Review expectations and vision	Established strong, shared values across the school
To reduce the numbers of pupils accessing Flexi-Schooling	By Dec 23	Meeting with parents and	Meet with parents every 6 weeks to review flexi-contracts	Moving towards all 4 children on flexi school contracts attending full time	

			attendance officer		Currently 1 / 4 now full time
	Work positively with key aspects of vulnerable attendance – liaising with parents and supporting improved attendance	By April 2023	Meeting with parents and attendance officer	Invite parents to attend meeting to discuss barriers and next steps	Positive working relationships and improved attendance
	Reduce the number of late children across all year groups. Introduce late book to monitor and deter lateness	By Sept 2023	SLT and admin time	Monitor late attenders and meet regularly with parents	All children at school on time
Impact	Evidence of impact (date)			Identification of future school improvement actions	
	<ul style="list-style-type: none"> At least 95% attendance across all year groups – July 24 A consistent and high-quality approach to punctuality and attendance – Sept 23 All flexi-school contracts ended – July 24 			<ul style="list-style-type: none"> Develop strategies to maintain high levels of attendance and punctuality 	

Strategic School Improvement Plan 2023/24 – Leadership and Management

Intent	Key Improvement Priority 5. Establish clear and strong leadership structure in the school to raise standards in all areas			Evidence base / research links No clear leadership structure in place in previous academic year		
	Success criteria					
	Quality of education <ul style="list-style-type: none"> To establish clear leadership in school that establishes the level of high expectations for school performance and consistent practice across year groups. 	Behaviour & attitudes <ul style="list-style-type: none"> Excellent standards of leadership Positive attitudes to school development – honesty and clarity in communications 	Personal development <ul style="list-style-type: none"> High attainment and progress for all children in their with their own abilities and potential 	Leadership & management <ul style="list-style-type: none"> Strong, shared values of excellent across all areas of the school 		
Implementation	Actions		When	Cost	Monitoring activity	Monitoring outcome
	Establish a TLR as a senior teacher to build sustainable senior leadership Leadership in curriculum, assessment points, attainment and progress		By July 23	TLR SLT time	Weekly SLT meeting with Head teacher and TLR senior teacher	An individualised curriculum for all children that includes key assessment points to monitor and maintain good attainment and progress
	Progressive, sequential and linked long term plans that meet the needs of our learners		By July 23	TLR time	Weekly meetings with Head teacher and TLR senior teacher	A high quality and dynamic curriculum based on key concepts, specific learning goals and enriched with our children at the heart
	Improve the quality of leadership and management by enabling middle leaders to play a greater role in developing teaching and learning in their subjects.		By Jul 24	Staff meeting time	Structured and strategic staff meetings that enable SLT to coach and guide teachers in their leadership	Confident, skilled and equipped teachers. Leaders at the forefront of research and developments in education

	Establish clear procedures and practices for assessment, pupil progress meetings and intervention strategies	By Dec 23	Staff meeting time	Clear 12 weekly assessments in place for reading, spelling, maths and writing	Effective tracking and interventions to ensure all children reach their potential.
Impact	Evidence of impact (date)			Identification of future school improvement actions	
	<ul style="list-style-type: none"> • TLR in place – Spring 23 • Bespoke, progressive and immersive curriculum – 23 • Clear leadership of subjects that builds on the new curriculum – 24 • A clear, effective and structured assessments system for all learners – Dec 23 			<ul style="list-style-type: none"> • To support middle leaders in school to develop adaptive opportunities within their subject for the most vulnerable and most able. 	

Strategic School Improvement Plan 2023/24 – Personal development

Intent	Key Improvement Priority 6. To develop policies, procedures and practice with regards to safeguarding so that the minimum requirements are securely in place and understood and all staff begin to enhance safeguarding procedures with higher standards of outcomes for pupils.			Evidence base / research links Keeping children safe in education		
	Success criteria					
	Quality of education <ul style="list-style-type: none"> Children will feel safe, secure and cared for Strong pupil and teacher relationships based on trust and respect 	Behaviour & attitudes <ul style="list-style-type: none"> Excellent standards of safeguarding from all staff building a strong team that responds proactively and sensitively to children’s needs 	Personal development <ul style="list-style-type: none"> Enhanced safeguarding policies and practices that ensure all children and staff feel safe, secure and heard. 	Leadership & management <ul style="list-style-type: none"> To develop policies, procedures and practice with regards to safeguarding so that the minimum requirements are securely in place and understood and all staff begin to enhance safeguarding procedures with higher standards of outcomes for pupils. 		
Implementation	Actions		Who	Cost	Monitoring activity	Monitoring outcome
	<ul style="list-style-type: none"> Revisit all safeguarding policies and practices 		Head and 2 teachers	Training For SL and DSL	Revisit all policies and practices and ensure they are in line with Scies team and DfE guidelines	A school in line with all current safeguarding policies and procedures
<ul style="list-style-type: none"> Establish a clear Safeguarding team of 1 lead and 2 deputies to cover both buildings 		Head and 2 teachers	Training for DSL and DDSL	Establish clear team and roles and responsibilities	A clear management structure for safeguarding	

	<ul style="list-style-type: none"> Develop the use of CPOMS across the school for all staff 	All staff	£300 a year	Meet regularly with staff to ensure system is used effectively	A clear and concise system that ensures all staff can record concerns. Joined up thinking.
	<ul style="list-style-type: none"> Ensure all staff read, sign and understand the code of conduct, confidentiality agreement and staff declaration forms. 	All staff	SLT time	Ensure all agreements and declarations are discussed and agreed at INSET in September every year	Safeguarding guidance met and actioned
•	<ul style="list-style-type: none"> Ensure policies and procedures during breakfast and after school club are clear 	SLT and wrap around care team	Release time for staff	Revisit all policies and practices and ensure they are in line with Scies team and DfE guidelines	A school in line with all current safeguarding policies and procedures for wrap around care
•	<ul style="list-style-type: none"> Adopt the CHESHIRE East vulnerable children's list and ensure all staff have input 	DSL and DDSL	SLT time	Create new vulnerable children's list with both DDSL.	All children are tracked and monitored carefully that are a concern
•	<ul style="list-style-type: none"> Develop relevant training schedule for staff in response to KCSE 2023 	DSL and DDSL	SLT time	Ensure all relevant staff receive training in all areas of need	A school in line with all recommendations from KCSE 2023
Impact	Evidence of impact (date)			Identification of future school improvement actions	
	<ul style="list-style-type: none"> Strong safeguarding team – September 23 Clear policies and procedures that are understood by all staff – Dec 23 Clear monitoring and tracking in place – Dec 23 Established systems using CPOMS across the school – July 24 Annual training for all staff that is refreshed every year – July 24 			<ul style="list-style-type: none"> Enhancing minimum requirements to enhanced safeguarding procedures across the school To continue to develop the curriculum in line with current safeguarding guidelines. We have a curriculum that includes the requirements of KCSiE 2023/24 Bullying Prevention, Positive Relationships and On-Line Safety. 	

Strategic School Improvement Plan 2023/24 – Christian Distinctiveness

Intent	<p>Key Improvement Priority 7. To establish a clear and consistent Christian vision, rooted in theology that is meaningful, relevant and appropriate for the school community as members of a Church of England Primary School To initiate Questful RE as part of establishing a purposeful and relevant foundations for the immersive curriculum.</p>		<p>Evidence base / research links Key changes to RE curriculum from Chester diocese SIAMS inspection criteria and expectations Pupil voice for worship and delivery</p>	
	Success criteria			
	<p>Quality of education</p> <ul style="list-style-type: none"> • Clear and consistent Christian vision based on Christian values 	<p>Behaviour & attitudes</p> <ul style="list-style-type: none"> • High levels of positive attitudes • A positive environment is created based on the values Jesus taught us 	<p>Personal development</p> <ul style="list-style-type: none"> • The school prepares pupil for life in modern Britain effectively 	<p>Leadership & management</p> <ul style="list-style-type: none"> • Leaders ensure that highly effective and meaningful

	<ul style="list-style-type: none"> High quality RE provision High profile for RE teaching and learning opportunities 			<ul style="list-style-type: none"> The curriculum extends beyond the academic 	<p>engagement takes place with staff at all levels</p> <ul style="list-style-type: none"> Staff consistently report high levels of support
Implementation	Actions	Who	Cost	Monitoring activity	Monitoring outcomes
	<ul style="list-style-type: none"> To initiate Questful RE as part of establishing a purposeful and relevant foundations for the immersive curriculum. 	RE lead and all staff	£75 for scheme and cost of training	INSET time to deliver training Lesson observations Book looks	High quality RE curriculum based on the recommendations of Chester diocese
	<ul style="list-style-type: none"> Develop collective worship across the school using the framework - welcome, learn, respond, reflect, send out 	Headteacher All staff	Staff meeting time	Staff training – Sept 23 Worship observations	High quality worship sessions that enabled our children to respond, reflect and talk to God in their own personal ways
	<ul style="list-style-type: none"> Plan age appropriate collective worship as well as whole school delivery 	Headteacher All staff	Staff meeting time	Staff training – Sept 23 Worship observations	High quality worship sessions that enabled our children to respond, reflect and talk to God in their own personal ways – structured into separate key stages
	<ul style="list-style-type: none"> Continue to develop links with the church and parish to share our vision with all. 	All staff Parish		Weekly worship led by Rev Lynn Termly celebration masses Community events	A strong partnership between school and parish that enable children to flourish in their own faith journeys
	<ul style="list-style-type: none"> Develop prayer leaders to plan, deliver and lead collective worship 	Worship group	Pupil voice time	Weekly worship voice meetings Child led worship at least once a week	Reflective prayer leaders
Impact	Evidence of impact (date)			Identification of future school improvement actions	
	<ul style="list-style-type: none"> Questful RE delivered in all classes in line with new diocese guidance – Dec 23 			<ul style="list-style-type: none"> Further embed and develop Questful RE across the school Develop further links within and across the parish 	

	<ul style="list-style-type: none"> • High quality, immersive and reflective collective worship – Sept 23 • Purposeful and appropriate collective worship for the children – Sept 23 • Strong links within the school community, parish and church – Sept 23 • Confident, established and skilled prayer leaders – Dec 23 	<ul style="list-style-type: none"> • Create more opportunities for children to visit, worship and reflect in church • Establish links with other church schools and churches for shared worship and celebrations • Develop courageous advocacy across the school
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Early Years Development Plan 2023–2024

Int en	Key Improvement Priority 8	Evidence base / research links
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		To improve the provision and environment of Early Years so that children develop independence and improved outcomes at the end of Reception.			Refurb of classroom to ensure space for high quality continuous provision Teaching in EYFS requires improvement	
		Success criteria				
		<p>Quality of education</p> <ul style="list-style-type: none"> The impact of the Curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. 	<p>Behaviour & attitudes</p> <ul style="list-style-type: none"> Children are highly motivated and are eager to join in. They share and co-operate well and respect others. Children consistently keep on trying hard, particularly if they encounter difficulties. 	<p>Personal development</p> <ul style="list-style-type: none"> The EYFS curriculum provides no barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. 	<p>Leadership & management</p> <ul style="list-style-type: none"> Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. 	
Implementation	Actions		Who	Cost	Monitoring activity	Monitoring outcomes
	Develop the classroom environment to open up space, ensure a private toilet cubicle and enhance continuous provision.		Headteacher and diocese	£11,000	Learning walks	A purposeful, quality and open space for quality first teaching
	Enhance outdoor learning opportunities and provision		EYFS leader All early years staff	£500 grant	Learning walks	Outdoor education that builds on a broad and balanced curriculum – learning opportunities are planned for with high quality resources

<p>Enhance continuous provision planning to allow greater freedom and pupil voice to come through from the children</p>	<p>EYFS leader All early years staff</p>	<p>Release time to establish</p>	<p>Learning walks</p>	<p>Continuous provision that builds on and extends the curriculum Learning opportunities are planned for that follow the voice and interest of the child</p>
<p><u>THE LEARNING AND DEVELOPMENT REQUIREMENTS</u> INTENT Review Curriculum (annual) Establish a Curriculum Map for EYFS is currently up to date with the existing educational programme being offered. EYFS lead to also have a list of visits out and visitors in that can be reviewed alongside this. In line with year 1 curriculum Identify aspects of current curriculum offer that are working well and having a good impact on pupils in meeting ELG. EYFS lead and all EYFS staff to meet with Headteacher to explore the Educational Programme/ELG/ Section of Development Matters relevant to each subject. Exploration of how new requirements/existing provision into the long-term subject maps to take place. Any subject related gaps in either adult directed activities or continuous provision to be identified</p>	<p>EYFS Lead All EYFS staff Headteacher</p>	<p>EYFS Lead release time and a staff meeting with all EYFS present.</p>	<p>Curriculum map Current Curriculum offer that has good impact identified on Curriculum Map and Enrichments Tracker. -HT Gaps identified in adult directed teaching and continuous provision for each area/subject. Paperwork to demonstrate this.-HT</p>	<p>A clear, quality and well structured EYFS curriculum in line with new guidelines and our new bespoke curriculum offer</p>

	<p><u>THE LEARNING AND DEVELOPMENT REQUIREMENTS</u> 4. IMPLEMENTATION Review of Teaching and Learning Strategy A basic audit of high-quality continuous provision to take place. Identified subject gaps in continuous provision can then be added or a plan to add certain elements into continuous provision over the academic year. <i>Particular consideration needs to be given to the role of developing vocabulary throughout continuous provision. This should be through a wide range of high quality resources as well as linked to fiction and non-fiction texts being read.</i></p>	<p>EYFS lead All EYFS staff Headteacher</p>	<p>EYFS Lead release time and a staff meeting with all EYFS present.</p>	<p>Audit of continuous provision with additions for new curriculum identified. EYFS/HT</p>	<p>High quality continuous provision that builds on and extends the curriculum Learning opportunities are planned for that follow the voice and interest of the child Clear audit to identify where we are now and what we need to do in order to improve</p>
	<p><u>THE LEARNING AND DEVELOPMENT REQUIREMENTS</u> 5. IMPACT Assessment Requirements Review current RBA checklists for usefulness in checking security of 3-4 educational programme and progress within Reception Year Curriculum. Review current assessment evidence collection processes and its impact in relation to practitioner workload. <i>The spirit of Section 2 of the Framework should be applied Practitioners should draw on their knowledge of the child</i></p>	<p>EYFS lead All EYFS staff Assessment lead</p>	<p>EYFS Leadership Time</p>	<p>Tracking system updated Phonics tracking Baseline outcomes</p>	<p>Clear baselines established for our reception intake</p>

	<p><i>and their own expert professional judgement rather than a collection of evidence.</i></p> <p>Attendance at LA training when available</p>				
	<p>7. Stakeholder update</p> <p>A) Arrange to update Parents/Carers on the planned development</p> <p>B) Update Governors/SMT on changes implemented.</p> <p>C) Undertake a Subject Leader learning walk with each SL to identify changes in continuous provision.</p>	<p>Headteacher</p> <p>Governors</p> <p>SLT</p> <p>EYFS</p>	<p>EYFS Leadership Time</p> <p>SLT Release time.</p>	<p>Governor meetings</p> <p>Parents meetings</p>	<p>All stakeholders involved in school development</p>
Impact	Evidence of impact (date)			Identification of future school improvement actions	
	<ul style="list-style-type: none"> • Audit of current provision and resources – Autumn 23 • Enhanced outdoor provision – Spring 24 • Quality, well planned continuous provision in all areas – Spring 24 • Quality first teaching in EYFS – Spring 24 • Developed EYFS curriculum map in line with bespoke curriculum and developmental matters • Clear assessment procedures and practices established in line with developmental matters – Spring 24 			<ul style="list-style-type: none"> • Establish key features of effective practice and characteristics of effective teaching and learning. <i>The discussion needs to include how the provision, particularly the role of the adult may progress over the academic year in preparation for Yr1.</i> • Engage EYFS outstanding practitioner to support and further develop our EYFS offer 	