



Bosham Primary School - School Development Plan 2023-2024

Developing Resilient, Independent, Creative & Emotionally Intelligent Learners

Quality of Education: To ensure learning journeys consider where children are in their learning, so all children make good progress from their starting point.

Pupil Outcomes 2022-2023

EYFS	Y1 Phonics & Y2 Retakes	KS1																																																																																																																																																																																																																																
<p>78% achieved a GLD in 2023 (compared to 38% in 2022) 68% West Sussex GLD 67% National GLD.</p> <p>15.1 average ELGs at Bosham 14.6 ELG West Sussex 14.1 ELG National.</p> <p>Focus for 2023-24 = Improve the outside provision for EYFS = SDP – Early Years - The EYFS classroom, outside provision and resourcing supports the curriculum (1)</p>	<p>89% working at the correct standard in year 1 (77% in 2022)</p> <p>93% working at the correct standard in retakes in year 2 (90% in 2022)</p> <p>Focus for 2023-24 = Continue to embed 'Little Wandle' as it has had a positive impact on pupil's attainment this year in phonics and early reading.</p>	<table border="1"> <thead> <tr> <th>KS1 Data - 2022-2023</th> <th>School</th> <th>Local Authority</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>% expected standard in reading</td> <td>73%</td> <td>67%</td> <td>68%</td> </tr> <tr> <td>% expected standard in writing</td> <td>63%</td> <td>69%</td> <td>71%</td> </tr> <tr> <td>% expected standard in maths</td> <td>73%</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>% expected standard in GPS</td> <td>71%</td> <td>69%</td> <td>72%</td> </tr> <tr> <td>% expected standard in science</td> <td>87%</td> <td>78%</td> <td>79%</td> </tr> <tr> <td>% expected standard in RWM</td> <td>63%</td> <td>52%</td> <td>56%</td> </tr> <tr> <td>% greater depth in reading</td> <td>10%</td> <td>5%</td> <td>8%</td> </tr> <tr> <td>% greater depth in writing</td> <td>0%</td> <td>9%</td> <td>13%</td> </tr> <tr> <td>% greater depth in maths</td> <td>7%</td> <td>11%</td> <td>16%</td> </tr> <tr> <td>% greater depth in GPS</td> <td>36%</td> <td>26%</td> <td>30%</td> </tr> <tr> <td>% greater depth RWM</td> <td>0%</td> <td>3%</td> <td>6%</td> </tr> </tbody> </table> <p>More than 10% above Within 10% More than 10% below</p> <p>Focus for 2023-24 = SDP – Quality of Education - To improve the teaching of and provision for more able children across the school in maths and writing (1).</p>	KS1 Data - 2022-2023	School	Local Authority	National	% expected standard in reading	73%	67%	68%	% expected standard in writing	63%	69%	71%	% expected standard in maths	73%	70%	73%	% expected standard in GPS	71%	69%	72%	% expected standard in science	87%	78%	79%	% expected standard in RWM	63%	52%	56%	% greater depth in reading	10%	5%	8%	% greater depth in writing	0%	9%	13%	% greater depth in maths	7%	11%	16%	% greater depth in GPS	36%	26%	30%	% greater depth RWM	0%	3%	6%																																																																																																																																																																																
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<p>20% scored 25/25 in 2023 compared to 7% in 202.</p> <p>National average in 2023 = 31%</p> <p>Focus for 2023-24 = Times Tables curriculum to be enhanced Y2, Y3 & Y4 – see Maths Action Plan</p>	<table border="1"> <thead> <tr> <th>KS2 Data - 2022-2023</th> <th>School</th> <th>Local Authority</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>% expected standard in reading</td> <td>79%</td> <td>72%</td> <td>73%</td> </tr> <tr> <td>% expected standard in writing</td> <td>79%</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>% expected standard in maths</td> <td>79%</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>% expected standard in GPS</td> <td>71%</td> <td>69%</td> <td>72%</td> </tr> <tr> <td>% expected standard in science</td> <td>96%</td> <td>n/a</td> <td>80%</td> </tr> <tr> <td>% expected standard in RWM</td> <td>64%</td> <td>55%</td> <td>59%</td> </tr> <tr> <td>Average scaled score in reading</td> <td>104</td> <td>105</td> <td>105</td> </tr> <tr> <td>Average scaled score in writing</td> <td></td> <td>n/a</td> <td></td> </tr> <tr> <td>Average scaled score in maths</td> <td>103</td> <td>104</td> <td>104</td> </tr> <tr> <td>Average scaled score in GPS</td> <td>105</td> <td>104</td> <td>105</td> </tr> <tr> <td>% greater depth in reading</td> <td>32%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>% greater depth in writing</td> <td>4%</td> <td>9%</td> <td>13%</td> </tr> <tr> <td>% greater depth in maths</td> <td>11%</td> <td>20%</td> <td>24%</td> </tr> <tr> <td>% greater depth in GPS</td> <td>36%</td> <td>26%</td> <td>30%</td> </tr> <tr> <td>% greater depth RWM</td> <td>0%</td> <td>5%</td> <td>8%</td> </tr> </tbody> </table> <p>>10 Better% Within 10% >10% Worse</p> <p>Focus for 2023-24 = SDP – Quality of Education - 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Baseline

Key Ofsted focus points from last inspection

- Ensure that all groups of pupils make good or better progress in mathematics and achieve their potential.
- Improve the impact of leadership and management by: – ensuring that middle leaders monitor and evaluate their areas more precisely and are more accountable for pupils' progress in English, mathematics, and the early years.

1- To improve the teaching of and provision for more able children across the school in maths and writing.

- Our early reading and phonics scheme Little Wandle has had a positive impact on pupil's attainment this year in phonics (Y1 phonics = 89% and Y2 retakes = 93%) as well as early reading in YR..
- Early Years has seen a rapid improvement (78% in 2023 compared to 39% in 2022) through improved provision and new class teacher.
- Y6 RWM at ARE (64% 2023) has improved 14% from last year (50% 2022) and we are now 5% above national outcomes.
- Y6 reading, writing and maths at age expectation are above national outcomes for 2023.

2- Subject leaders develop assessment for their curriculum subject to support the quality of how their subject is taught across the school.

- Non-core standards are recorded termly using Insight tracker.

3- To ensure that DADV and SEND pupils make good progress.

- DADV pupils are performing in line with non-DADV pupils and at least in line with national outcomes for reading, writing and maths at ARE and RWM at ARE.
- The learning environments across the school are now more conducive to pupils with Autism and aim to lessen cognitive loads for all pupils.
- The Bourne tracker is not being used effectively in every classroom to measure how much progress SEND pupils are making.
- Not all SEND pupils are making good progress, but teachers are well supported by the SENDCo - **Progress Review 15.7.23.** – 'The SENCO has also enabled teachers to recognise the inclusive practice they already employ but might not recognise as such. Monitoring has highlighted some very positive and proactive responses, particularly regarding maths and English teaching and learning. Staff sharing their concerns about a pupil with the SENCO are encouraged to show all that has already been available for them and the impact this adaptation has had. The improvement planning for SEND is expressed in the SEND action plan which is a well-constructed and annotated document that is clearly driving the improvement journey.'

Year group	Reading ARE		Writing ARE		Maths ARE		RWM ARE		Reading GDS		Writing GDS		Maths GDS		RWM GDS	
	DADV	Non DADV	DADV	Non DADV	DADV	Non DADV	DADV	Non DADV	DADV	Non DADV	DADV	Non DADV	DADV	Non DADV	DADV	Non DADV
Y1	50	91	25	65	75	91	25	65	0	32	0	0	0	0	0	0
Y2	100	71	100	61	100	71	100	61	50	7	0	0	0	7	0	0
Y3	100	69	100	69	100	73	100	65	100	27	0	0	100	19	0	0
Y4	67	85	67	78	67	78	67	70	33	19	0	0	0	0	0	0
Y5	50	85	50	69	50	88	50	65	0	0	0	0	0	0	0	0
Y6	100	88	100	72	100	64	100	56	33	28	0	0	0	0	0	0
All pupils	76	82	71	71	78	71	65	65	18	11	0	1	6	6	0	0

More than 10% above

Within 10%

More than 10% below

4 - Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

- Curriculum maps have been changed to be sequential from a two-year rolling curriculum to a one-year one for all year groups.
- The learning experiences have been created to appeal to the children who go to the school and feature lots of local historical connections such as King Canute and the Romans as drivers to inspire their engagement.
- Learning journeys giving details of learning experiences are being developed.
- All subject curriculum maps have been developed.
- The curriculum statement has been reviewed and published on the web site.

5 - To broaden 'cultural capital' to encompass all cultures in our curriculum.

- Our school has 14.3% minority ethnic background which is significantly lower than national data of 34.8%. There are only a few children who have English as an Additional Language compared to 21.2% nationally.
- Black History Month was planned for in 2022-23 and celebrated in school.
- Whole School learning experience was focused on a famous black American poet called Amanda Gorman (Change Sings).

What do we want to achieve? (Intent)	How will we achieve this? (Implementation)	Monitoring What and by whom	What is the result? (Impact)																																																																																
<p>1. To improve the teaching of and provision for more able children across the school in maths and writing.</p>	<p>English and maths to lead staff training, monitoring and lead pupil progress meetings.</p> <p>English and maths leads to create WAGOLL provision / planning documents to share with staff.</p> <p>English and maths leads to support planning, team teach and observe lessons to develop the teaching of maths and writing across the school.</p> <p>Pupil conferencing to gain pupil voice about level of challenge.</p> <p>Maths and English leads work alongside class teachers to address progress and gaps in learning.</p>	<p>SLT (Senior Leadership Team) to monitor subject leader action plans</p> <p>English and maths leaders to use subject leadership time for book looks, lesson observations, pupil conferencing –</p> <p>English and maths leaders to report to staff and governors</p> <p>Locality moderation</p> <p>Pupil Progress meetings</p> <p>Pupil voice</p> <p>HT, DHT, maths and English leads.</p> <p>Monitoring</p> <ul style="list-style-type: none"> 1.1.3. – Writing – ME 1.1.4. – Maths – BP 1.1.5. – Governor's Curriculum Committee 1.1.6. – PMO – SLT 1.1.7. – PMO – SLT 	<p>Improved number of pupils working at greater depth in maths and writing across the school.</p> <table border="1" data-bbox="1653 180 2101 392"> <thead> <tr> <th colspan="5">Pupils Working at Greater Depth in Maths</th> </tr> <tr> <th>Class</th> <th>2023</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>n/a</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>2</td> <td>0%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>3</td> <td>7%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>4</td> <td>28%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>5</td> <td>0%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>6</td> <td>14%</td> <td>%</td> <td>%</td> <td>%</td> </tr> </tbody> </table> <table border="1" data-bbox="1644 427 2110 639"> <thead> <tr> <th colspan="5">Pupils Working at Greater Depth in Writing</th> </tr> <tr> <th>Class</th> <th>2023</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>n/a</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>2</td> <td>0%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>3</td> <td>0%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>4</td> <td>0%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>5</td> <td>0%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td>6</td> <td>7%</td> <td>%</td> <td>%</td> <td>%</td> </tr> </tbody> </table>	Pupils Working at Greater Depth in Maths					Class	2023	Term 1	Term 2	Term 3	1	n/a	%	%	%	2	0%	%	%	%	3	7%	%	%	%	4	28%	%	%	%	5	0%	%	%	%	6	14%	%	%	%	Pupils Working at Greater Depth in Writing					Class	2023	Term 1	Term 2	Term 3	1	n/a	%	%	%	2	0%	%	%	%	3	0%	%	%	%	4	0%	%	%	%	5	0%	%	%	%	6	7%	%	%	%
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<p>2. Subject leaders develop assessment for their curriculum subject to support the quality of how their subject is taught across the school.</p>	<p>Subject leaders identify what is to be assessed and when it is assessed across the year.</p> <p>Staff to trial assessment systems</p>	<p>SLT to monitor</p> <p>Middle leaders to report to staff and governors</p> <p>Monitoring</p> <ul style="list-style-type: none"> 1.1.5. – Governor's Curriculum Committee 1.2.7. – Assessment all subjects – All Staff 	<p>Subject leaders will have an accurate picture of standards across the school and will be able to identify and target areas for improvement. They use this information to adapt our curriculum where required.</p>																																																																																
<p>3. To ensure that DADV and SEND pupils make good progress.</p>	<p>All teachers to use the Bourne tracker for pupils with SEND to assess where they are currently working at. Work should then be targeted at this level. SENDCo will track and record small steps progress termly and review progress of individual pupils with SEND.</p>	<p>SENDCo will track and record small steps progress termly and review progress of individual pupils with SEND.</p> <p>Monitoring</p> <ul style="list-style-type: none"> 1.1.5. – SEND – TR 1.1.8. – DADV – MR 1.1.8. – SEND – TR 	<p>SEND and DADV pupils are making more than expected progress and they are closing the gap to their peers. There is an accurate assessment of SEND pupils across the school. Teachers can identify next steps for pupils and provide targeted support on focused small steps. Pupils are making an average of 3 steps in all subjects by the end of Term 3.</p>																																																																																
<p>4. Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.</p>	<p>2023 – Focus on Geography, History & Science</p> <p>Times Tables curriculum to be enhanced Y2, Y & Y4 – see Maths Action Plan</p>	<p>Monitoring</p> <ul style="list-style-type: none"> 1.2.1. – Science – ES 1.2.2. – Geography – EM 1.2.4. – History – EM 	<p>The curriculum is well sequenced and taught so pupils develop detailed knowledge and skills across the curriculum. As a result, they achieve well = 80% working at age related expectations.</p>																																																																																
<p>5. To broaden 'cultural capital' to encompass all cultures in our curriculum.</p>	<p>Celebrate Black History Month</p> <p>Invite more ethnically diverse authors to run workshops in school</p> <p>Invite the Refugee workshop back to work with upper KS2</p> <p>Audit texts used in learning experiences to ensure pupils are exposed to authors from different ethnical backgrounds to the children</p> <p>More opportunities to broaden pupil's 'cultural capital' has been planned into the curriculum for 2023-24.</p>	<p>History lead to organise the BHM celebration and activities</p> <p>English lead to organise Book Week to include ethnically diverse author</p> <p>Y5/Y6 teachers to liaise with Refugee workshop</p> <p>English lead to audit and review texts used in learning experiences. Then ensure there are authors from</p> <p>Monitoring</p> <ul style="list-style-type: none"> 1.1.2. – All Staff 1.1.5. – Governor's Curriculum Committee 	<p>Pupils have a wide range of experiences which they would not have had without going to our school.</p>																																																																																

Quality of Education Milestones + Impact & Evidence

No	September 2023 Baseline	Term 1	Term 2	Term 3																																																																																																
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2.	Non-core standards are recorded termly using Insight tracker.	Subject leaders will implement an assessment approach for their subject and share how this will work with the rest of the staff.	Subject leaders will be able to triangulate standards in their subject from classroom observation, book looks and recorded data from data drops.	Subject leaders will have an accurate picture of standards across the school and will be able to identify and target areas for improvement. They use this information to adapt our curriculum where required.																																																																																																
3.	The Bourne tracker is not being used effectively in every classroom to measure how much progress SEND pupils are making.	DADV and SEND pupils have their work adapted / scaffolded to support their learning. Pupils are making an average of 1 step in all subjects by the end of Term 1.	DADV and SEND pupils are making good progress. Pupils are making an average of 2 steps in all subjects by the end of Term 2.	SEND and DADV pupils are making more than expected progress and they are closing the gap to their peers. There is an accurate assessment of SEND pupils across the school. Teachers can identify next steps for pupils and provide targeted support on focused small steps. Pupils are making an average of 3 steps in all subjects by the end of Term 3.																																																																																																
4.	The curriculum has been created with detailed knowledge and skills in 2022-23.	The curriculum is sequenced and taught so pupils develop detailed knowledge and skills across the curriculum. As a result, they achieve well = 70% working at age related expectations.	The curriculum is well sequenced and taught so pupils develop detailed knowledge and skills across the curriculum. As a result, they achieve well = 75% working at age related expectations.	The curriculum is well sequenced and taught so pupils develop detailed knowledge and skills across the curriculum. As a result, they achieve well = 80% working at age related expectations.																																																																																																
5.	14.3% minority ethnic background (National = 34.8%). Very few EAL (English as an Additional Language) pupils (National = 21.2%).	Every year group has at least 1 'cultural capital 'experience planned for the year. Every year group is exposed to an author who is not white British per term.	Every year group has at least 1 'cultural capital 'experience planned for each term. Every year group is exposed to a role model who is not white British per term.	Pupils have a wide range of experiences which they would not have had without going to our school. There should be at least 6 per year or 2 per term for each year group. Pupils have been exposed to a variety of different role models and authors who are not white British.																																																																																																

Behaviour and Attitudes: To ensure pupils consistently have highly positive attitudes and commitment to their education; they demonstrate the school's core values.

Baseline:

- More children feel happy and safe in the school 2022-23 (76%) compared to 2021-2022 (43%) – Pupil survey April 2023.
- There are still 25% of pupils who never or sometimes know how to improve their work (last year = 58%).
- Not all pupils show high aspirations across the school - **Progress Review 15.7.23.** – 'Across the rest of the school, behaviour was purposeful and calm. Where strong practice was seen in classes, pupils spoke well about their learning and could articulate how their current learning built upon prior learning.'

What do we want to achieve? (Intent)	How will we achieve this? (Implementation)	Monitoring What and by whom	What is the result? (Impact)
1. To ensure pupils have high aspirations and motivation to challenge themselves.	<p>School values assembly will focus on the values in this order resilience, independence, creative and emotional intelligent. Each assembly will refer to having high aspirations.</p> <p>Core values to be displayed in every classroom and in corridors.</p> <p>Pupil Survey</p>	<p>Conduct and learning behaviour of the pupils - All staff</p> <p>Pupil voice / pupil survey</p> <p>Parent survey</p> <p>Monitoring 1.1.6. - Governors</p>	<p>Children will feel challenged and persevere with tasks.</p> <p>Children know what they need to do to improve: they show high levels of engagement in assessing and improving their own learning.</p> <p>All children are challenged to improve.</p> <p>Teachers will provide opportunities for pupil's to be challenged when required in lessons through effective use of AfL.</p>

<p>2. To ensure pupils can self-regulate</p>	<p>Observation Snapshot sheets to monitor pupil's engagement and regulation throughout the year (termly). Embed Zones of Regulation to pupils and parents. Ensure age-appropriate Zones of Regulation resources are displayed in classes / shared areas and across the school</p> <p>PSHE lessons to start the week and discussion in whole school assemblies. Use the colours to describe different emotions when talking with children. Use the words self-regulation with the children when a child has not been able to achieve it. Allow pupils to use a variety of strategies such as fidget toys, time outs, brain break, move or run around outside to support them.</p>	<p>All staff to model self-regulation and monitor the children they work with. Young governors to report termly on their class's ability to self-regulate and help one another to self-regulate. SLT to monitor pupil voice</p> <p>DSLs to monitor CPOMs reports during DSL meetings. Parents through a parental survey. Governor monitoring.</p> <p>Monitoring</p> <ul style="list-style-type: none"> 1.2.5. – PSHE – RB 1.1.3. – Observation Snapshots – MR 2.1.3. – Observation Snapshots – MR 3.1.2. – Observation Snapshots - MR 	<p>Children can regulate their emotions and can use the zones of regulation process to discuss their feelings and emotions.</p> <p>All pupils can self-regulate within a 10 minutes period. Children are calmer and incidents on CPOMs are reduced. Behaviour is robustly monitored and analysed; findings are acted upon to support children to self-regulate.</p>
<p>3. Children use their emotional intelligence to help other pupils to self-regulate in school.</p>	<p>PSHE lessons to start the week discussing different scenarios, role-playing where pupils identify other children's needs from their behaviours.</p> <p>Whole school value assemblies.</p> <p>Work with Emotional Learning Support Assistant (ELSA)</p>	<p>Class teacher</p> <p>ELSA sessions</p>	<p>All children are able to use their emotional intelligence to recognise when their peers are beginning to dysregulate, and are able to support them in regulating themselves, using their ZOR tool boxes.</p>
<p>4. To ensure pupil attendance is above national and that persistent non-attenders attendance improves.</p>	<p>Class teachers to share any concerns with DSLs.</p> <p>Staff meetings.</p> <p>Parental communication / meetings / parents evenings.</p>	<p>Monitoring termly by Acting Head teacher.</p> <p>DSL / staff meetings</p>	<p>School attendance is above national outcomes. Persistent non-attenders attendance is the same as the school average (4%) and above national averages.</p>

Behaviour and Attitudes Milestones + Impact & Evidence

No	September 2023 Baseline	Term 1	Term 2	Term 3
<p>1.</p>	<p>Progress Review Visit – Local Authority (May 2023) – 'In another lesson, the expectations of pupils were too low, and pupils finished quickly with no further challenge. As a result, pupils were off task and there was wasted learning time.'</p>	<p>All teachers have high expectations of pupils in their classroom. Pupils are provided with work that challenges them and allows them to move onto greater depth work when appropriate. Observation Snapshot sheet during random lesson in term 1 to gain a baseline.</p>	<p>The majority of pupils have high aspirations and motivation to challenge themselves. Observation Snapshot sheet shows a decrease 25% from Term 1.</p>	<p>All pupils have high aspirations and motivation to challenge themselves. Observation Snapshot sheets shows a decrease of 50% from term 1.</p>
<p>2.</p>	<p>Currently there are 10 pupils who struggle to self-regulate.</p>	<p>There are a few incidents of pupils who are not able to self-regulate. End of Term 1 target = <6</p>	<p>There are only a few incidents of pupils who are not able to self-regulate and help other pupils to self-regulate in school. Term = 13 weeks so target is <3.</p>	<p>All pupils can self-regulate within a 10 minutes period. Children are calmer and incidents on CPOMs are reduced. Behaviour is robustly monitored and analysed; findings are acted upon to support children to self-regulate.</p>
<p>3.</p>	<p>Pupils to have confidence in supporting peers with regulation.</p>	<p>Some (<50%) children are able to use their emotional intelligence to recognise when their peers are beginning to dysregulate, and are able to support them in regulating themselves, using their ZOR tool boxes.</p>	<p>Most children (>50%) are able to use their emotional intelligence to recognise when their peers are beginning to dysregulate, and are able to support them in regulating themselves, using their ZOR tool boxes.</p>	<p>All children are able to use their emotional intelligence to recognise when their peers are beginning to dysregulate, and are able to support them in regulating themselves, using their ZOR tool boxes.</p>
<p>4.</p>	<p>4.3% school absence rates (national 6.2% absence rates). 10.7% persistent absence rates (national = 18.2% persistence absence rates)</p>	<p>School attendance is at least in line with national outcomes. Persistent non-attenders attendance average is up to 8%.</p>	<p>School attendance is line with national outcomes. Persistent non-attenders attendance average is up to 6%.</p>	<p>School attendance is above national outcomes. Persistent non-attenders attendance is the same as the school average (4%) and above national averages.</p>

Personal Development: Pupils have access to a wide, rich set of experiences. Pupils have opportunities to develop their talents and interests.

Baseline:			
<ul style="list-style-type: none"> Teachers and outside providers deliver a range of clubs before and after school. Curriculum has been redesigned to offer more experiences to pupils. 			
What do we want to achieve? (Intent)	How will we achieve this? (Implementation)	Monitoring What and by whom	What is the result? (Impact)
1. Pupils have access to a wide, rich set of experiences. Pupils have opportunities to develop their talents and interests.	Continue to build links with the community Yearly curriculum map to include Hooks (experiences) and authentic outcomes Young Governors to build on Summer 23 survey finding out what opportunities' pupils must develop their talents and interests.	Monitoring • 1.2.6. – MR + termly (tba for term 2 and 3)	There is an improving take-up by all pupils including those with SEND and from disadvantaged backgrounds of the extra- curricular opportunities provided by the school
2. Embed our core values as learning skills that are relevant and useful to the pupils.	Pupils will write what school values they have used at the end of each learning experience. This will become part of the end of unit evaluation. Pupil Survey	Monitoring • Young Governors to monitor termly	Children can verbalise the core values and talk about the impact on their well-being (mental health).

Personal Development Milestones + Impact & Evidence				
No	September 2023 Baseline	Term 1	Term 2	Term 3
1.	List of clubs & trips listed above Club & PE: Y6 = 89%, Y5 = 75%, Y4 = 43%, Y3 = 28%, Y2 = 29%, Y1 = % & YR = %.	All pupils have accessed one rich experience through their learning experiences this year. + 1/3 pupils participating in extra-curricular activities / sports.	All pupils can refer to at least one rich experience they have had for each term. + 2/3 of pupils participating in extra-curricular activities / sports.	All pupils have had access to a wide, rich set of experiences through their learning experiences this year. All pupils have been given / taken up a talent or interest in club or sporting event.
2.	The school values are shared twice weekly in assembly, and they are known to pupils.	Pupils refer to some school values at the end of each learning experience.	Pupils can say what school values they used for each learning experience.	Pupils will be confident, self-motivated, resilient learners who demonstrate these school values in everything they do.

Leadership and Management: Subject leaders are accountable for the attainment and progress of all children, leading to improving outcomes.

Baseline:			
<ul style="list-style-type: none"> Teachers have subject responsibilities which they monitor and provide staff training for. Non-core assessment is to be developed this academic year. 			
What do we want to achieve? (Intent)	How will we achieve this? (Implementation)	Monitoring What and by whom	What is the result? (Impact)
1 Subject leaders are accountable for the attainment and progress of all children, leading to improving outcomes.	Middle leaders plan what they need to do to improve the outcomes for their subject across the school. They know the next steps for their subject. They plan and carry the first step in their monitoring cycle. Middle leaders provide CPD for staff to address gaps in knowledge.	SLT will monitor action plans termly and review progress with subject leads. Subject leaders will be given time to review action plans termly Monitoring 1.1.7.- MR 1.2.1.- MR.	Foundation subjects are effectively assessed, and children are making good progress in gaining knowledge, skills and understanding. Evidence for assessment is accurate and independently verified in locality moderation sessions.

<p>2 Staff to receive relevant and appropriate CPD.</p>	<p>Performance management conversations Staff questionnaire (Govs) Subject knowledge audits INSET training Staff meetings National college courses Local authority and outside agency course</p>	<p>Governors SLT through PM. Conversations with subject leads Acting head teacher to collate information for Full Governing body meetings (6x a year)</p>	<p>Staff feel valued and supported in their personal CDP. Greater knowledge and skills base of all staff which will impact on pupil standards.</p>
<p>3 To develop the knowledge and skills of the Governing Board, so that they are well-placed to monitor, support and challenge appropriately.</p>	<p><i>(See detailed Governing Board action plan).</i></p>	<p>LEA support: Task group meetings Friday 13th January am Thursday 4th May am</p>	<p>Governors have improved skills and knowledge which enables them to support and monitor the development of the school. Governors provide challenge where progress is not being made on the SDP.</p>

Leadership & Management Milestones + Impact & Evidence

No	September 2023 Baseline	Term 1	Term 2	Term 3
1.	<p>Subject leaders know what teachers have judged their pupils to be in each subject. They do not know what parts of each subject pupils have found difficult or excelled at.</p>	<p>Middle leaders plan assessment opportunities for pupils in the foundation subjects (Art and Design, Citizenship, Computing and IT, Design and Technology, Languages, Geography, History, Music and P.E.) and share how they want this to be achieved with the teaching staff.</p>	<p>Teachers are using assessments to accurately assess pupils learning in foundation subjects.</p>	<p>Foundation subjects are effectively assessed, and children are making good progress in gaining knowledge, skills and understanding. Evidence for assessment is accurate and independently verified in locality moderation sessions.</p>
2.	<p>Staff have received a variety of essential H & S and Safeguarding training in Term 2 & 3 2023.</p>	<p>INSET – Health and Safety (Asbestos Register) and safeguarding training (Keeping Children Safe in Education) All staff to attend Autism awareness training – Jane Crawford</p>	<p>All training needs that have arisen from the performance management appraisals will be attended by staff. Writing moderation training for YY2 and Y6 teachers.</p>	<p>Staff feel valued and supported in their personal CDP. Greater knowledge and skills base of all staff which will impact on pupil standards.</p>
4.	<p>Governors have received training from Louise Welcome (Local Authority) for 'What is the Role of a Governor' & 'Ofsted demands' in Term 3 2023.</p>	<p>Governors undertake training, relevant to their roles, so that they can learn how to monitor, support, and challenge the school leaders appropriately.</p>	<p>Governors use their training, to support them in monitoring, supporting, and challenging the school leaders appropriately.</p>	<p>Governors have improved skills and knowledge which enables them to support and monitor the development of the school. Governors provide challenge where progress is not being made on the SDP.</p>

Early Years: The EYFS curriculum provides no limits or barriers to the children's achievements.

<p>Baseline:</p> <ul style="list-style-type: none"> Local authority support has helped the school to develop the EYFS provision. Improved results last year which are above national outcomes. Fund raising to improve the outside area. 			
<p>What do we want to achieve? (Intent)</p>	<p>How will we achieve this? (Implementation)</p>	<p>Monitoring What and by whom</p>	<p>What is the result? (Impact)</p>

1. The EYFS classroom, outside provision and resourcing supports the curriculum.	Audit the outside provision in the environment and create areas for mark making, reading and role-play. Revamp the mud (when the drainage has been fixed). Raise funds for the Playground Project and agree a design for the outside area. Audit resources to ensure they complement the curriculum design.	SLT Subject leaders. Monitoring 1.1.4. - MR	The EYFS classroom environment and outside area provides children with a rich environment to support them achieve all 17 Early Learning Goals.
2. The EYFS curriculum provides no limits or barriers to the children's achievements.	EYFS staff to complete NCTEM maths hub "Building firm foundations" Working with local authority advisor Helen Smith to ensure the curriculum is right for the cohort of pupils in 2023-24.	SLT Subject leaders Monitoring 1.1.7. – EYFS Governor	Our results are consistently above national outcomes. 2022 = 39%, 2023 = 78% (National = 2022 65%, 2023 = 67%)

Early Years Milestones + Impact & Evidence

No	September 2023 Baseline	Term 1	Term 2	Term 3
1.	Audit of EYFs carried out by EYFS teacher and Helen Smith. Areas of development for provision in EYFS highlighted in opportunities for investigation, gardening using tools and equipment and role play.	Set up an investigation station with relevant and purposeful enhancements that encourages pupils to explore and investigation to solve problems. Invest in storage for provision, making it easily accessible. Create a gardening area with support of Ricky Mullen. Provide space and provision for purposeful role play activities i.e. café, doctors surgery. Newsletter request for donations of unused equipment at home.	Monitor pupil engagement with the interactive investigation station. Observations of children reflect independent learning at this area. Monitoring by CT and SLT shows children independently accessing provision both outside and within the classroom through improved storage, working towards achieving ELGs in line with below.	The EYFS classroom environment and outside area provides children with a rich environment to support them to achieve all 17 Early Learning Goals.

2.	78% (National = 2022 65%, 2023 = 67%)	At least 67% of pupils on track for GLD and at least 14.1 ELG per child in line with National.	At least 72% of pupils on track for GLD. 14.6 ELG per child.	YR outcomes are at least in line with 2023 - 78% GLD results are consistently above national outcomes of 67% ELG and 15.1 ELG per child.
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