



<b>SCHOOL CONTEXT</b>					
Number of pupils on roll	422	Percentage PP	14%	Number of pupils with an education, health and care (EHC) plan	7
Percentage of pupils on track to meet expected standard/attainment targets in reading	68%	Percentage of pupils on track to meet expected standard/attainment targets in writing	64%	Percentage of pupils on track to meet expected standard/attainment targets in maths	70%
EYFS Baseline – children at age related	40%	Most recent Ofsted grade (2023)	Good	Staff turnover for the previous year	3
Percentage of pupils with English as an additional language (EAL)	35%	Overall attendance	95%	Persistent Absence	12%
Key areas to improve from last Ofsted (2023 Inspection)	<p>Accelerate pupil’s progress by ensuring that:</p> <ol style="list-style-type: none"> <li>1. Leaders to ensure that ALL staff know how to adapt their teaching effectively and follow the agreed processes consistently, ensuring that parents are involved in the process</li> <li>2. Ensure that there is a systematic process in place to support pupils to retain learning in the longer term.</li> </ol>				



<b>OBJECTIVES FOR 2022</b>	
Objective 1	Leaders to ensure that ALL staff know how to adapt their teaching effectively and follow the agreed processes consistently, ensuring that parents are involved in the process
Objective 2	Ensure that there is a systematic process in place to support pupils to retain learning in the longer term.
Objective 3	To improve the quality of provision within Early Years
Objective 4	Improve attainment and progress of disadvantaged children and children with SEND against National/County and in-school gap;
Objective 5	Continue to improve attendance and punctuality of Disadvantaged/SEND Pupils by narrowing the gap with other pupils.



QUALITY OF EDUCATION					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Improve children's long term knowledge	Ensure that there is a systematic process in place to support pupils to retain learning in the longer term through the implementation of Flash Back 4 across the curriculum.	<p>Research based program of CPD</p> <p>Lesson observations show good progress for all</p> <p>Progress in books and pupil voice within the lessons</p>	SLT/ Leaders	Summer 1	
All children, including those with SEND, are engaged, challenged and make progress in an ambitious curriculum	Leaders to ensure that ALL staff know how to adapt their teaching effectively and follow the agreed processes consistently, ensuring that parents are involved in the process	<p>ILPs in place with smart targets</p> <p>Children with EHCPs have clear targets and personalized provision</p>	SLT/Curriculum Leaders	Summer 1	



<b>Behaviours and Attitudes</b>					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Continue to Improve attendance and punctuality with particular focus on SEND/vulnerable pupils	SLT, teachers, parents, EWO work together to improve. Letters to parents/carers EWO	Initial letters have an impact on attendance Persistent absence decreases	SLT	June 2024	
Embed children and staff awareness of mental health	School council to lead initiatives SLT to review wellbeing of all Collect pupil voice and parent voice Staff wellbeing committee	Surveys show improving data Pupil voice/staff voice highlight things that are working well and ways to improve	SLT/wellbeing ambassadors/Wellbeing Committee/staff team	June 2024	In progress New Learning Mentor in place. Wellbeing committee in early stages.



Personal Development					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Embed culture of shared wellbeing within the school community	<p>Leaders meet with staff to understand pressures</p> <p>Wellbeing survey</p> <p>SLT to look at ways to support mental health and wellbeing</p> <p>Children’s mental health to be prioritized and supported</p>	<p>Children respond positively to therapies and Thoughtful support</p> <p>Staff recognize that their wellbeing is important and valued by leaders</p> <p>Children supported by learning mentor make progress</p>	SLT	<p>June 2024</p> <p>May 2024</p>	
Ensure there is a wide range of extra-curricular and enrichment activities for all pupils to access	<p>Science days to support Cultural Capital</p> <p>Music from specialist teacher including events</p>	<p>Events planned for KS1 and KS2</p> <p>Children have the opportunity to join choir, play instruments and be involved in music</p> <p>PP Lead to review opportunities for disadvantaged children</p>	<p>TJ/FD/JT</p> <p>MS</p> <p>CC</p>	July 2024	



<b>Leadership and Management</b>					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Children with SEND have appropriate provision that supports them in fulfilling their potential.	Structured CPD and support from SENDCo and SLT to deliver QFT	SEND children making steps of progress Co-production with parents and carers	CS/SLT/Staff	July 2024	
Research Based CPD develops teachers' teaching and delivers better teaching for pupils	Review current CPD Align CPD to curriculum Consistent approach to Teaching and Learning	Staff feel more confident in delivery of curriculum Staff able to plan for SEND and disadvantaged pupils leading to better outcomes	SLT	July 2024	
Disadvantaged pupils learning and progress has impact	Clear PP strategy Shared responsibilities Progress at PLRs	Attainment and progress of children in receipt on PPG is in line with peers.	FD/CC	July 2024	



EYFS					
TARGET	ACTIONS	Success Criteria	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	EVALUATION
Improved GLD	Provision inside and outside to be ambitious and challenging Modify planning Audit of provision Review of planning Mentors in place New resources to sourced Planning to be linked to quality texts Planning is supports the curriculum intent Sharp focus on vocabulary and communication	Inviting parents in gains more engagement  Clear long term plan that links exciting themes improves learning outcomes  Vocabulary is identified clearly on planning and in learning walks  Both inside and outside provision is refreshed regularly and planned carefully	JT/MD/SLT/RR/CC	July 2024	
Early Phonics provision is good leading to better outcomes in Year 1	Phonics is monitored and lead with assessments informing future teaching Audit of current provision and practice	Regular assessments show progress  Interventions in place for key children improve progress for them  Parents are encouraged to support children’s phonics to improve attainment and progress in phonics	JT/SLT	July 2024	