

# **Holymead Primary School**

## **School Improvement (Covid Recovery) Plan 2020-21 24.11.20 V5**

May 2014 OFSTED inspection: Good in all areas.

March 2018 OFSTED: This school continues to be good.

Next steps following OFSTED inspection: Ensure that the new reading and writing initiatives introduced into the early years and KS1 are fully embedded and carefully monitored to ensure that they successfully accelerate the progress that pupils make.

### **2020 KS2 Mock SAT's (using 2019 SATs Papers w/b 9.3.20) results showed:**

- **The 2020 SATs Mock outcomes were on track to exceed or equal school and national outcomes for 2019.**
- **Reading, Writing and EGPS outcomes at EXS all above 2019 National outcomes.**
- **Maths Mock outcome 66%. Predicted outcome 81% v 2019 National outcome 79%**
- **HS above 2019 National outcome in R and W. On track to be above 2019 National outcomes in EGPS and M.**
- **HS in RWM equal to 2019 National Outcomes (11%). Predicted HS RWM outcome is 21%.**
- **Disadvantaged pupils at EXS show increased outcomes in R W and EGPS from 2019; R at EXS above National outcome for 2019.**
- **Disadvantaged pupil on track to equal 2019 outcomes: Mock 59% Predicted 68% v 2019 National Outcome 79%**
- **Boys R EXS and W GDS is below that of girls.**

### **2020 KS1 TA showed:**

- **Reading in line with 2019 national, Maths slightly lower than national, writing below national (School 60%, National 69%)**
- **GDS reading and writing below 2019 national (reading – School 19% National 25%, writing – School 6% National 15%)**
- **GDS Maths slightly below 2019 national (School 20%, National 22%)**
- **Boys reading, writing and Math all above 2019 National**
- **Boys GDS reading in line with 2019 national and boys GDS Maths significantly higher than national (School 33%, National 24%)**
- **Disadvantaged boys above disadvantaged girls in reading, writing and Maths at EXS and GDS**

### **2019 KS2 SAT's results showed:**

- **reading, writing and maths continue to be well above average**
- **R,W,M combined 5% above national (School 70%, National 65%)**
- **disadvantaged pupils R,W stayed same as previous year.**
- **disadvantaged SPAG lower than previous year**
- **disadvantaged boys' and girls' outcomes were equal in both writing and maths**

### **2019 KS1 SAT's results showed:**

- **upward trend over past 3 years and this year's results were 4-7% above national in R,W and M**
- **more pupils reaching Greater Depth in R,W and M (this has been a particular focus so is a pleasing outcome)**

The school was externally moderated in 2016 and 2019 in EYFS, 2016 in Y6 (writing) and 2018 in Y2 (SATs and TA)

## 1. Quality of Education (Intent)

### Related Ofsted Comments

2018 OFSTED: You have developed the role of your subject leaders well and they now play a full role in checking the quality of teaching and learning across the school.

Parents praise the school 'for the range of activities and learning opportunities that they offer in and out of the curriculum'.

The introduction of topics which are based around stories are successfully increasing pupils' interest and engagement in Reception and Years 1 and 2.

2020 Bristol Education Partner: 'Professional supportive discussions with the Maths lead are supporting changes and development to ensure EYFS are ready Mathematically for the transition into Year 1.'

Priorities 2020-21		Success criteria – Priorities and Maintenance 2020-2021				
<ul style="list-style-type: none"> <li>Gaps from lockdown to be identified in English, Maths and foundation subjects.</li> <li>Mental health plans to be in place to support the return of the wider school population</li> <li>Plans to be in place to address the gaps over 2020-21</li> <li>The curriculum is ambitious and gives all learners, including disadvantaged and SEND pupils the knowledge and cultural capital they need to succeed in life. Learners study the full curriculum but where necessary there is differentiation for learners eg more able, SEND, PP, those needing tuition to catch up</li> <li>Parents are made aware if their children are receiving tuition/ SEND support etc</li> </ul>		<p>By Dec 2020:</p> <ul style="list-style-type: none"> <li>The Curriculum Overview is updated with areas highlighted for catch up and additional mental health plans</li> <li>Catch up/tuition/support plans are being implemented</li> </ul> <p>By July 2021:</p> <ul style="list-style-type: none"> <li>The SEND offer has been reviewed and is available on the website</li> <li>DHTs track AIM/more able pupils' progress, including GD disadvantaged pupils, to check challenge</li> <li>DHTs/SLs/SENDcos track progress of individual/group catch up tuition and SEND interventions</li> <li>Subject Leaders (SLs) have a plan in place for monitoring their subject to ensure areas not covered during lockdown are planned into lessons as planned eg SL Checklist and SL Action Plan</li> <li>SL Overview gives SLs opportunity to monitor their subject and feedback to governors</li> <li>Governors can see the curriculum is addressing missed learning and is relevant and challenging for the pupils in the school community. They have knowledge of the curriculum through feedback in meetings and monitoring visits to school</li> <li>The curriculum is broad and balanced and provides plenty of opportunity for pupils to grow as active, healthy, engaged citizens who have a good depth of knowledge and understanding of the world and their place in it</li> </ul>				
Maintenance 2020-2021						
<ul style="list-style-type: none"> <li>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for future learning</li> <li>Continue to inform parents about curriculum and expected standards</li> </ul>						
SIP Priority	Specific Actions	When will they be addressed?	Who does it involve?	Costings Time, £, budget heading	Monitoring – what and when? (checking implementation)	Evaluation (analysing the progress and impact of actions)
Gaps from lockdown to be identified in English, Maths and foundation subjects.	Update the Curriculum Overview and publish it on the website. Ensure gaps that need addressing in the curriculum are	T1 and T3	Staff and governors	Staff meetings Governor meetings	Governors CSI meetings, HT and DHTs	Covid Recovery Curriculum Overview updated and on website by end of T1. Gaps that need addressing in the curriculum have been

Mental health plans to be in place to support the return of the wider school population Plans to be in place to address the gaps over 2020-21	highlighted as well as highlighting additional plans for mental health and well-being. SLs monitor planning of units and ensuring skills are covered over the year. Governors monitoring balance and breadth of curriculum			Universal Catch up funding	SLs check their subject is being planned using new curriculum overview	highlighted as have additional plans for mental health and well-being. SLs have been monitoring planning of units and ensuring skills are covered over the year. Art and PSHC reported to Governors CSI. Governors have seen balance and breadth of curriculum in Covid Recovery Curric Overview.
The curriculum is ambitious and gives all learners, including disadvantaged and SEND pupils the knowledge and cultural capital they need to succeed in life. Learners study the full curriculum but where necessary there is differentiation for learners eg more able, SEND, PP, those needing tuition to catch up or mental health support	AIM/DHTs and SEND leaders monitor individuals and their access to an appropriate curriculum. Make sure teachers know SEND/PP/AIM groups in their classes  Show staff how to use TT to track their SEND group's progress.  Teachers to ensure they are using the EAL toolkits provided by SENDco to support EAL pupils and differentiate planning to support them.	T2, T4 and T6          T1, T3	JHb,AD DHTs       Nicky, Stewart and JHb to moderate EAL books with Y1	National Tutoring programme for disadvantaged    Staff meeting for teachers to track SEND progress	DHTs, SEND leaders Tracking PP, catch up, AIM, disadvantaged, SEND, EAL gps. AD to ensure teachers are using EAL toolkits and check that provision is made for these pupils in teachers' plans (not relying on interventions).	DHTs have held (additional) pupils progress meetings in T1 to identify gaps in learning. They have looked at class profiles for different groups eg SEND, PP, AIM and sent areas for focus to class teachers. DHTs and CTs have identified individual pupils who need support. Met with tutors to start process of Catch Up.
Parents are made aware if their children are receiving tuition/ SEND support etc	Teachers with DHTs to identify struggling pupils for the universal catch up tuition and National Tutoring Programme. Inform parents.	T2	HT, DHT,	Universal Catch up funding National Tutoring programme for disadvantaged	Teachers/DHTs monitor how tutoring is helping eg in Pupil Prg meetings	
<b>MAINTENANCE PRIORITIES</b>						

The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for future learning	<p>New PE lead to investigate new PE curriculum with support from Ashton Gate partnership. Write or purchase new scheme and introduce to staff who teach PE.</p> <p>SLs to monitor how well their subject is sequenced and pupils build on previous learning eg pupil conferencing, assessment.</p> <p>Develop effectiveness of SLs to have impact and promote their subject. DHs to lead staff meeting on developing the role of the SL. Looking at how to use subject monitoring to improve performance and effective use of assessment in foundation subjects.</p>	T2  T3-T6	JH	<p>£300 support and non-con £500 resources</p> <p>£300 Geog, Hist, ICT, Science</p> <p>Staff meeting</p>	HT, DHTs  Staff asking questions of each other to pinpoint what areas they need to develop as SL	<p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for future learning.</p> <p>Science SLs explained how assessment can be used to inform next steps plans for pupils' learning.</p> <p>DHTs held staff meetings in T1 to re-visit SL expectations for promoting and improving outcomes in their subject. Art and PSHC leads led INSET on mental health and well-being when pupils returned in Sept 2020.</p>
Continue to inform parents about curriculum and expected standards	<p>Inform parents on the newsletter where to find out about the curriculum on the website.</p> <p>Hold meetings for parents to show them the new assessments frameworks and SAT's papers/phonic checks.</p> <p>Send I can.. statements home to new YR and KS1 parents.</p>	English meetings T1 Maths T2	HT SLs Year group leaders		Check parents are aware of the higher expectations at meetings	<p>Informed parents on newsletter and website about Covid Recovery Curriculum.</p> <p>Parents informed re children's progress and areas to develop in meetings and phone calls during Lockdown 2.</p> <p>Letters sent to parents of Y1, Y2, Y3 re phonic checks and explaining how to support their child with phonics at home.</p>

## 1. Quality of Education (Implementation)

### Related Ofsted Comments

2018 OFSTED: All teachers follow the agreed feedback policy and this enables pupils to be clear about what they need to do to improve their work.

Parents praise the school 'for the range of activities and learning opportunities that they offer in and out of the curriculum'.

The introduction of topics which are based around stories are successfully increasing pupils' interest and engagement in Reception and Years 1 and 2.

### 2017-2018 SIA core visit note

Teaching overall remains good. More able pupils are not always being challenged well enough in writing in KS1.

Priorities 2020-2021		Success criteria – Priorities and Maintenance 2020-21				
<ul style="list-style-type: none"> <li>Teachers to use the new online learning provision to continue to support learning at home.</li> <li>Teachers have good knowledge of the subjects they teach. Leaders provide effective support for teachers</li> <li>Teachers present lessons clearly, check understanding, identify misconceptions and give feedback</li> <li>Teachers build on previous learning with a well sequenced curriculum</li> <li>Teachers create a learning environment that allows the learner to focus on learning</li> <li>Teachers use assessment well. Leaders do not create unnecessary burdens on teachers including unnecessary assessments or workload</li> </ul>		<p>The profile of teaching, based on triangulated evidence (planning/work scrutiny, lesson observations and pupil progress) improves so that by:</p> <ul style="list-style-type: none"> <li>All teachers to be familiar with and able to use the new online learning platforms and regularly set homework to ensure pupils are familiar with how to use the systems</li> <li>Dec 2020 at least 95% teaching is good or better with no inadequate teaching</li> <li>Dec 2020 any NQTs will have made good progress towards teaching standards in the quality of their teaching and none will be inadequate.</li> <li>July 2021 40% teaching is Outstanding</li> <li>July 2020 95% teaching assistants meet the school's performance management criteria for being effective in supporting children's learning</li> <li>September 2020 individual teacher feedback will demonstrate how to resolve instances of teaching that do not contribute to good learning and progress. Inadequate or RI lessons will be followed up with another observation in 2-3 weeks.</li> <li>July 2021 moderation of teacher assessment will demonstrate that teachers' judgements are accurate- Y1 and Y3 to hold termly year group moderation and share outcomes with DHTs. Whole school staff meetings held to improve accuracy of moderation across the school</li> <li>February 2021 lesson observations/planning/book scrutinies planning in the focus subjects of Art, PSHC (mental health), Geography, History, ICT show teachers are using the catch up Curriculum Overview</li> <li>March 2021 Science and Maths SLs have a focus on missed learning and catch up when doing book scrutinies and lesson observations</li> </ul>				
Maintenance 2020-21						
<ul style="list-style-type: none"> <li>Teaching of reading develops confidence and enjoyment in reading</li> </ul>						
SIP Priority	Specific Actions	When will they be addressed?	Who does it involve?	Costings Time, £, budget heading	Monitoring – what and when? (checking implementation)	Evaluation (analysing the progress and impact of actions)
Teachers to use the new online learning provision to continue to support	Set up Google Classroom and See-saw. Train teachers in how to use these. Start to use platforms with pupils for homework	T1	CN, BG, SMc	£2000 Platform costs £1000	SLs to support and monitor that the new platforms are being	See-saw and GC set up and introduced in all classes. EYFS continue with Tapestry. INSET on 23.10.20 was timely as some classes

learning at home, particularly if local lockdowns are announced.	inreadiness for any further Covid restrictions so online learning can improve. Send instructions home to explain the systems to parents.			INSET day Oct 20	used for regular homework. Feedback to governors.	were locked down for 2 weeks after half term. Very positive start to using both new platforms. Teachers, pupils and parents responded very positively. Further training on platforms continues in staff meetings. Remind pupils to log out from both platforms to avoid pupils using other pupils' pages.
English Teachers have good knowledge of the subjects they teach.  Include a focus on PP/out of step children in each lesson observation.  Teachers create a learning environment that allows the learner to focus on learning  Challenge for more able writers.  Teachers use assessment well. Leaders do not create unnecessary burdens on	English SLs revise the implementation of new cursive writing programme and support year groups in how they implement it. Nicky and Emma revisit map of expectations for joining by end of YR, Y1, Y2 and Y3 (eg all letters except tricky ones like r, s and x). To facilitate the teaching and assessment of phonics across KS1- in particular Y2 Autumn phonic screening check.  Caron and Andrew monitor presentation, content, systems and standards in Y3-Y6. Review with staff eg show me last week's DART. How has that helped pupils?  Organise opportunities for NQTs and (borderline good teachers) to observe outstanding teachers in other classes. These teachers to go back into the observer's class to do a lesson observation to see what they have implemented as a result.  Ensure regular opportunities for writing at greater depth especially in Y1, Y2 and Y3. Use Quality texts and Mighty Writer to support planning for children – especially Y1 to write more creative stories; developing a richness of language.	T1, 3, 6. Focus on teachers who need most support  Nicky  T1, 2  All	Nicky Emma Caron Andrew       Nicky Caron	Non-con release for staff £100X8 (return obs)	Lesson observations and scrutiny of books for marking and feedback, DART etc	Handwriting programme has been revised and shared with all staff to fit with stall during lockdown.  Presentation and expectations for English returned to normal within a couple of weeks of full re-opening. Books and behaviour show good attitudes to learning as commented on in BEP visit note in October.  Autumn Y1 Phonic Check delivered to now Y2 pupils. LT carried out phonic re-check for Y3 pupils to enable identification of Y3 needing extra phonic support.  BG to arrange for AS, NQT to observe Y6 teacher.  Y1 delivered staff meeting on how to use Mighty Writer to support story structure. Observation in T2 showed Y1 using MW to support sentence construction. More MW resources purchased for Y2 to use MW with small support groups.

<p>teachers including unnecessary assessments or workload</p> <p>Pupils read for pleasure.</p>	<p>Monitor books and planning Ensure non-negotiables are being used frequently in every class at the appropriate levels. Remind pupils and staff of non-negotiables (in KS1- targets) in assembly. Build in time in staff meetings for moderation in writing across the school</p> <p>Monitor sample of reading books/ hold pupil conferencing to ascertain reading for enjoyment. PK continue to be ambassador for PP reading group (free book scheme) To embed good Guided reading practise in KS1 to support pupil's early reading fluency and comprehension.</p>		<p>Nicky Caron</p> <p>Priya Georgina</p>			<p>NA and COT to prepare a moderation sheet to enable Ts to focus on particular areas when doing the English Book Moderation in staff meeting in T2. Eg can you see examples of different sentences structures/grammar being used.</p> <p>Reading: Y1 and Y2 need more Book Talk and guided reading in T3 and T4 to develop comprehension and vocabulary. Y5 and Y6 are having regular ERIC (Everyone Reading In Class) time in the mornings. Older pupils are having conversations about the books they are reading.</p>
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<p>Maths</p> <p>Teachers have good knowledge of the subjects they teach</p> <p>Teachers create a learning environment that allows the learner to focus on learning</p> <p>Teachers use assessment well. Leaders do not create unnecessary burdens on teachers including unnecessary assessments or workload</p>	<p>Continue Y1 and Y2 x 10 mins daily maths small group work in counting and number bonds (CC and SMC). SMC embed GD challenges for Y1 and Y2 Use lesson obs forms, scrutiny proformas to include specific reference to PP children. Track Disadv girls from EYFS GLD to Y2.</p> <p>Organise opportunities for NQTs and (borderline good teachers) to observe outstanding teachers in other classes.</p> <p>Maths action plan incorporates consolidating current good practice (representations, language, reasoning and fluency), response to quality marking and developing the teaching of problem solving strategies.</p> <p>Pupils in Year 3 and 4 have Times Tables books for individualised paper/pencil practise alongside TTRockstars From beginning Y4 organise tests of random TTs ready for MTC as well as teaching next individual TT. Year 2-4 all have Automatic training mode to systematically progress Whole School moderation of maths' books inc times tables to see progress yr on yr.</p>	By Jun 21	Stewart Laura Anna Harriet	<p>Non-con release for staff £100x8</p> <p>Staff meeting maths' book moderation</p> <p>Staff meeting maths' small step planning for coherence for tricky topics e.g. division and fractions</p> <p>Staff meeting looking at use of visual images and resources to support times tables development T3 (link to Maths Hub)</p>	<p>Lesson observations and scrutiny of books for marking and feedback.</p> <p>Monitor times table progress in TT Rockstars and share with staff and governors.</p> <p>Monitor coherence of small step planning to ensure coherence and lesson objectives are sequenced effectively</p>	<p>In T1 there was more of focus on phonics so there will be return to the short daily maths in Y1 and Y2 in the lead up to Christmas. (Maths lessons were still happening). Boolean Sustaining Work group gives access to collaborative planning with other schools. Maths language focus using Ready to Progress Guidance p12.</p> <p>Monitoring of Maths books across the whole school showed there has been good practice in maths happening throughout the school since the school fully re-opened with lots of representations, language, reasoning and fluency and the teaching of problem solving strategies.</p> <p>LD to see if books/paper versions are still being used and not just reliance on TTRS. Y4 are doing MTC practise. The Review part of TTRS is set up for Y2-Y6 and working well. SMC will review TTRS outcomes before end T2.</p>
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Assessment Teachers use assessment well. Leaders do not create unnecessary burdens on teachers including unnecessary assessments or workload	Embed new lighter crib sheet marking for foundation subjects. Staff to use new folders so they are being kept in the same way. Roll out writing conferencing into Y5, especially for PP.	T1 ongoing	Andrew/Jo Governors	PK or CS to cover Y5 teachers for conferencing. £600 3x2  DHTs- check crib sheet marking.	SLs to monitor crib sheets in their areas LP, JPerry, CN, Pupil conferences  Show governors crib sheet marking in CSI Term 3.	Staff meeting to review marking expectations including cribsheets/ marksheets. AJ carried out survey of Ts response to cribsheet marking. AJ to feedback survey results in INSET 18.12.20 with a view to clarifying how marking will be done from T3 for Foundation Subjects.
Science Teachers have good knowledge of the subjects they teach  Teachers build on previous learning with a well sequenced curriculum	SLs ensure teachers are following new highlighted gaps Curriculum for Science Monitor vocabulary assessments in KS2 to be completed in term 3 and term 6. Monitor vocabulary assessments on crib sheets in KS1 to be completed in term 3 and term 6. Brendan/Danielle to do book scrutiny Includes collecting, presenting data and interpreting data.	By Jan and June 2021	DP BG	Printing of assessments Staff meeting reminder Word Aware programme	Assessments in terms 1, 3 & 6  KS1 pupil survey in term 2	
Art, PSHC, Geog, Hist, ICT. Teachers have good knowledge of the subjects they teach Teachers build on previous learning with a well sequenced curriculum	SLs to observe teaching and carrying out book scrutiny to feedback on standards in their subjects.	T1 Art & PSHC T2 ICT T3 Hist T4 Geog	Harriet Beth Liz Izzy Louise Chelsie, Jo Perry,	Non-con release for staff £100x4	Lesson observations and scrutiny of books for marking and feedback, DART etc	
<b>MAINTENANCE PRIORITIES</b>						
Teaching of reading develops confidence and enjoyment in reading	AJ/PK to report on pupils' attitudes to reading	Mar 21	AJ/PK	£200	Report to HT and governors	

## 1. Quality of Education (Impact)

<b>Related Ofsted Comments</b> 2018 OFSTED: The overall standards reached by pupils at the end of Year 6 in 2017 were above the national averages in reading, writing and mathematics. Average and most-able pupils made good progress from KS1. However, you are fully aware that those pupils who are supported by the pupil premium funding did not make sufficient progress, particularly with their reading skills. <b>2019 unvalidated data before disapplied pupil removed: Ext Std R= 80% W= 80% M= 83% Combined R W M= 70% National=65%</b> <b>KS1 has shown steady improvements in impact in 2018 and 2019</b> <b>KS2 outcomes have been consistently well above national in all areas at expected and at HS for several years- a positive trend.</b>						
<b>Priorities 2020-21</b>		<b>Success criteria – Priorities and Maintenance 2020-21</b>				
<ul style="list-style-type: none"> <li>Raise the attainment of Disadvantaged pupils in Reading, Writing and Maths, especially boys who have not been particularly engaged with online learning in lockdown using tutoring</li> <li>Improve pupil progress in Reading, Writing and Maths using catch up and interventions</li> </ul>		By July 2020: <b>2019 outcomes in red,</b> <ul style="list-style-type: none"> <li>To continue to raise the percentage of children working at or above the expected standard in KS2 in maths (focus on disadvantaged and end of KS1 just below 'at exp' pupils in maths). <b>In 2019, achieved in Years 3 4 5: % at EXS and GDS including PP pupils.</b></li> <li>Increase the % of boys achieving EXS in writing (to closer match the higher outcomes of girls).</li> <li>98% pupils who attained the expected standard and above at the end of KS1 meet or exceed the expected standard at the end of KS2 <b>2019 (2B+) Writing 29/31 Reading 13/18 Maths 20/20 EGPS 30/31</b></li> <li>At least 60% of Pupil Premium pupils achieve the expected standard in RWM combined at the end of KS2 <b>2019 57% PP pupils achieved EXS+ in RWM</b></li> <li>70% PP to achieve EXP in reading and 70% PP to achieve EXP in maths at end of KS2 <b>PP outcomes Reading 67% Maths 67%</b></li> <li>All year groups will achieve attainment targets (approximately 75% of pupils at Target Tracker level w or above by T4 and s by T6)- <b>Year 3 Achieved; Year 4 – Achieved in R&amp;M 69% in W; Y5 Achieved</b></li> <li>96% pupils who got GLD meet National Standard at the end of Key stage one (% of GLD pupils leaving Y1 on 1secure or higher: <b>End of KS1 - 91% in reading, 87% in writing, 93% in Maths End of Yr 1 – 100 % in reading, 100 % in writing, 100% in Maths (2019)</b></li> <li>At least 47% of disadvantaged pupils in Year 2 reach the required standard in reading and 52% in maths at the end of KS1 – <b>69% of Y2 PP children achieved the expected standard in reading at the end of Y2 (2019)</b></li> <li>At least 47% of disadvantaged pupils in Year 2 reach the required standard in writing at the end of KS1 – <b>46% of Y2 PP children achieved the expected standard in writing at the end of Y2.(2019)</b></li> <li>63% of Year 6, including disadvantaged pupils, reach working at greater depth (scaled score above 110) <b>21/34 62% achieved 110+</b></li> <li>80% of pupils know their 'year group' times tables by the end of Term 6 <b>use TTR</b></li> </ul>				
<b>Maintenance 2020-21</b>						
<ul style="list-style-type: none"> <li>To continue the use of DART time and target setting to provide effective feedback so pupils know how to improve</li> <li>To raise attainment by working with Boolean maths hub to implement best practice from NCETM Mastery specialists through Maths leader's SLE work.</li> </ul>						
<b>SIP Priority</b>	<b>Specific Actions</b>	<b>When will they be addressed?</b>	<b>Who does it involve?</b>	<b>Costings Time, £, budget heading</b>	<b>Monitoring – what and when? (checking implementation)</b>	<b>Evaluation (analysing the progress and impact of actions)</b>

Raise the attainment of Disadvantaged pupils in Reading, Writing and Maths, especially boys who have not been particularly engaged with online learning in lockdown, using tutoring and interventions	Embed Writing conferencing in Y5 particularly for PP boys. Set targets for PP pupils and identify those capable of achieving expected standard in RWM combined at end of KS1 and KS2. Address missed learning in small group/1:1 tutoring programmes. Set targets based on mock test results. Also check PP in Y5 KS1 DHT to have Term 1, 3, 5 pupil progress meetings with teachers re PP pupils. Monitor PP reading for pleasure	T1	English Leaders, Maths Leader DHT (KS1&KS2)	Staff Meetings  Pupil Progress Meetings – supply cover for 2-3 days  National Tutoring Prog for disadvan	Assessment Data analysis T2, 4, 6 Pupil Progress Meetings T2, 4, 6 Book monitoring T2, T4 Termly Progress meetings with Y6 teachers	Tutors are being set up and will start in T2. Due to time, bubbles and TT constraints conferencing wasn't able to happen to happen in T1. It has started in a more limited way in T2.
Improve pupil progress in Reading and Writing	Use aspects of Word Aware programme to broaden pupil vocabulary eg generate story words linked to books. Monitor new systems for assessing writing based on teacher assessment framework are being used in all classes, especially by new staff.	T2	DHTs Teachers English leader	Staff Meetings  Universal Catch up	Assessment Data analysis Term 2,4,6 Progress meetings with teachers	NA is monitoring the use of the Word Aware programme which is most relevant for use in Y1-Y3. NA and COT will re-visit importance of enriching vocabulary in staff meeting on English in T2.
Increase pupil progress in Maths	Monitor Nfer/PIRA reading and maths tests in Y1 (GL Assessment), Y2 arithmetic/reasoning mocks. DHTs to organise interventions that meet PP needs in KS1 and KS2. Use consistent spread sheet that allows for analysis by entry and exit data measures. Teachers to be shown by DHTs how RWM combined figure works in staff meeting time. Combined RWM to be discussed in pupil progress meetings. Similar in EYFS for GLD.		DHTs SMc LD	Pupil Progress Meetings – supply cover. £2500 maths test papers analysis Universal catch up	Assessment Data analysis Term 2,4,6 Progress meetings with teachers	
<b>MAINTENANCE PRIORITIES</b>						

To raise attainment in Maths by working with Boolean maths hub to implement best practice from NCETM Mastery eg reasoning	<p>Monitor Key skills sheets are being referred to by all staff &amp; send out to parents. Monitor new arithmetic assessment tracking.</p> <p>Daily arithmetic or multiplication tables sheets in YR-Y5.</p> <p>Pupil progress meetings to track disadvantaged and KS1 borderline children. Rapid response in KS2 with LSAs providing support pms.</p> <p>Embed use of Mathemagicians /Numicon/ 5 frame/tens frames for PP/SEN</p> <p>Continue to embed concrete and pictorial representations alongside precise mathematical language / pupils speaking in whole mathematical sentences in whole class teaching using examples from NCETM Maths Hubs and DfE Ready to Progress Materials</p>	T1	Stewart Laura Jo	Staff meetings. Termly rapid response meetings (6 x £100).	<p>End of Term 1 core skills sheet published</p> <p>CPD log kept for LSAs</p> <p>Monitor use of pupil language in lesson observations in explanations about 'Why' or 'How' they worked out their solution</p>	
To continue the use of DART time and target setting to provide effective feedback.	<p>Pupil conference with Governor / P2P visits to check pupils are able to explain how they can improve their work.</p> <p>Develop range of what DART is- not just practising spellings</p>	<p>Weekly by teachers</p> <p>Termly</p>	Kate Andrew / Jo CSI committee Stewart Laura Nicky		Monitoring the quality of formative assessment.	

## 1. Quality of Education- Early Years Provision

### Related Ofsted Comments

2018 OFSTED: The introduction of topics which are based around stories are successfully increasing pupils' interest and engagement in Reception and Years 1 and 2.

Next steps: Ensure the newly appointed early years and KS1 leader develops her role fully and implements the improvements that she has accurately identified.

2020 Bristol Education Partner '...much improvement is evident in the consistency across the 3 EYFS classrooms'. The EYFS lead teacher has a clear vision for the way in which this key stage can be successful...well-resourced Maths areas and working walls are in use in each class and there was clear evidence of children accessing these.

Improvements in EYFS maintained. GLD 2019- 72%, 2018- 71%, 2017- 63%, 2016-59%

EYFS outcomes 2019

Reading – 78% EXP/ 20% EXC

Writing - 74% EXP/ 10% EXC

Number – 82% EXP/ 18% EXC

Priorities 2020-2021	Success criteria – Priorities and Maintenance 2020-21
<ul style="list-style-type: none"> <li>Improve further the quality of teaching in the EYFS so that higher than average numbers of children reach the EXP+ and exceeding level and so are well prepared for Y1</li> <li>Develop boys' writing in outdoor area eg with clipboards</li> <li>Improve further the provision for disadvantaged pupils so their progress is accelerated and the gaps close more quickly</li> <li>Provide further opportunities for maths development including maths stories</li> <li>Improve the attendance of disadvantaged and SEN pupils</li> </ul>	<p>By July 2021:</p> <ul style="list-style-type: none"> <li>Boys are developing an interest in writing with the clipboard challenges</li> <li>At least 40% of PP pupils achieve GLD</li> <li>PP pupils are targeted for extra reading, writing and maths</li> <li>PM targets for teachers to raise number of children reaching Exceeding to 20-22% in R,W,N</li> <li>Parents will be aware of how they can support their child with reading through attendance of the reading meetings in reception.</li> <li>There will be more opportunities to work collaboratively on problem solving activities in maths.</li> <li>The EYFS leader has evidence of consistently good teaching in YR through lesson obs and walkabouts</li> <li>Daily counting is embedded throughout YR and there are more opportunities for child led reasoning and problem solving in real life contexts</li> </ul>
<p><b>Maintenance 2020-2021</b></p> <ul style="list-style-type: none"> <li>Maintain the regularity of phonics teaching so learning is embedded more quickly (four sounds a week)</li> <li>Continue to visit pre-schools to make expectations on entry to YR clear</li> </ul>	

SIP Priority	Specific Actions	When will they be addressed?	Who does it involve?	Costings Time, £, budget heading	Monitoring – what and when? (checking implementation)	Evaluation (analysing the progress and impact of actions)
Improve further the quality of teaching in the EYFS so that higher than average numbers of children reach the EXP+ and exceeding level and so are well prepared for Y1	EYFS lead to do joint observations of EYFS teaching with infant DH and feedback areas for improvement. Follow up observations/scrutinies to check staff are implementing feedback. Ensure ALL staff are providing adequate challenge for higher pupils at the expected level to convert them to exceeding. Ensure all classes being taught 4 sounds weekly. Ensure Daily maths sessions are taking place 4 times a week in all classes.	Term 1 onwards	EYFS lead and DH	Leadership time to attend cluster meetings and monitor £100 fortnightly	3 year group observations over the year including unannounced walkabouts	
Refine teaching of handwriting using print style. Some children to begin learning the cursive style in Term 5/6.	Evaluate children's progress throughout the year and introduce cursive handwriting when most letters are correctly formed.	Term 1	EYFS lead, KS1 English lead, KS2 English lead	Resources including licence £500 (all school)	EYFS and DH to monitor	
At least 40% of PP pupils achieve GLD.	Identify pupils who need support earlier so they have more time to catch up. Monitor the progress of all PP pupils. Establish the areas of learning that these children may need extra support in to be able to achieve GLD. PP LSA to work in class to provide extra supported Maths and English support - precision monitoring.	Term 1	EYFS leader PP LSA All teachers	Leadership time to attend cluster meetings and monitor £100 fortnightly	EYFS leader/DH Pupil Progress meetings to discuss the progress of PP children and the support needed.	
Improve further the provision for disadvantaged pupils so their progress is accelerated and the gaps close more quickly.	Specifically identify groups of PP that need extra fine motor intervention and monitor their progress.  Attend cluster meetings to find out about best practice and implement.	Term 1	EYFS leader PP LSA All teachers	Leadership time to attend cluster meetings and monitor	Regular pre-writing activities are routine in all FS classrooms.	

Develop boys' interest in writing through outdoor area	Provide regular clipboard challenges as seen in other early years' setting. Ensure staff are regularly modelling writing in the outdoors. Hold a staff meeting to discuss how to improve writing in the outdoors.	Term 2	EYFS lead	Leadership time fortnightly	Included in obs	
Embed Maths ideas introduced last year eg Maths vocab washing line, outdoor Maths shed	Use problem solving ideas shared in EYFS meetings last year. Use mathematician of the term and maths stories. Work with maths SL for support for all FS teaching staff. Develop scheme for teaching arithmetic and ensure daily counting is happening 4 times a week in all classes. Emphasis on subitising and practical counting experiences to develop number sense and 1:1 correspondance using 5 frames, tens frames, numicon & links to Number Blocks Create more opportunities for independent maths. Model using maths shed and regularly change the resources to match maths topics.	Term 2	Maths SL, EYFS lead, staff	Included in above observations.	February – Maths SL to observe maths problem solving taking place in EYFS. Check daily counting is happening in all classes	
Improve the attendance of disadvantaged and SEN pupils	DH to monitor attendance of PP and SEN and involve teachers in making sure attendance of vulnerable groups is not allowed to drift. Use reviewed chart for PP attendance. Involve FLW	Term 2	FS lead, FS staff, DH FLW	DH termly	DH to check registers for poor attenders and use charts to monitor attendance.	

Introduce new way of teaching storytelling called 'Helicopter Stories' in place of talk for writing.	All teachers and LSAs to be trained in September INSET. Work with EYFS teachers to establish how this will fit into our timetable and Literacy planning. Ensure Helicopter stories is taking place each week. Monitor the impact this is having on children's language, confidence and writing.	Term 1	EYFS lead	£10 for book Leadership time for walk arounds	Year group walk arounds	
Introduce the 'Mind up' programme alongside PSHC lessons to support children with mental health and well-being.	EYFS lead to plan lessons into termly overviews.	Term 1	EYFS lead	£20 for book	EYFS lead to monitor	
<b>MAINTENANCE PRIORITIES</b>						
Continue to visit pre-schools to discuss what would be helpful for preparing children for YR.	EYFS team to continue to work with Hamiltons and other pre-school feeder settings to establish what would be helpful for preparing children for Holymead.	Ongoing	EYFS team PP LSA	3x half days covered by each other	Programme of visits scheduled for the year with settings.	



## 2. Behaviour and Attitudes, including attendance

### Related Ofsted Comments

2018 OFSTED: Leaders and governors ensure that safeguarding arrangements work well. Staff members are highly vigilant and highly skilled. The school's approach to equality, diversity and respecting the rights of every individual promotes pupils' welfare very well.

### 2017-2018 SIA core visit note

Leaders are able to talk about how they ensure pupils have equal opportunities, including support for disadvantaged pupils, challenging stereo-types and valuing all individuals, regardless of culture or lifestyle choices.

Priorities 2020-2021	Success criteria – Priorities and Maintenance 2020-21
<ul style="list-style-type: none"> <li>Support return to school of children experiencing anxieties as a result of lockdown</li> <li>Improve attendance of SEND and PP children which will raise attendance overall (96.4% target)</li> <li>Challenge stereo-typing, bullying, discrimination</li> </ul>	<p>By Dec 2020:</p> <ul style="list-style-type: none"> <li>FLW will be working with families yet to return from lockdown. She will have ascertained reasons and met (virtually where necessary) to support parents and children in returning, including phased returns and continued online learning etc</li> <li>FLW will be providing support in-school for pupils suffering with mental health issues, including referrals to outside agencies</li> </ul> <p>July 2021:</p> <ul style="list-style-type: none"> <li>Attendance of vulnerable groups will have increased</li> <li>School attendance leaflet will be given out to encourage better attendance. Calls home will be made when pupils are absent.</li> <li>Teachers will monitor poor attendance in their classes and attempt to improve this through talking to pupils and parent/carers and involving the FLW, SLT and EWO to take further action where necessary</li> <li>95% pupils feel safe at school</li> <li>95% pupils know who they can talk to if they feel unsafe at home or school</li> <li>95% pupils know who they can talk to if they are being bullied or know what to do if someone else is being bullied</li> <li>95% parents/carers feel behaviour at the school is good and unacceptable behaviour will be dealt with</li> <li>All staff model expectations for behaviour and address unacceptable behaviour in others</li> </ul>
Maintenance 2020-2021	
<ul style="list-style-type: none"> <li>Continue to provide an ethos and environment where safeguarding is paramount, expectations are consistent and behaviour and attitudes remain good or better</li> </ul>	

SIP Priority	Specific Actions	When will they be addressed?	Who does it involve?	Costings Time, £, budget heading	Monitoring – what and when? (checking implementation)	Evaluation (analysing the progress and impact of actions)
Support return to school of children experiencing anxieties as a result of lockdown	FLW/Safeguarding team will be working with families yet to return from lockdown. Ascertain reasons and meet (virtually where necessary) to support parents and children in returning, including phased returns and continued online learning etc FLW/safeguarding team will be providing support in-school for pupils suffering with mental health issues, including referrals to outside agencies, 1:1 mentoring through National Tutoring Programme	Dec 2020	FLW and safeguarding team	£6000 (National Tutoring)	Safeguarding team Governors	
Improve attendance, particularly of SEND and PP children	Remind office staff, teachers and parents of earlier register close. Head to share individual PP and SEND data with CTs. CTs to talk to parents and/or children depending on age re importance of attendance. At parents' evenings hand out leaflets on how missing days add up. Add new slides into Curriculum Evening powerpoint regarding the importance of good attendance. Support parents- eg free breakfast club for Y6s who can walk on their own EWO PNs and referrals for persistent absentees	Termly	HT FLW All staff	Staff meetings. Parents' evenings.  Assemblies and PSHC	Admin/Kate Termly absence reporting  FLW follow up persistent absences. HT/DHTs meet with parents	
Challenge stereo-typing and any discrimination. Promote equality.	Assemblies raising awareness of protected characteristics/homophobia/racism etc Global Day celebrating cultures. Songs in mother tongue World Book Day Heritage Day	Staff meeting time	All staff Governors	Assemblies Jigsaw	Governor equality action plan. Diversity group meetings. HT monitor incidents and report to governors	

MAINTENANCE PRIORITIES						
Continue to provide an ethos and environment where safeguarding is paramount and behaviour is good or better	Continue to attend DSL training and update staff regularly. Revisit Working Together and Safer Working Practice docs. Staff and governors continue to model behaviour and challenge unacceptable behaviour. Conference pupils on how safe they feel.	Ongoing	All staff. IW, LE pupil conferencing for safety/bullying	INSET safeguarding. HT/SBM analyse Parent Q in Jan 2021	HT monitor behaviour Parent Qs	

### 3. Personal Development, British Values, SMSC, Citizenship, Character

#### Related Ofsted Comments

2018 OFSTED: Leaders and governors ensure that safeguarding arrangements work well. Staff members are highly vigilant and highly skilled. The school's approach to equality, diversity and respecting the rights of every individual promotes pupils' welfare very well.

#### 2017-2018 SIA core visit note

Leaders are able to talk about how they ensure pupils have equal opportunities, including support for disadvantaged pupils, challenging stereo-types and valuing all individuals, regardless of culture or lifestyle choices.

Priorities 2020-2021	Success criteria – Priorities and Maintenance 2020-2021
<ul style="list-style-type: none"> <li>Continue to develop pupils' character through the PSHC and Jigsaw curriculum, building confidence, resilience and independence, especially in light of Covid-19 (health mental/physical)</li> <li>Continue to develop pupils' understanding of British values and equip them to be responsible citizens who contribute positively to society</li> <li>Prepare for UNICEF Rights Respecting School Gold re-visit by improving opportunities for pupil 'voice' in school and the community</li> <li>Continue to provide opportunities for learning beyond the curriculum eg exercise clubs</li> </ul>	<p>By Dec 2020:</p> <ul style="list-style-type: none"> <li>Pupils feel confident and able to continue with their learning post lockdown and are understanding and supportive of those who are suffering eg due to lockdown or Covid-19</li> <li>Pupils are able to express their concerns and know where to go to get support when they need it</li> <li>Pupils understand what the British values are and how these are incorporated into the human values of the UNCRC</li> <li>Pupils are respectful of the different protected characteristics as defined in law</li> <li>Pupils celebrate what we have in common and appreciate and respect diversity</li> <li>Pupil 'voice' is more evident in school and the community</li> <li>Pupils have had more opportunities for Global learning</li> <li>Pupils have opportunities to explore a variety of religions and cultures</li> </ul>
Maintenance 2020-2021	
<ul style="list-style-type: none"> <li>Continue to embed opportunities for Global learning</li> <li>Continue the wide range of spiritual, moral and religious learning opportunities in the curriculum and in collective worship, including inviting in visitors, socially distanced</li> </ul>	

SIP Key Priority	Specific Actions	When will they be addressed?	Who does it involve?	Costings Time, £, budget heading	Monitoring – what and when? (checking implementation)	Evaluation (analysing the progress and impact of actions)
Continue to develop pupils' character through the PSHC and Jigsaw curriculum, building confidence, resilience and independence, especially in light of Covid-19 (health mental/physical)	Use the mental health, highlighted content, of the Curriculum Overview for PSHC and Jigsaw lessons to have circle times where pupils can share their lockdown experiences and seek support where needed. Talk to pupils about how they think they are being developed to take their place in the world as responsible, healthy citizens.	T1 lesson obs T3 pupil conferencing	Liz Elston Izzy Williams, Jo Head	£300	Pupil conferencing Lesson obs	
Continue to develop pupils' understanding of British values and equip them to be responsible citizens who contribute positively to society. (Democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs)	Update BV policy on website. Plan more specific work on British Values as pupils identify human values but do not refer to them explicitly as British Values. Link assemblies to a British Value as well as RRS articles. Make explicit reference to protected characteristics eg race, gender, LGBTQ+ in PSHC lessons and assemblies eg on disabilist/homophobic/racist name calling.	Ongoing	HT, DHTs, Liz, Izzy, Vicky Staff assemblies	3x non-con to monitor- Izzy, Liz, Vicky	Monitor in PSHC and assembly overviews. Forums- what do pupils think?	
Prepare for UNICEF Rights Respecting School Gold re-visit by improving opportunities for pupil 'voice' in school and the community	Gather evidence to show continued work in developing as a RRS. Develop the forum and meeting spaces where any children can come and give ideas / opinions about what we can do develop the RRS ethos. Open up blogging as a platform to share ideas eg writing to the mayor. Fund raising local, national, international	Forums x3	Liz, Izzy, Caron, Jo	Steering group meeting time to support actions of children' ideas. ½ day non-contact	'Forums' held throughout the year and items brought up to lead to actions.	

Continue to provide opportunities for learning beyond the curriculum eg exercise clubs	DHTs to monitor uptake of clubs and continue to ensure there is access for groups eg PP pupils, CiC and SEN. Ensure pupils are getting regular opportunities for exercise following lockdown.	T6	DHTs		Report to HT and governors	
<b>MAINTENANCE PRIORITIES</b>						
Continue to embed opportunities for Global learning	Pupil conference on global awareness and embedded the RRS ethos throughout the curriculum. Link cooking to world food and culture. Audit pupils online about their global learning.	Staff meeting time pupil conferencing	Liz Elston Izzy Williams Caron O'Toole Jo Head	£300 Non-con prep for RRS re-visit	Continue to develop knowledge of current affairs - monitor through outcomes of pupil conference	
Continue the wide range of spiritual, moral and religious learning opportunities in the curriculum and in collective worship, including inviting in visitors, socially distanced	Having received WIRE Level 1 award, start work towards level 2. Monitor the topics/religions covered in assemblies. Remind staff to use the calendar to see which different religious festivals are happening. Ensure that at least one assembly a week have an overt religious focus (in addition to moral/cultural). Invite in further visitors.	X3	Vicky	½ day non-con £100x3	Termly. Staff are to record what their assembly has covered on grid.	

## 4. Leadership and Management

### Related Ofsted Comments

2018 OFSTED: The leadership team has maintained the good quality of education in the school since the previous inspection. Together with your capable leadership team and your skilled governing body, you have continued to build on the strengths of the school and rigorously tackled the areas that were identified as needing improvement at the time of the previous inspection.

Next steps: Ensure the newly appointed early years and KS1 leader develops her role fully and implements the improvements that she has accurately identified.

### 2018-2019 SIA core visit note

**The leaders of both English and mathematics have a good understanding of their subjects and are clear about what is going well and what needs further development.**

**The governing body has a clear understanding of the strengths of the school... There is a clear focus to the governor visits... however it is recognized that the focus can be lost when the activity changes. In order to maximize the outcomes of the visit it is important to maintain the focus throughout the visit.**

Priorities 2020-2021	Success criteria – Priorities and Maintenance 2020-2021
<ul style="list-style-type: none"> <li>Senior leaders ensure the Civid Risk Assessment is followed consistently</li> <li>New leaders are inducted and supported in learning their new roles eg SLT and SENDco</li> <li>Governors to create a robust action plan to enable them to continue to hold leaders to account.</li> <li>Subject leaders to support staff in improving their subject and pedagogical knowledge in their areas. Monitor their part of the Curriculum overview</li> <li>PM team leaders ensure their team has targets relating to key priorities for raising attainment ie diminishing the gap for disadvantaged pupils</li> </ul>	<p>By Jan 2021:</p> <ul style="list-style-type: none"> <li>All staff follow health and safety and safeguarding procedures</li> <li>New SLT members are able to lead their areas with growing understanding of what their role entails</li> <li>Governors are following the actions in the governors' Monitoring Plan including keeping a tight focus on key priorities during classroom visits and when talking to subject leaders about key priorities.</li> <li>Governors are informed about their roles and responsibilities through training and are carrying out their duties</li> <li>Leaders in charge of subjects are fully involved in checking on the quality of teaching across the whole school and are particularly focussed on supporting the develop of learning in their subject area</li> <li>Strategies that teachers and LSAs have introduced to engage disadvantaged pupils are embedded eg rapid response, extra reading and/or writing eg the blogging project, writing conferencing</li> <li>All staff modelling expected behaviours, respect for others, addressing unacceptable behaviour</li> <li>95% pupils feel safe at school</li> <li>95% pupils know who they can talk to if they feel unsafe at home or school</li> <li>95% pupils know who they can talk to if they are being bullied or know what to do if someone else is being bullied</li> <li>95% parents/carers feel behaviour at the school is good and unacceptable behaviour will be dealt with</li> </ul>
<h3>Maintenance 2020-2021</h3> <p>Leaders, including governors:</p> <ul style="list-style-type: none"> <li>Continue to embed the strong shared ethos, policies and practice of the school</li> <li>Continue to engage effectively with pupils, parents, carers and outside agencies</li> <li>Continue to have a clear and ambitious vision and manage resources well</li> <li>Continue to protect staff from bullying and unrealistic workload</li> <li>Continue to maintain rigorous safeguarding procedures</li> </ul>	

SIP Priority	Specific Actions	When will they be addressed?	Who does it involve?	Costings Time, £, budget heading	Monitoring – what and when? (checking implementation)	Evaluation (analysing the progress and impact of actions)
Senior leaders ensure the Covid Risk Assessment is followed consistently	Senior leaders lead by example following covid r.a. and ensure staff know what to do.	On-going	HT All staff and governors		Governors	
New leaders are inducted and supported in learning their new roles eg SLT and SENDco	Team leaders for PM ensure new leaders are inducted into the new roles, working alongside other experienced staff to learn their roles and carry out their jobs effectively	Mar June	DHTs/PM team leaders BG,AD	£400	HT	
Governors to create a robust action plan to enable them to continue to hold leaders to account.	Governors write a plan of action to improve their effectiveness in school. Governors meet with English and Maths SLs to discuss the school's plans for addressing missed learning. If social distancing allows, governors continue with their classroom visits.	Term 2	All governors	X2 half days for SL release to meet governors.	See Governors' Monitoring Plan.	
Subject leaders to support staff in improving their subject and pedagogical knowledge in their areas	Art, PSHC, Science, Geography/History and ICT leaders check the quality of reading, writing and maths as well as the content and subject knowledge. Support with input in staff meetings or individual feedback.	SL monitoring programme	Chelsie, Jo Perry Louise Harriet Beth Liz lizzy	X1 half days non-con. During year. Staffing budget	Lesson obs and book scrutinies to monitor progress. Feedback to staff, govs and SLT.	
PM team leaders ensure their team has targets relating to SIP priorities.	Following lockdown for Covid-19 in March the whole school PM objective for 2020-21 is to make sure pupils who fell behind during lockdown are enabled to catch up as quickly as possible.	September/Oct	PM team leaders and all staff	2 days supply/cover on both sites to set targets.	Team leaders to do mid term reviews in Jan-Mar to check all staff on track before reviews in July	



MAINTENANCE PRIORITIES						
Continue to have a clear and ambitious vision and manage resources well. Continue to embed the strong shared ethos, policies and practice of the school	Staff continue to model appropriate standards for behaviour. All challenge unacceptable behaviour.	On going	All		Does the school community continue to be happy and respectful?	
Continue to engage effectively with pupils, parents, carers and outside agencies	Gather feedback on Parent Questionnaire	3 times a year Dec, March, July	Judith B All governors		CoG	
Continue to protect staff from bullying and unrealistic workload	Send out annual H,S and Welfare survey. Follow up any concerns. Monitor use of cribsheet marking to reduce marking.	T5	All staff	HT SBM	H,S and Welfare governor to monitor	
Continue to maintain rigorous safeguarding procedures including managing safer recruitment and allegations	Revisit Safeguarding policy, Keeping Children Safe in Education, Staff Code of Conduct. Staff meeting re how to teach children to keep safe, extra-familial staff guarding eg awareness of gangs and grooming. DSL training and briefings. New staff have induction training in safeguarding procedures and do FGM online training	Staff meetings Deputy/HT DSL training	All	INSET, staff meetings, CPD budget	Safeguarding procedures followed.	



*Article 28: All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.*

