

School Development Plan (SDP) – Hexton JMI School 2022 – 2023

Ofsted Framework

- **Quality of Education**
 - intent
 - implementation (quality of teaching and learning, curriculum design, quality of feedback and assessment, inclusion)
 - impact (attainment and progress, reading, writing and maths, destinations)
- **Behaviour and attitudes**
 - pupils' attitudes to learning
 - behaviour (including exclusions) and expectations
 - tackling discrimination and bullying
 - attendance and punctuality
- **Personal development**
 - SMSC, British values, equality and diversity
 - healthy lifestyles and pupil wellbeing
 - citizenship, PSHE, RSE and preparation for next stage
- **Leadership and management**
 - vision ethos and school development
 - staff development, staff workload and wellbeing
 - middle leadership and subject leadership
 - engagement with parents, pupils and the wider community
 - governance (including financial stability)
 - premises, health and safety, polices
 - safeguarding and off-rolling
- **Early Years Foundation Stage**
 - intent, implementation and impact

Key

Actions highlighted and RAG rated

- **Green** – complete
- **Yellow** – ongoing
- **Red** – not completed
- **Blue** – not completed – no longer relevant
- **Pink** – waiting for action from governors

Vision and aims

Our vision for the future:

The school community is proud of high achievement in an engaging setting, where children are excited, motivated and inspired by the outstanding learning opportunities they encounter. Through a culture of excellence, built upon our school values (6Rs), everyone will be able to fully succeed, develop and grow.

As well as a caring environment rooted in traditional values, we constantly strive to...

- Deliver an education of the highest quality and give pupils the chance to develop their full potential
- Provide a safe, secure and engaging environment where staff and pupils can thrive- develop and value high aspirations for all
- Maintain high expectations of academic excellence through a broad, balanced and engaging curriculum
- Ensure wide ownership and investment in the school by working together with pupils, staff, carers, governors and the wider community

SCHOOL CONTEXT

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|---|---|---|---------------------------------|---|----------------------------|
| Number of pupils on roll | 22 | Number of pupils eligible for pupil premium | 5 (23%) | Number of pupils with an education, health and care (EHC) plan | 1 |
| Percentage of pupils on track to meet expected standard/attainment targets | R: 74% W: 53% M: 63% | Percentage of pupils on track to exceed expected standard/attainment targets | R: 21% W: 11% M: 5% | Number of pupils currently not on track to meet expected standard/attainment targets | R: 5 W: 9 M: 7 |
| Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment) | L: M: H: | Most recent Ofsted grade | Good (Feb 2019) | Staff turnover for the previous year | 25% |
| Percentage of pupils with English as an additional language (EAL) | 0 | Average progress scores for KS2 (2019) | R: -2.1 W: -1.82 M: -4.35 | Percentage of FSM pupils on track to meet expected standard/attainment targets | R: 40% W: 40% M: 60% |
| Overall attendance | 81.8% | Persistent absence | 11 (47.8%) | | |
| Key Ofsted actions from last report | <ul style="list-style-type: none"> • Ensure that the quality of presentation of pupils' written work is consistently good. • Ensure that teachers regularly check pupils' choice of reading book in key stage 2 and that there are clear systems in place for what pupils should do if they come across words they do not understand. • Ensure that the curriculum is designed to develop pupils' learning in all subjects as effectively as in English and mathematics. | | | | |
| Key areas to improve | Curriculum intent and implementation; teaching and learning. | | | | |
| Key staffing areas of issue | <ul style="list-style-type: none"> • Small staff – 10 members. • New head, no other SLT. • 1 teacher due to go on maternity leave. | | | | |

SCHOOL CONTEXT

Key performance indicators for the next 3 years

- Positive pupil progress scores in reading, writing and maths.
- Pupil attainment at KS1 and KS2 in line with Herts and National.
- GLD in EYFS in line with Herts and National.
- Increased number on roll.
- Low pupil mobility.
- Increased staff stability.

PRIORITIES FOR 2022-2023

Achievement gap issues

Record details of any gaps between pupil groups (e.g. groups by gender, ethnicity, disadvantaged / non-disadvantaged). Your objectives need to close these gaps

Priority 1

To develop the intent and implementation of the **core curriculum**.

Priority 2

To develop the intent and implementation of the **foundation curriculum**.

Priority 3

To increase impact of **leadership** at all levels.

Priority 4

To ensure excellent provision for all pupils on the **SEND** register.

State of the School – Academic Year 2022 – 2022

| | STARTING POINT | END OF DEC '22 | END OF MARCH '23 | END OF JULY '23 |
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| Priority 1: To develop the intent and implementation of the core curriculum . | White Rose used for maths. HfL Pathway Planning used for English. Twinkl used for phonics. Data suggests that sometimes too few pupils are ready for their next stage of learning. Some adaptations to the timetable and to lesson content may be required. | | | |
| Priority 2: To develop the intent and implementation of the foundation curriculum . | A range of curriculum resources are used, such as Charanga for music and Purple Mash for computing. Teachers agree a new curriculum is sorely needed to effectively teach 3 or 4 year groups simultaneously. Dimensions arriving this term. | | | |
| Priority 3: To increase impact of leadership at all levels. | Teachers each lead one subject but have limited autonomy. Governing body is experienced, but needs further training to fully hold school to account. Roles and responsibilities need refreshing. Head new to post – no other SLT. | | | |
| Priority 4: To ensure excellent provision for all pupils on the SEND register. | New SENCo one day a week – good handover occurred. TA provision for SEND pupils has not always been tracked or accurate enough, and needs much more careful planning and overseeing. | | | |

QUALITY OF EDUCATION

| PRIORITY | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | SEF REFERENCE |
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| <p>Priority 1: To develop the intent and implementation of the core curriculum.</p> | <p>INTENT</p> <p>Develop intent statements for maths, English and science, so that the curriculum intent is clear to outside parties.</p> <p>Review curriculum materials to determine if they:</p> <ul style="list-style-type: none"> • Adequately challenge pupils • Work in a multi-year group setting • Can be adapted to suit pupils' needs • Allow for children to make strong progress <p>Adapt/replace if necessary.</p> | <p>Displayed on the website</p> <p>Monitoring: pupil data, pupil voice, lesson visit feedback, learning walks, book looks</p> | <p>SS</p> <p>SS, RO (Sci)</p> | <p>February 2023</p> <p>Maths and English: December 2022 Science: February 2023</p> | <p>Staff training</p> <p>Curriculum resources and training</p> | |

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| | <p><u>IMPLEMENTATION</u></p> <p>Carry out monitoring of maths and English and plan CPD.</p> <p>Develop effective working walls for maths, reading and writing.</p> <p>Develop planning and systems for effectively teaching multiple year groups in maths and English.</p> <p>Improve pace and pitch across year groups in classes.</p> <p>Teachers clear about what and how they teach. Work given to learners matches the intention of the curriculum and expectations are demanding.</p> <p>Teachers promote appropriate discussion about the subject matter being taught so learners talk confidently about what the subject and skills learnt.</p> <p>Teachers continue to develop effective AFL to identify and address misconceptions in a timely and appropriate way (support / resources / remodelling / guided input).</p> <p>Teachers present and model subject matter clearly, promoting appropriate discussion and reflection.</p> <p>Planning is layered ensuring that lessons are designed to enable all groups of learners to achieve quality outcomes, including knowledge and skills. This is fully embedded across the curriculum and built and developed through each child's learning journey. Learners remember long term the content they've been taught and how to integrate skills.</p> | <p>Monitoring folder on head's computer and shared with HIP: learning walks, lesson visits, pupil voice, book looks, deep dives, HIP (and other external agencies) visits, feedback from parents, appraisal target progress</p> <p>Curriculum maps</p> <p>Subject leadership logs</p> <p>School data compared with Herts and National: evidence of strong pupil progress and attainment in RWM</p> <p>An improvement in end of key stage results</p> | <p>SS, RO, CM</p> | <p>December 2022</p> <p>February 2023</p> <p>April 2023</p> | <p>Training and resources (Dimensions)</p> | |
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| <p>READING</p> <p>Review and improve phonics and reading provision, by:</p> <ul style="list-style-type: none"> • Carrying out CPD on implementation of Twinkl phonics materials • Ensure all staff who teach phonics use a 4-part lesson • Observe phonics and reading and give strengths and next steps • Provide opportunities for staff to observe good-quality phonics/reading teaching • Improve the resources that are available for use <p>Carry out reading deep dive, focusing on early reading and phonics.</p> <p>Create attractive reading areas in both classes.</p> <p>Review reading spine.</p> <p>Observe TA 1:1 reading practice. Ensure it is taking place so that every child is heard to read at least once a week.</p> <p>Ensure children are read to daily.</p> <p>Improve the use of working walls in English.</p> <p>(Ofsted target) Ensure that teachers regularly check pupils' choice of reading book in key stage 2 and that there are clear systems in place for what pupils should do if they come across words they do not understand.</p> <p>Headteacher to hear all children read every term, check comprehension and book level.</p> <p>Headteacher, SENCo and class teachers carry out termly pupil progress and discuss interventions and barriers to learning.</p> | <p>Monitoring folder on head's computer and shared with HIP: learning walks, lesson visits, pupil voice, book looks, deep dives, HIP (and other external agencies) visits, feedback from parents, appraisal target progress</p> <p>Curriculum maps</p> <p>Subject leadership logs</p> <p>School data compared with Herts and National: evidence of strong pupil progress and attainment in RWM</p> <p>An improvement in end of key stage results</p> | <p>SS</p> <p>SS (and HIP?)</p> <p>RO, CM</p> <p>SS</p> <p>SS, LC, RO, CM</p> | <p>January 2023</p> <p>October 2022</p> <p>January 2023</p> <p>March 2023</p> <p>November 2022</p> <p>January 2023</p> <p>November 2022</p> <p>October 2022</p> <p>September 2022</p> <p>November 2022</p> <p>December 2022</p> <p>December, March, July</p> <p>October, February, June</p> | <p>Training and resources (phonics materials?)</p> | |
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| <p><u>WRITING</u></p> <p>Introduce a handwriting policy through staff training. All staff to use the policy.</p> <p>(Ofsted target) Ensure that the quality of presentation of pupils' written work is consistently good: book looks, pupil conferences.</p> <p>Ensure new foundation curriculum provides opportunities for writing across the curriculum.</p> <p>Carry out termly pupil progress and discuss interventions and barriers to learning.</p> | <p>Office drive: policies</p> <p>Book look feedback</p> <p>Curriculum maps</p> <p>Termly data</p> | <p>SS</p> <p>SS/HIP</p> <p>SS</p> <p>SS/LC/RO/CM</p> | <p>January 2023</p> <p>Termly</p> <p>February 2023</p> <p>October, February, June</p> | <p>Training and resources</p> | |
| <p><u>MATHS</u></p> <p>Introduce fluency in maths through staff training. To begin after October half term.</p> <p>Join the 'Mastering Number' programme for Acorn class and the 'Teaching for Mastery' programme for Oak to ensure there is greater depth and breadth to our maths teaching.</p> <p>Develop pupils as active learners by:</p> <ul style="list-style-type: none"> • Sharing with teachers the use of open questions and bloom's taxonomy • Developing strategies such as 'abc' (agree, build, challenge) and talk partners • Use of 'starter' questions to get pupils talking (concept cartoons, question stems etc) <p>Address misconceptions through the use of pupil conferences (cover provided by HT).</p> <p>Review the use of practical resources.</p> <p>Carry out termly pupil progress and discuss interventions and barriers to learning.</p> | <p>Staff training materials, lesson visit feedback</p> <p>Lesson visit feedback</p> <p>Book looks: evidence of live marking in maths and English</p> <p>Pupil data and pupil progress notes</p> | <p>SS</p> <p>SS/LC/RO/CM</p> | <p>Training: September</p> <p>Embedded: November</p> <p>September 2022</p> <p>October 2022</p> <p>October 2022</p> <p>November 2022</p> <p>October, February, June</p> | <p>Training, resources and cover (funding available from MathsHubs)</p> | |

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| <p>Priority 4: To ensure excellent provision for all pupils on the SEND register.</p> | <p>Ensure curriculum intent and implementation are relevant, challenging and accessible to all pupils.</p> | <p>Curriculum maps, lesson visit feedback</p> | <p>SS/LC</p> | <p>February 2023</p> | <p>Training and resources (funding to be arranged by governors/HIP)</p> |
| | <p>Carry out monitoring to ensure that implementation of the curriculum meets the needs of, and adequately challenges SEND pupils.</p> | <p>Monitoring cycle, SEND drop in feedback/book looks etc</p> | <p>SS/LC</p> | | |
| | <p>Ensure books of SEND pupils show access to the intended curriculum, challenge, progress, opportunities to work independently and evidence of effective feedback.</p> | <p>SEND book looks</p> | <p>LC</p> | | |
| | <p>Hold termly pupil progress meetings with SENCo and teachers to discuss progress, interventions and barriers to learning.</p> | <p>Pupil progress notes and pupil data</p> | <p>SS/LC/RO/CM</p> | <p>October, March, June</p> | |
| | <p>SENCo to analyse data for groups of pupils and create action plans.</p> | <p>SENCo reports</p> | <p>LC</p> | | |

BEHAVIOUR AND ATTITUDES

| PRIORITY | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | SEF REFERENCE |
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| Priority 3: To increase impact of leadership at all levels. | <p><u>BEHAVIOUR MANAGEMENT</u></p> <p>Headteacher to receive Herts Steps 'Train the trainer' training.</p> <p>Headteacher to train all staff in Herts Steps.</p> <p>Rewrite behavior policy to include new material from Herts Steps training.</p> <p>To ensure behaviour management focuses on the positive, with positive phrasing, praise in public/reprimand in private.</p> <p>To introduce value stickers and use them to reward children for showing school values.</p> | <p>STEPS certificate</p> <p>Website</p> <p>Behaviour policy, HIP reports, lesson visit feedback</p> <p>Pupil voice</p> | SS | <p>November 2022</p> <p>December 2022</p> <p>December 2022</p> <p>February 2023</p> <p>September 2022</p> | Training (DSPL to contribute) | |
| | <p><u>TACKLING DISCRIMINATION AND BULLYING</u></p> <p>Review anti-bullying policy.</p> <p>Refresh staff use of CPOMs.</p> <p>All staff to spend the first week of Autumn 1 working on relationships and expectations.</p> <p>Carry out 'hand of 5' with all pupils in Autumn term.</p> <p>Carry out pupil voice to ensure they feel safe at school.</p> | <p>Staff training materials</p> <p>Pupil voice</p> | <p>SS</p> <p>RO/CM/CC/MW</p> | <p>September 2022</p> <p>November 2022</p> <p>December 2022</p> | None | |

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| | <p><u>ATTENDANCE AND PUNCTUALITY</u></p> <p>Monitor pupil attendance. Identify pupils who have attendance that is below 95% and below 90%. Meet with parents to discuss attendance concerns and resolve. Use standard letters to warn parents of the implications of attendance falling below 90%. Reward 100% attendance weekly in celebration assemblies and record in school newsletter.</p> | HR half termly, attendance reports by office, liaison with AO | SS/CH/NB | At least half termly (HR); weekly (office) | Staff time (cover) | |
| | | Records of meetings | SS/CH | Incidentally | | |
| | | Letters to parents on O drive | SS/CH/NB | Incidentally | | |
| | | Newsletters | SS/NB | Weekly | | |

PERSONAL DEVELOPMENT

| PRIORITY | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | SEF REFERENCE |
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| <p>Priority 2: To develop the intent and implementation of the foundation curriculum.</p> | <p><u>SMSC, BRITISH VALUES, EQUALITY AND DIVERSITY</u></p> <p>Ensure the new foundation curriculum is diverse and relevant to our pupils. Ensure learning materials reflect other cultures and traditions than just white British. Ensure SMSC and British values are prominently displayed.</p> | <p>Curriculum maps, book looks</p> <p>School displays</p> | SS | January 2023 | Training and resources (funding to be arranged by governors/HIP) | |

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| <p><u>LIFESTYLES AND WELLBEING</u></p> <p>Through the introduction of Herts Steps, provide opportunities for children to talk about their behaviour and feelings and further implement a nurturing approach.</p> <p>Teachers to use zones of regulation to encourage children to talk about their feelings.</p> <p>Offer a range of healthy activities for healthy living week/sports' week.</p> <p>Celebrate days that promote wellbeing e.g. National Day of Reflection.</p> <p>Promote healthy eating and drinking of water at lunchtimes.</p> <p>Mental health lead to look for opportunities to further implement health and wellbeing into the curriculum.</p> | <p>Pupil voice</p> <p>Learning walks</p> <p>Photos</p> <p>School calendar of events, photos</p> <p>Lunchtime visits</p> <p>Mental health lead reports</p> | <p>SS</p> <p>SS</p> <p>SS/CM/Premier sports</p> <p>SS</p> <p>SS</p> <p>MW</p> | <p>December 2022</p> <p>January 2023</p> <p>June 2023</p> <p>See Calendar of events</p> <p>March 2023</p> <p>April 2023</p> | <p>Training (DSPL to contribute)</p> <p>Training and resources</p> <p>Resources</p> <p>Training and resources</p> | |
| <p><u>CITIZENSHIP, PSHE, RSE AND READINESS FOR THE NEXT STAGE OF LEARNING</u></p> <p>Ensure that any new curriculum purchased incorporates citizenship, RSE and PSHE and supports pupils to be ready for the next stage of learning.</p> <p>Use pupil progress to ensure adaptations are made to provision to support strong pupil progress for all pupils.</p> | <p>Curriculum maps, book looks</p> <p>Pupil progress notes, intervention timetables, pupil data</p> | <p>SS</p> <p>LC/SS</p> | <p>April 2023</p> <p>October, March, June</p> | <p>Training and resources (funding to be arranged by governors/HIP)</p> <p>Cover (teachers)</p> | |

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| Priority 4: To ensure excellent provision for all pupils on the SEND register. | <u>SEND/EAL/PPG/FSM</u> SENCo to consider in which ways we can ensure that pupils with SEND are ready for their next stages of learning. | SENCo report | LC | March 2023 | Training (for SENCo) and resources |
| | SENCo to advise teachers on adaptations/reasonable adjustments to make to the curriculum to ensure SEND pupils can access citizenship, RSE and PSHE. | Staff training materials | LC | March 2023 | |

LEADERSHIP AND MANAGEMENT

| PRIORITY | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | SEF REFERENCE |
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| Priority 3: To increase impact of leadership at all levels. | <u>VISION, ETHOS AND SCHOOL DEVELOPMENT</u> Ensure that all stakeholders share the same vision for the school by sharing the school development plan. | SDP on website and governorhub | SS | October 2022 | Training and resources | |
| | All staff appraisals to be linked to SDP targets. | Staff appraisals | | October 2022 | | |
| | Headteacher to ensure that whole staff weekly CPD links closely to the identified priorities and actions of the SDP. | Staff training logs | | Termly | | |

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| <p><u>STAFF DEVELOPMENT, WORKLOAD AND WELLBEING</u></p> <p>Headteacher to implement 'wellbeing basket' in the staffroom to create a happier working environment.</p> <p>All staff to limit the emails and work messages sent outside of school hours (using scheduling instead).</p> <p>All staff to encourage parents to discuss pupil progress appropriately by making a meeting, rather than informally in their personal time.</p> <p>Teachers to be given time appropriately to attend CPD and implement new learning.</p> <p>Headteacher to cover classes to allow teachers to carry out live marking with pupils.</p> | <p>Staff questionnaires</p> <p>Newsletter</p> <p>Staff training log and monitoring feedback</p> <p>Book looks show live marking</p> | <p>SS/governors</p> <p>SS</p> <p>SS</p> <p>SS/HIP</p> | <p>September 2022</p> <p>October 2022</p> <p>Ongoing</p> <p>October 2022</p> | <p>None (personal cost)</p> <p>Potential cover</p> <p>Cover</p> | |
| <p><u>MIDDLE AND SUBJECT LEADERSHIP</u></p> <p>Subject leaders to be involved in all discussions and adaptations to practice within their subject.</p> <p>Also see <u>Quality of Education</u></p> | <p>Emails, subject leadership logs, action plans, SEFs</p> | <p>SS/RO/CM</p> | <p>As per monitoring cycle</p> | <p>Training and resources</p> | |

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| <p><u>ENGAGEMENT WITH PARENTS, PUPILS AND THE WIDER COMMUNITY</u></p> <p>Headteacher to send out weekly newsletter and all letters on a Friday to simplify communication with parents.</p> <p>Headteacher to further develop the use of the school website and link to social media platforms.</p> <p>Links to be made with The Comet to raise the profile of the school in the wider community.</p> <p>Headteacher to liaise with local councilors, the reverend and local business owners.</p> <p>Teachers to provide visits to the local area to support their implementation of the foundation curriculum.</p> | Website | SS | September 2022 | | |
| | Website and social media | | December 2022 | Training | |
| | Articles in local paper, display in school | | December 2022 | | |
| | Photos | | January 2023 | | |
| | Photos | CM/RO | March 2023 | Cost of trips | |

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| | <p><u>GOVERNANCE</u></p> <p>Revisit roles and responsibilities as a full governing body.</p> <p>Create a schedule of work for the year to outline responsibilities in line with the SDP.</p> <p>Compile questions to ask staff during visits to gather evidence of targets within the SDP priorities.</p> <p>Visit the school every half term and record with a visit form.</p> <p>Use governorhub and meetings to hold the headteacher to account, asking questions to promote the production of evidence.</p> <p>Attend meetings with the HIP and/or other external professionals.</p> <p>Liaise with link teachers to discuss curriculum progress or adaptations.</p> <p>Attend curriculum theme days and school events.</p> | Governorhub | MH/LB/AW/SS | <p>September 2022</p> <p>October 2022</p> <p>December 2022</p> <p>October 2022</p> <p>March 2023</p> <p>Termly</p> <p>March, June</p> <p>As per school calendar of events</p> | Training and resources | |
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| | <p><u>PREMISES, H&S AND POLICIES</u></p> <p>Headteacher to ensure all policies are kept up to date.</p> <p>Premises safety to be monitored by site staff and headteacher. Any concerns must be reported immediately via the school office.</p> <p>Any staff lone working must inform the headteacher via WhatsApp.</p> <p>Termly fire drills to be carried out with the whole school.</p> <p>Health and safety audit to be carried out by H&S governor and headteacher.</p> <p>Headteacher to attend asbestos training.</p> | <p>O:policies (some on website)</p> <p>Checklists (office)</p> <p>Staff training materials</p> <p>Fire drill reports</p> <p>H&S report</p> <p>Training certificate</p> | <p>SS/KI/CH/NB</p> <p>FB/SS</p> <p>SS</p> <p>SS/CH/NB</p> <p>MH/SS</p> <p>SS</p> | <p>Monthly: policy schedule</p> <p>Daily and weekly</p> <p>Incidentally</p> <p>October/March/June</p> <p>June 2023</p> <p>October 2022</p> | <p>Repairs</p> <p>Resources/repairs</p> <p>Training</p> | |
| | <p><u>SAFEGUARDING AND OFF-ROLLING</u></p> <p>All staff and governors to attend safeguarding training.</p> <p>Any concerns about children to be recorded using CPOMs.</p> <p>Governors to consider exit questionnaires for parents to ensure they are vigilant for off-rolling.</p> | <p>Training certificates</p> <p>CPOMs reports, HR</p> <p>governorhub</p> | <p>CH/NB/SS</p> <p>SS</p> <p>MH/LB/AW</p> | <p>November 2022</p> <p>Termly</p> <p>Incidentally</p> | <p>Training and resources, pay for staff to attend</p> | |

EARLY YEARS FOUNDATION STAGE

| PRIORITY | ACTIONS | EVALUATION | WHO IS RESPONSIBLE | WHEN IT IS TO BE ACHIEVED BY | COST | SEF REFERENCE |
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| Priority 1/2: To develop the intent and implementation of the EYFS curriculum. | <p><u>INTENT</u> Include EYFS in foundation curriculum planning (Dimensions) to ensure they have the same access to high-quality, challenging education.</p> | Curriculum maps, lesson visits feedback | SS | January 2023 | Training and resources (funding to be arranged by governors/HIP) | |
| | <p><u>Maths</u> Implement the 'Mastering Number' programme for Acorn class to improve fluency for all pupils.</p> | Lesson visits, pupil data | SS | November 2022 | Training, resources and cover (funding available from MathsHubs) | |
| | <p><u>IMPLEMENTATION</u> <u>Prime subjects</u> Immerse children in language – written and oral – through daily routines and high quality staff-pupil interactions. Provide daily fine motor activities to improve readiness for writing.</p> | Learning walks, photos of display, lesson visit feedback | SS | November 2022 | Resources | |
| | <p><u>Phonics</u> Monitor and review the phonics provision through monitoring and data analysis.</p> | Timetable (website), photos | SS | October 2022 | | |
| | | Monitoring feedback | SS/HIP | June 2023 | Training and resources | |
| | <p><u>IMPACT</u> Monitor progress of EYFS pupils using in-school data and pupil progress meetings, making adaptations where required to improve outcomes.</p> | Pupil data, pupil progress meeting notes, intervention timetable | SS/CM/LC | March 2023 | Resources | |
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