



## School Improvement Plan

2021-2022

Our Curriculum Intent is working towards outstanding	Our Curriculum Implementation is working towards outstanding	Our Curriculum Impact is working towards outstanding	Personal development, welfare and safety are outstanding	Leadership and management are working towards outstanding
<ul style="list-style-type: none"> <li>School leaders took the opportunity, during the pandemic, to move the school's curriculum to a position of excellence by ensuring that it was bespoke to them and that it took full account of the locality.</li> <li>The school has accurately identified the key or significant knowledge that pupils need to acquire and have also set out the components that need to be covered to help pupils be successful in remembering the key knowledge identified.</li> <li>The curriculum has therefore been designed to the distinctive ethos of a CE school taking account of the culture and diversity of the population and community.</li> <li>There is a strong belief amongst all staff that all pupils can achieve highly.</li> <li>We are highly ambitious for the small numbers of pupils from disadvantaged backgrounds and those with SEND.</li> <li>Higher attaining pupils are exceptionally well challenged and achieve highly as a result.</li> <li>We are confident that our pupils will do well in national assessments and therefore do not need to narrow the curriculum for our oldest pupils.</li> </ul>	<ul style="list-style-type: none"> <li>During the pandemic, time was taken to ensure that all staff were secure in their understanding of metacognitive principles and the part this had to play in supporting pupil's long-term memory.</li> <li>CPD remained a high priority during the pandemic and there is a strong belief that this has helped staff and pupils cope that much better with the breaks in learning.</li> <li>Staff have taken advantage of the many webinars that were available to them during the pandemic, which aimed to further improve their subject knowledge in non-core subjects.</li> <li>Our feedback system is ensuring that our vulnerable pupils are picked up quickly and provided with intervention they need so that they can continue their learning journey.</li> <li>Staff use assessment well to ensure that there are no gaps in pupils' learning and to check that pupils are on course to meet the expectations set.</li> <li>Our teaching assistants make a strong contribution to pupils' progress, especially in providing timely intervention for those pupils who need it.</li> </ul>	<ul style="list-style-type: none"> <li>Our standards in reading, writing and maths have remained well above the national average despite the pandemic.</li> <li>When taking account of progress measures, it is evident that our pupils make excellent progress as they move through the school.</li> <li>We are confident that all groups, including those with SEND, make remarkable progress in our school.</li> <li>Our children are provided with an excellent start in EYFS, and this creates the foundation for excellent progress thereafter.</li> <li>Over the past two years we have ensured that standards in foundation subjects match those of the core subjects.</li> <li>There is now excellent use of reading and writing across the full curriculum.</li> <li>Because of the high standards being attained by our pupils we know that we prepare them very well academically for the next stage of education.</li> <li>Our focus on building resilience means that they are also well prepared on a personal level.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' resilience and ability to work independently has been invaluable during the pandemic.</li> <li>The work we do through the school chaplain/community coordinator's role ensures that our curriculum extends well beyond the National Curriculum.</li> <li>Pupils are fully aware of issues associated with British Value and can explain what democracy is.</li> </ul> <p><b>Behaviour and Attendance are outstanding</b></p> <ul style="list-style-type: none"> <li>Despite the pandemic, the behaviour of our pupils remains exemplary and is often commented upon favourably by visitors.</li> <li>There are very few, if any, occasions when lessons are disrupted.</li> <li>Our pupils are proud of their school, with relationship between groups of pupils and between pupils and adults being exceptional.</li> <li>Our attendance levels are well above the national average and have not been negatively affected by the pandemic.</li> <li>Pupils understand what bullying is but are quick to recognise that it is an issue that rarely occurs at St. Anne's.</li> </ul>	<ul style="list-style-type: none"> <li>The school's leadership has been tested in a way that no one could have anticipated over the past two years.</li> <li>It has stood the test well and feels that the school is stronger for the way it worked together during the pandemic.</li> <li>The school's leadership drives the curriculum and the teaching and learning and therefore is an excellent position to ensure quality assurance of daily lessons.</li> <li>The leadership has successfully ensured that all staff are confident in delivering the broader curriculum with subject leaders playing a big role in supporting staff.</li> <li>The school played a major role in the community during the pandemic and parents are exceptionally supportive of the school and the staff.</li> <li>There is a sensitive awareness in relation to staff workload, especially due to the pandemic.</li> <li>Governors play a very influential role in the school's leadership and know the school well.</li> <li>They have been very proactive during the pandemic.</li> <li>Safeguarding is effective with parents and pupils stating how safe the school is.</li> </ul>
What needs to be done to be outstanding	What needs to be done to be outstanding	What needs to be done to be outstanding	What needs to be done to be outstanding	What needs to be done to be outstanding
<ul style="list-style-type: none"> <li>Ensure that there are no gaps in pupils' learning because of the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>Put into daily practice the important features identified by the EEF regarding pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure standards in non-core subjects match those of the core subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to give pupils reassurance about their safety considering the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>Provide maximum support for the school community to regain normality post- pandemic.</li> </ul>

## Curriculum Intent

What is the identified issue?	What do we need to do about it?	Which activities will need to take place?	What will it look like if successful?	What will be different for the pupils?
Ensure that each unit of learning for the broader curriculum identifies the key or significant learning pupils are to acquire	Create an overview for each of the units of learning for geography, history and science and ensure that the key knowledge to be acquired is clearly outlined and that the components are also identified.	Each subject leader needs to work with class teachers to create the overview and ensure that the composite learning and their components are clearly outlined.	Each unit of learning for geography, history and science has identified the composite and components that pupils need to learn and each teacher is highly focused on ensuring that pupils learn and remember these key learning features.	They will remember for ever key learning associated with the topics taught in geography, history and science.
All staff recognise the importance of retrieval and build in opportunities for pupils to recall prior learning from within the subject being taught, from other subjects and from their personal knowledge.	Ensure that staff make use of 'progression mapping' and take time to ensure the first lesson of any new unit of learning is highly focused on retrieval which may include quizzes, when appropriate.	Senior staff need to introduce 'progression mapping' to staff and ensure that the first lesson of any new unit of learning is highly focused on retrieval.	Pupils' long-term memory is further enhanced by the practice and pupils remember key information for longer. All staff understand why the retrieval practice is important.	Pupils will remember key knowledge for longer and will be able to make greater links within each subject and across different subjects.
Subject leaders of science, history and geography should create strands within their subjects which identify the progression and continuity that staff need to adhere to, as they design a bespoke curriculum for the school.	Outline the key strands that exist for science, history and geography.	Subject leaders need to be proactive in creating the strands and then need to discuss with staff how best they could be used with pupils.	Pupils are able to see how different units of learning are continuous and how they progress as their understanding matures.	All pupils have been introduced to the strands as they start new learning so that it creates a strong visual reminder for them of the learning that has taken place and how it links with their current learning, <a href="#">working towards resubmission of the QM in these subjects.</a>

Review the curriculum intent to take account of the lost learning that has taken place between March 2020 and July 2021.	Give greater attention to the areas that may have been lost or missed in reading, maths, science and foundation subjects (especially history and geography) during the last academic year.	Maths, reading, science, history and geography leaders need to consider what learning has been missed and take steps to adjust the learning to be experienced this academic year and beyond.	Subject leaders will have liaised with all staff and gained an accurate picture of what learning may have been missed during the lockdown period.	The aim is to ensure children can continue to build on prior knowledge in all subjects as they move through the school.
Ensure literature is at the heart of the broader curriculum by embedding the quality text strategy across the geography, history and science curricula.	Talk to staff about the use of quality text as a main driver for English lessons and explain its purpose in improving pupils' reading and writing as well as engaging greater interest in the topic studied.	English lead to check that each unit has a suitable book to use alongside the topic. Check if the ones currently used need updating and ensure that there is clarity about the genre of writing that pupils will use is clearly identified and worked towards during English lessons.	Great quality text is being used regularly and consistently across all ages creating a high focus on literature through the school.	Children show greater levels of interest in literature and in the topic taught because of the links that are being made. Standards in reading and writing are benefitted by the approach used.
Create a local study that takes account of our school's wider community and context.	Build information about our locality's history and geography, using research to do so. History and geography leaders to initiate what could be covered in each year or what could be KS1, LKS2 and UKS2.	Research needs to be concluded first. This needs to be followed by history and geography leads deciding which aspect/s should be covered by which year groups or phases. Create a scheme of work for each of the chosen units.	We will have comprehensive cover of our local area in terms of history and geography. Each year group will study a locality aspect each year (or every other year).	Children will know more about their locality, both in relation to the history and geography of the area.

<p>Because of the partial school closures from March 2020, there will be units of work in mathematics that will not have been covered.</p>	<p>The maths leader will check with every class teacher and gather information about where the potential gaps are. This will be assessed against the National Curriculum's year group objectives for maths.</p>	<p>The maths leaders will work with the new teacher to ensure that there is provision in place for the missed units, i.e., if a Year 4 class missed the decimal fractions unit in Y 4, it will be amalgamated with the respective Y5 unit.</p>	<p>Although it may be difficult to guarantee this for the new Year 6, the aim is to ensure that all children will not have missed out on a significant unit of work in maths as they move through the school.</p>	<p>Children should be able to complete a full programme of study in mathematics and their achievement should not be adversely affected by the partial closure.</p>
<p>Because of the partial closure children may well have missed out on crucial parts of learning in history and geography where the expectation is that children are building on prior knowledge in key areas such as chronology or map work. Emphasis on subject-specific vocabulary</p>	<p>Senior leaders and leaders of history and geography will create smaller units of work in history and geography which focus much more on concepts and building on previous knowledge.</p>	<p>Teachers will be provided with additional materials to help them guarantee that all identified knowledge and skills are being covered and being built on appropriately.</p>	<p>The history and geography curricula will have integrity and children's progress will not be adversely affected by the period when they were not at school.</p>	<p>Children will continue to build on previous knowledge and skills in all subjects and there will not be any gaps in their learning in geography and history.</p>
<p>Ensure the revised Diocesan syllabus is delivered across all cohorts. Through sharing of best practice internally, drive forward progress in the new syllabus by equipping teachers to know how and what pupils are learning in RE.</p> <p>Further development of the school's capacity as a hub school for RE within the cluster.</p> <p>Successful resubmission of the RE Quality Mark (Summer 2022)</p>	<p>All staff need to be familiar with the revised syllabus. The RE lead to conduct a staff meeting or training to help staff understand the new syllabus and explain what the main changes are.</p> <p>Mindful of pandemic restrictions, reinstate the postponed local hub network meetings</p>	<p>Ongoing training for all staff by the subject lead. RE lead to be available to all staff who may have queries re different aspects of the new syllabus and how to assess pupil progress within it.</p> <p>Invite cluster primaries and secondary feeder schools to meeting: focus- transition</p>	<p>The new RE syllabus has been rolled out successfully and every class is now using it. Staff are very confident in delivering the new syllabus and assessing how and what pupils are learning in RE.</p> <p>Opportunities to share and disseminate good practice</p>	<p>Children are benefitting from the new syllabus, in terms of standards attained and level of understanding. Children are enjoying and engaged in their RE lessons.</p> <p>Maximise the benefits of transitional work. Successful resubmission will provide validation of the school's continued commitment to the provision of high- quality RE.</p>

<p>Ensure that day-to-day practice in Early Years is consistent with the main features outlined in the new Early Years Framework</p>	<p>Ensure all EY and KS1 staff are familiar with the new framework and understands the principles that underpin it. Ensure that the EY lead has an excellent grasp of the new framework and is confident in leading the EY using the new framework. Adjustments have been made to the way EY is being run so as to reflect the expectations within the framework.</p>	<p>A series of meetings for EY staff will need to take place to explain the changes and why they are deemed necessary. A new scheme of work will need to be drawn up which reflects the new framework. Decisions about assessment, especially in relation to collecting evidence will need to take place with adjustments made as needed. Senior leaders to be advised about the main changes and how the EY team intend to respond to them. KS1 staff to be informed of the changes and asked to consider any changes they may need to make to the curriculum for future cohorts.</p>	<p>The EY team will have made the necessary adjustments to their curriculum, assessment system, including observations and the working practice will reflect the new framework. Key Stage 1 staff will have considered and made decisions about any changes they may need to make to their curriculum as a result of changed expectations in relation to the next Year 1 cohort.</p>	<p>Children in EY will show greater levels of autonomy and self-regulation.</p>
<p>Subject leaders to develop an understanding of how their subject looks in the early years and what progression from the point of entry will look like.</p>	<p>EY lead to describe to all subject leaders how their subject is being dealt with in the early years as a result of the revised framework. Subject leaders to consider the key knowledge and skills children should be bringing with them as they leave EY.</p>	<p>Meeting between EY lead and all subject leaders. Each subject leader to be clear about what expectations they should have of EY children's skill and knowledge level for their subject at the end of the EY phase.</p>	<p>Year 1 teachers will have a better understanding of what to expect as Year 1 children join them from EY. This will be in relation to each subject.</p>	<p>There should be a better level of continuity between reception and Year 1 as result of the activities that have taken place.</p>
<p>Revisit the Computing and DT curricula to ensure they support recent curriculum changes. Broker support to</p>	<p>The subject leads need in the first instance to present a structure to explain to the senior leaders what the</p>	<p>Analysis of the changes that need to be made.</p>	<p>A new curriculum programme is in place.</p>	<p>Children will have access to a wider range of resources. Their skill level is enhanced as a result.</p>

<p>complement the changes in both areas without diluting skill development, particularly in DT.</p>	<p>changes mean to the school and also point out what additional resources may be required as a result. Once understood, the computing and DT leads, with external brokered support, will need to make amendments to the current curriculum map for computing to be presented to the staff.</p>	<p>Discussion involving the SLT and computing lead about what needs to happen. Make the necessary adjustments to the curriculum and endeavour to secure the additional resources needed. Introduce the new Computing and DT curricula to staff and provide necessary training as a result. Purchase the new resources to support Computing and DT.</p>	<p>There are new resources in place to support the changes. All staff feel confident about delivering the new Computing and DT curricula and are appropriately skilled to deliver it.</p>	
<p>Improve Outdoor Education in KS2 to complement the existing Forest School provision, in order to achieve the NNAS Outdoor Discovery Award, John Muir Award and provide a platform for DoE Award at secondary school.</p>	<p>Consideration needs to be given to the way our outdoor education programme can build on our successful 'Forest School' provision to enhance our children's life skills. Ensure that we know exactly what has to be done to qualify for the 'John Muir' and NNAS Outdoor Discovery Awards. Aim at meeting requirements of the 'John Muir Award' Know what children will meet when working towards their DoE Award in secondary.</p>	<p>Analysis of what more we could offer our older children with regard to outdoor education. Break down the requirements of the 'John Muir Award' and the NNAS Outdoor Discovery Award and build the skills required into our outdoor education programme.</p>	<p>We aim to be in a strong position to apply for the 'John Muir Award' (Year 5) and the NNAS Outdoor Discovery Award (Key Stage 2 classes) We have a good understanding of what will be required of the children who go on to pursue the DoE Award. Our Outdoor Education offer will be much enhanced.</p>	<p>We will ensure that our children are much more confident in handling a variety of life skills. Children who wish to pursue the DoE Award in secondary school will be in a strong position to do so.</p>
<p><b>Person or People Responsible for the actions</b></p>	<p><b>Head Teacher Core subject leads Humanities Leads</b></p>	<p><b>Breakdown of costs</b></p>		

Our school vision is to be the best version of ourselves that God created us to be, with 'Minds to Learn and Hearts to Care.

At St. Anne's our vision is for everyone who is part of our school community to live life to the full and treat everyone with compassion and respect. This vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live. Our values are the building blocks for strong foundations for lifelong learning and lifelong faith. Jesus summed up his most important teaching by quoting the greatest commandment 'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself (Matthew 22v37-39)



# Minds to learn, hearts to care.



Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment.

And the second is like it: "Love your neighbour as yourself." *Matthew 22:37-39*



*Our school vision is to be the best version of ourselves  
that God created us to be - with minds to learn and hearts to care.*

Our values are the building blocks for strong foundations for lifelong learning and lifelong faith.



## Curriculum Implementation

What is the identified issue?	What do we need to do about it?	Which activities will need to take place?	What will it look like if successful?	What will be different for the pupils?
<p>Further develop the work on the implementation of the metacognitive approach to teaching and learning.</p>	<p>Continue to provide professional support to all staff so that they have a very good grasp of what the metacognitive principles are. Continue to look at the most recent research available about metacognition.</p>	<p>We need to provide staff with additional CPD sessions and practical ideas, through training and through working together to observe good practice and challenge each other. Provide opportunities for staff to carry out research and feed back appropriate information to others.</p>	<p>Teachers are confident in employing metacognitive principles in all lessons and can see the benefit on children's learning, especially in relation to long-term memory. Teachers are even more familiar with basing much of their teaching on recent research and understand why they are making changes to their teaching</p>	<p>Children will be better able to retain information for the long term.</p>
<p>We are seeking to improve the quality of questioning asked by staff and children. In addition, it is hoped that there is an increase in the number of questions being asked by children in lessons.</p>	<p>Ensure staff are familiar with the range of questions which incorporates Blooms' taxonomy and The Knowledge Dimension. In this respect they will be questioning children more frequently about strategies they have for remembering information for a longer period. Staff need to find ways of ensuring that more questions are coming from the children and that the quality of children's questions is highlighted.</p>	<p>Further develop teachers' understanding of the Questioning Continuum, taking account of Bloom's Taxonomy and the Knowledge Dimension. Teachers need to acknowledge good practice as well as practice that may need to be improved.</p>	<p>Observations of teaching shows that the quality of teachers' questioning has improved and more of the questions are in the form of metacognition. It is evident that more questions are being asked by children. Children's questions are being valued and rewarded.</p>	<p>Children are much more confident to ask questions and are not afraid of asking questions which may be innovative or risk-taking. Children are able to recall information from their prior learning more accurately than before.</p>

<p>We are still seeking to improve children's vocabulary in three main areas: everyday talk; increased range of words being used and subject specific words.</p>	<p>We need to put even greater emphasis on improving our children's vocabulary. We need to have in place a systematic process which sees children talk using accurate Standard English. We are also aiming to see children use a greater variety of words in their everyday writing and be more confident in the use of subject specific vocabulary.</p>	<p>Create an ethos across school which sees every member of staff tackle the use of non-Standard English effectively. Ensure that increasing children's daily vocabulary goes well beyond 'word of the week'. Ensure that knowledge mats and other strategies are central to improving children's subject-specific vocabulary.</p>	<p>There is a noticeable improvement in the use of Standard English across school. Evidence in children's written books shows that they are increasing the number of words they are using on a daily basis. Subject-specific vocabulary is playing a major role in helping children improve their understanding and knowledge of different subjects.</p>	<p>Children's talk is much improved. Children are more confident in using a wider vocabulary, especially in their writing. Subject-specific vocabulary is being used by children and is helping their understanding of various concepts across different subjects.</p>
<p>We need to continue to support pupils' long-term memory by introducing strategies that are aimed at improving the quality of education for all pupils and to check that the learning sticks.</p>	<p>We need to look again at the current research available and make decisions about what is appropriate for our pupils in our context. We need to put together a plan which focuses on helping pupils retain for the long-term key knowledge in different subjects. We need to ensure that all staff understand the reasons and are consistent in their implementation of agreed strategies. We need to increase the strategies that are in regular use, such as knowledge mats, to improve children's long-term memory.</p>	<p>Senior leaders will need to continue to carry out research/ take advantage of what is already available to put together a number of strategies that support long-term memory. Staff meeting and CPD related to long-term memory need to take place with a view of helping all staff to be confident in delivering the range of agreed strategies.</p>	<p>All staff in all classes are applying the strategies that have been agreed in consistent and frequent manner. All staff will have access to an agreed set of strategies that are aimed at improving pupils' long-term memory and to make learning stick.</p>	<p>More pupils will be able to recall key knowledge from previous learning and be able to express this when provided with opportunities to do so during pupil voice-led sessions.</p>

<p>Ensure all staff is aware of the EEF's 'Characteristics of strong pedagogy' and know that their teaching will be evaluated against these seven characteristics.</p>				
<p>Review our short-term planning procedures so that planning becomes more meaningful and staff believe that their time is more profitably used on preparation rather than planning to a given format to be in a good position to intervene at just the right time.</p> <p>Ensure the Marking and Feedback Policy maximises pupil outcomes</p>	<p>Consider the use of the planning booklets and see if staff agrees that the teacher handbook approach allows them to be more flexible in their teaching. Intervention needs to be even more effective so that vulnerable children are able to keep up with the others rather than falling behind.</p> <p>Broker external support to redraft the existing M and F polices for both core and foundation subjects. Consider policies operable in other contexts to obtain a 'best-fit' for the school.</p>	<p>Review the current planning framework. Work together to create a planning framework that is acceptable to all staff and senior leaders. Use the planning books as a starting point and make any adjustments as seen fit.</p> <p>Review the current policy. Work together to create a M and F framework that is acceptable to all staff and senior leaders. Use the draft policy as a starting point and make any needed adjustments as seen fit.</p>	<p>Staff are confident that planning is proportionate. Staff see the value of the plans. Staff believe that their interventions are much more appropriate and meaningful. Vulnerable children are being supported more effectively.</p> <p>Staff are confident that M and F is proportionate. Staff see the value of the changes.</p>	<p>Children with barriers to learning are having the right level of intervention more rapidly.</p> <p>Pupils recognise the changes as beneficial to their progress and are motivated by the new system.</p>
<p><b>Person or People Responsible for the actions</b></p>	<p><b>Head Teacher</b> <b>Deputy Head Teacher</b> <b>KS Leads</b> <b>Class teachers</b></p>	<p><b>Breakdown of costs</b></p>		

## Curriculum Impact

What is the identified issue?	What do we need to do about it?	Which activities will need to take place?	What will it look like if successful?	What will be different for the pupils?
<p><b>Mathematics</b> We need to continue to give greater attention to children's knowledge of their times tables.</p>	<p>Ensure that all children are provided with realistic targets linked to the National Curriculum's expectations. Ensure all parents are aware of what these expectations are. Ensure there is at least a session a week dedicated to times tables for Year 2 through to Year 5.</p>	<p>Pupils provided with appropriate resources, including links to IT resources, to support their learning. Parents are provided with clear information about what their child/ren should know when. Dedicate a 20 minute per week session in Years 2 to 5 to focus on tables learning</p>	<p>The vast majority of children are where they should be in relation to their knowledge of tables, including inverses. Parents are very clear about where their child/ren should be in relation to knowing their tables. Children are being encouraged to learn tables at home.</p>	<p>Confidence levels in relation to times tables is much higher and children are able to apply this knowledge in problem solving much more quickly and efficiently.</p>
<p><b>Mathematics</b> Improving the use of mathematics across the curriculum. Using maths skills in other subjects and bringing other subjects into the maths curriculum</p>	<p>Ensure that all teachers are maximising opportunities for children to use their mathematical skills across all subjects, including PE, geography and DT. Ensure that teachers attempt to link on-going problems in maths to the subject matter in science, history and geography</p>	<p>Maths leader to provide staff with ideas to help support the use of maths in the wider curriculum. Consider on-line resources to support this aspect of the maths curriculum. Identify opportunities in the science, history and geography curricula where children's maths skills could be deployed.</p>	<p>Maths across the curriculum is a strong feature of the maths curriculum. Staff are confident about finding examples to support this aspect of the maths curriculum. Staff know where to access additional resources, if needed. Science, history and geography lessons include appropriate opportunities for children to use their maths skills</p>	<p>Children are gaining confidence in using their maths skills in other subjects. Children see the potential for using their maths skills in different contexts.</p>

<p><b>Mathematics</b> Providing children with 'meaningful' real life problems on a more regular basis</p>	<p>Use as many 'real life' situations as is possible when helping pupils to become familiar with mathematical problems. Ensure that most learning associated with money and measurement takes account of 'real life' situations.</p>	<p>Staff require a range of resources to support 'real life' problems in maths. Staff make greater attempts to involve children with 'real life' scenarios when it comes to maths learning about money or measurement and to a certain extent shape.</p>	<p>There is an increasing number of maths problems that children deal with which have real problems within them. Staff maximise opportunities for children to learn from real life experiences. Children are beginning to relate much of their maths learning to real life problems.</p>	<p>Children are able to appreciate that maths is not just to do with learning tables, etc. but that it is important in day-to-day life.</p>
<p><b>Mathematics</b> Improve the way pupils are dealing with reasoning problems throughout the school.</p>	<p>Increase the amount of time devoted to reasoning activities in classroom. Ensure more pupils are exposed to reasoning problems and that they do not always come at the end of calculation aspect of maths learning.</p>	<p>Particular days or times are associated with reasoning problems so that all pupils are spending more time tackling issues associated with reasoning.</p>	<p>All pupils have a better balance of mathematical problems in class, with reasoning being a predominant one.</p>	<p>Pupils of all abilities are much more confident in dealing with reasoning problems. There are good examples of able pupils explaining to others how to organise their thinking when dealing with reasoning problems.</p>
<p><b>Mathematics</b> Improve greater depth outcomes in maths for all cohorts across the school</p>	<p>Aim to increase the percentage of children who attain at the higher standard in maths by the end of Year 6. Equally, aim to increase the percentage of children that attain great depth in maths between Years 1 to 5.</p>	<p>Raise staff awareness even more with regards to what greater depth looks like in maths in years 1 to 5. Aim to get more children to reason and problem solve with confidence. Ensure all children are fluent in maths skills expected for their age at each stage of their journey.</p>	<p>There is an increase in the percentage of children who have attained the higher level by the end of Year 6. There are more children attaining at greater depth between Years 1 and 5.</p>	<p>Children are exceptionally confident mathematicians. Many children are able to explain to others how they have achieved their understanding in many mathematical problems.</p>

<p><b>English – reading</b> Many children may not have been able to keep the same level of progress in reading as they would have done, had they been able to attend school as normal during the lockdown period. Younger children may be out of the habit of reading to someone on a regular basis and many older children may not have read for pleasure as often as we would have wished.</p>	<p>We need to gain an accurate picture of younger children’s reading achievement and make adjustment where needed to take account of the potential slow-down in their reading progress. Adjustment to the timetable to allow for extra phonics sessions for younger children for as long as they are needed. Create more opportunities for older children to read for pleasure more frequently.</p>	<p>Carry out a deep dive in reading to determine if pupils have gaps in their understanding or have made slower progress than anticipated. Reorganise the timetable if needed to allow more time for personal reading for older pupils and add additional phonics sessions, if required, for some younger pupils.</p>	<p>We have successfully bridged the gap in reading attainment that may have been caused by the lockdown period. All children are reading regularly and are also enjoying their reading.</p>	<p>Children are reading to the level they are capable of and have a real sense of enjoyment in reading.</p>
<p><b>English – reading</b> Introduce a new <b>phonics</b> programme to secure consistency across key stages. Make sure pupils are back on track in relations to their phonics learning.</p>	<p>Staff re-training Purchase of necessary reading resources to support the new scheme. In September 2021, EYFS children and Key Stage 1 children to be checked for gaps in phonic knowledge and to reorganise groupings.</p>	<p>There will be a need for some formal as well as informal assessments or checking to see where children are because of the issues associated with the pandemic.</p>	<p>Teachers feel satisfied that pupils are back on track and that the catch-up programme has been successful.</p>	<p>Children will feel confident that they have the necessary skills to enjoy reading and to be life-long readers.</p>
<p><b>English – reading</b> Improve greater depth outcomes in reading for all cohorts across the school</p>	<p>Ensure all staff have greater knowledge about what greater depth looks like. Provide pupils with more time to consider inferences in texts. Provide more time for pupils to discuss their reasoning in front of others in the class.</p>	<p>Ensure pupils are exposed to more texts that require them to reason more deeply and to improve inferencing skills. Raise awareness even further about what it takes to attain greater depth in reading between Years 1 and 5. Focus on children’s ability to infer meaning from the text.</p>	<p>All staff are fully aware of what it takes to attain at greater depth between Years 1 and 5 and what it is to attain at the higher standard in Year 6. More children are able to draw inference from texts and are able to refer to aspects beyond the text when analysing the reading.</p>	<p>Aim to increase the percentage of children who attain at the higher standard in reading by the end of Year 6. Equally, aim to increase the percentage of children that attain great depth in reading between Years 1 to 5.</p>

<p><b>English</b> – spelling Improve spelling across the school, particularly of subject-specific words</p>	<p>Continue to look at different strategies linked to improving spelling generally. Continuity to give much attention to subject-specific vocabulary and children's ability to spell the target words.</p>	<p>Agree how spelling lists are to be dealt with throughout the school. Use the Knowledge Mats more effectively to support subject-specific spelling.</p>	<p>There is a notable improvement in overall spelling across the school. Pupils are using subject-specific vocabulary more regularly and they are also spelling these words correctly.</p>	<p>Children are more confident to use more adventurous words and are not inhibited by uses related to spelling.</p>
<p><b>English</b> – writing Improve further children's editing and monitoring skills in writing Improve handwriting, through formation of letters in Reception and Year 1</p>	<p>Ensure all children are being taught specific editing skills. Ensure all staff are aware of what the expectations are in relation to children editing on a year-by-year basis. Ensure that children are aware of the difference between editing and proof reading. Ensure that both reception and Year 1 children are provided with formal sessions aimed at helping them with the formation of letters.</p>	<p>All staff are conscious of the need to teach their children editing skills at age related levels. Similarly, staff are more aware of the need to teach monitoring skills. Staff emphasise the difference between proof reading and editing. Year 1 children's handwriting sessions put much emphasis on the formation of letters</p>	<p>Staff are consistent in their approach to editing and monitoring. Children can clearly see the difference between proof-reading and editing. Year 1 children's letter formation is much improved.</p>	<p>Children regularly edit their work and use their critical partners effectively to support the process. Children are very confident in explaining the difference between proof-reading and editing. Children's handwriting by the end of Key Stage 1 is very much improved.</p>
<p><b>Science</b> Ensure science is given a high profile as a core subject in school</p>	<p>Raise the profile of science in school by ensuring that all staff are fully aware of its status as a core subject. Ensure that enough time is devoted to science in Key Stage 1 and Key Stage 2.</p>	<p>Science is timetabled appropriately giving enough time in both key stages for knowledge and investigational work to be developed.</p>	<p>Appropriate time is given to science in both key stages and within each class. Children notice the heightened status of science in their lessons.</p>	<p>Children are much more confident of the scientific knowledge that they are expected to learn.</p>



<p><b>Science</b> Improve children's ability to work scientifically by ensuring they are familiar with using a full range of resources.</p>	<p>Ensure that there is a balance between teaching scientific knowledge and enabling children to work scientifically. Ensure that staff are fully aware that working scientifically is wider than just experimenting and investigating. Ensure children, age related, are introduced to a full range of scientific instruments and resources to support their learning in science.</p>	<p>There is equal weighting planned in science lessons between teaching scientific knowledge and aiding children to work scientifically. A full range of scientific instruments and resources are being made available to children in their daily science lessons.</p>	<p>Children are familiar with a full range of scientific instruments and resources from an early age. There is a good balance between teaching scientific knowledge and enabling children to work scientifically.</p>	<p>Children enjoy working scientifically and see where their scientific knowledge is able to support their scientific learning.</p>
<p><b>Early Years</b> Improve the overall GLD</p>	<p>Improve on the current static trend in the overall GLD and to further increase the gap between St Anne's and national GLD outcomes, by working towards 80% at GLD, considering cohort-driven variations in on-entry data.</p>	<p>Analyse where there is room for improvement across all the disciplines and consider any changes in planning, teaching style or resourcing.</p>	<p>The GLD is at or above 80%.</p>	
<p><b>Early Years</b> Improve outcomes for boys</p>	<p>Currently the percentage of boys achieving the GLD differs too much from the percentage of girls that do so. Consider where the gap is at its greatest across all the disciplines.</p>	<p>Analyse where there is room for improvement across all the disciplines and consider any changes in planning, teaching style or resourcing for boys.</p>	<p>Boys have closed the gap on girls across all areas.</p>	
<p><b>Person or People Responsible for the actions</b></p>	<p><b>Core subject leads EYFS Lead Head Teacher</b></p>	<p><b>Breakdown of costs</b></p>		

## Behaviour and Attitudes

What is the identified issue?	What do we need to do about it?	Which activities will need to take place?	What will it look like if successful?	What will be different for the pupils?
<p>Maintain current high standards to secure successful resubmission of BIG Anti- Bullying Award.</p>	<p>Ensure that the routines already in place are adhered to. Ensure that children in each class are reminded of what is expected of them at St. Anne's Aim to be awarded the Anti-Bullying BIG award.</p>	<p>All staff to continue to apply consistency in the restorative behaviour management approach. Anti-Bullying Pupil Voice team to lead worships to prepare the school for the Award.</p>	<p>Pupils' behaviour, outside periods when they are being directly supervised, is exemplary. Pupils are happy about belonging to a special community and wear their uniform with much pride. Pupils move around the school in a very orderly manner and are quick to help anyone who requires it. Pupils with special responsibilities carry out their tasks effectively and support the school's procedures well. Staff and pupils are very proud of their school. Pupils enjoy being in a well-ordered and calm environment where they know they are safe from any form of harassment. Pupils appreciate the school leaders' efforts to create a harmonious atmosphere. All pupils buy into the concept of creating a school where behaviour is exemplary and on the rare occasion when someone does not conform, they feel disappointed.</p>	<p>Children continue to feel safe at school. Children are very polite and use good manners at all times. Children know what bullying is and what the school does in order to ensure that it does not exist in St Anne's.</p>

<p>Develop the Shooting Star and STAR (St. Anne's Recognition) scheme.</p>	<p>Introduce the system across school. Produce STAR cards for each individual pupil. Ensure children recognise the positive actions in both themselves and others, which are guided by the school values.</p>	<p>These actions are articulated to the school community via Celebration Assembly and shared with parents,</p>	<p>A range of school- and home-based talents are motivated, nurtured and developed through our collective drive to be the best we can be. Children are keen to show positive values and enjoy the different opportunities for praise.</p>	<p>Children who exemplify 'Minds to Learn' and 'Hearts to Care' are rewarded through valuing character and success across a wide range of different avenues from both home and school.</p>
<p>Ensure attendance and punctuality remains excellent through weekly monitoring with a focus on different groups.</p>	<p>Despite the issues related to Covid19, ensure that children are proud of their attendance and seek to be at school every day and on time. Ensure that we continue to analyse attendance on a group-by-group basis and act quickly if there is evidence that a specific group's attendance is falling below our high expectations</p>	<p>Ensure that there is no alteration to attendance rates after the break that many children will have had during the lockdown period. Ensure that punctuality is as it was, and that children and parents recognise the importance of being punctual.</p>	<p>The historical trend shows that attendance is improving and has been above the national average for some time. The rate of persistent absentees is also well below the national average. Punctuality is not an issue, with the vast majority of pupils being ready for learning when they arrive at school.</p>	<p>Children are still keen to come to school. Children still aim for a personal full attendance. Children still have pride in their class having a full attendance.</p>
<p><b>Person or People Responsible for the actions</b></p>	<p><b>Head Teacher</b> <b>Deputy Head Teacher</b> <b>SLT</b> <b>KS Leads</b></p>	<p><b>Breakdown of costs</b></p>		

## Personal Development

What is the identified issue?	What do we need to do about it?	Which activities will need to take place?	What will it look like if successful?	What will be different for the pupils?
<p>Develop a robust, systematic personal development curriculum with consideration of its intent, implementation and impact.</p>	<p>Ensure that the new RSE Relationship's Education Programme is seen by parents and children as a positive addition to their learning.</p> <p>Further embed Creating Character (link to metacognitive approach)</p> <p>Develop PSHE planning to link to Global Neighbours, Rights Respecting and the school values.</p> <p>Autumn 2021 Refresh IDACI analysis last conducted November 2018.</p> <p>Address Cultural Capital issues arising from the audit and increasing deprivation levels.</p>	<p>Re-evaluate the present personal development curriculum, taking account of the issues raised through relationship education. Appoint a subject lead to revisit the RSE Policy and draw up whole-school long- and medium-term planning.</p> <p>Make decisions if there is a need to make any amendments to the current personal development curriculum outline.</p> <p>Ensure that the Global Neighbours and Rights Respecting agendas are still central to the school's thinking.</p> <p>Provide opportunities for increased attention to address poor lunchtime table etiquette.</p>	<p>School leaders can identify where the opportunities are to promote personal development. The curriculum intent is extremely effective in ensuring that the context of pupils is taken into consideration. This looks beyond the taught subjects when developing pupils' personal development.</p> <p>There are several opportunities for pupils to study other cultures which differ from their own, which provide pupils with the opportunities to make links.</p> <p>The Early Years curriculum is especially strong in aspects relating to pupils' social and moral development.</p>	<p>Children should continue to recognise the role they have in the community at large and to feel additionally proud of belonging to the school community.</p> <p>Emphasis on Cultural Capital will be maintained to address increasing social poverty issues.</p>

<p>Extend the impact of the Junior Leadership Team in representing Pupil Voice throughout school.</p>	<p>Further embed the impact that pupil voice is currently having on the school decision- making process.          Liaise with children to ascertain their views. Communicate with staff and parents.          Junior Leadership Team to lead their respective pupil voice teams' contribution towards successful resubmission for the following:          Investing in Children Archbishop of York Young Leaders focus- Intergenerational Project.           Fairtrade Achievers          BIG Anti-Bullying          Green Flag Eco Award (LA Climate Change project)          Safety Superheroes -Mini Police          And successful achievement of the following:          'Looking Up' Worship Leaders Award          Rights Respecting Silver SMSC Award          Global Neighbours Silver          Rekindle our recent partnerships with schools in Spain, Lithuania and Chile, mindful of restrictions.          HT to qualify as an Assessor for Global Neighbours</p>	<p>Communicate through questionnaires or via meetings with staff and parents.          Present Pupil Voice report to Governors at termly meetings.</p> <p>All aspects are ready for submission with much attention given to the importance of St Anne's as a church school.</p> <p>Chaplaincy Team to trial and develop the new Diocesan Worship Leaders' Award' Looking Up' (formerly 'Light the Candle')</p>	<p>Pupil voice continues to have a very important part to play in decision- making across the school.          Children feel that they are able to make decisions that impact on the daily life of the school.</p> <p>The submissions have been well received.</p> <p>Work towards achieving the School and Church Partnership Award</p> <p>The school is outward-looking in its approach to sharing good practice,</p>	<p>Children are empowered to be courageous advocates, to 'be the change you want to see'</p> <p>Develop the impact of the school as a Growing Faith Lead School.</p>
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<p>Support for pupils' more complex emotional needs via the Thrive Programme,</p>	<p>HLTA to be trained as a Thrive practitioner (Diocese -ten sessions April - October 2021) Using the mapping, measuring and monitoring tool to profile whole classes and individual children. Identify strategies and action plans that will support healthy emotional and social development.</p>	<p>Demonstrating how to be and what to do in response to children's varying, and often complex, social and emotional needs.</p>	<p>Understanding what the behaviour of children is actually communicating to help engage children with life and learning, resulting in better outcomes for all children.</p>	<p>Developing a relational stance. Children are ready to learn in supportive and positive relationships, enabling improved wellbeing and achievement.</p>
<p><b>Person or People Responsible for the actions</b></p>	<p><b>Head Teacher Deputy Head Teacher Community Coordinator</b></p>	<p><b>Breakdown of costs</b></p>		

## Leadership and Management

What is the identified issue?	What do we need to do about it?	Which activities will need to take place?	What will it look like if successful?	What will be different for the pupils?
<p>Be consistent in the use of the 7 strands of excellence for ensuring monitor of teaching is robust: Marking and Feedback, presentation, lesson design, high expectations and challenge, scaffolding, progress, appropriate praise.</p>	<p>Ensure that marking and feedback, presentation, lesson design, high expectations and challenge, scaffolding, progress and appropriate praise are the main foci of the monitoring of teaching and learning.</p>	<p>Refresh our monitoring schedule to reflect the 7 strands of excellence for both core and foundation subjects.</p>	<p>The monitoring schedule is being used by all senior leaders and subject leaders when monitoring the quality of teaching and learning.</p>	<p>The focus should result in further improvement in the quality of education being provided for all children.</p>
<p>Subject leaders need to carry out audits of their subjects using the Ofsted criteria of curriculum intent, implementation and impact.</p> <p>Secure key knowledge and skills expectations of subjects leads to secure improved accuracy in monitoring.</p> <p>Subject leaders need to evaluate the curriculum having identified in its intent, precision of end points and rationale of design.</p> <p>All subject leaders need to be familiar with the process of deep dives</p>	<p>Provide subject leaders with appropriate criteria and documentation to enable them to carry out audits effectively. Ofsted's criteria to be central to the process. Subject leaders need to be aware of the Ofsted framework and recognise why it is important for them to have a statement of intent.</p> <p>Where appropriate, subject leaders will aim to work towards a relevant QM.</p> <p>Subject leaders to receive training to help them understand what a deep dive is and a proforma of a deep dive for their subject.</p>	<p>Develop appropriate documentation for subject leaders to be effective in conducting audits. Ofsted's criteria have been used to support the outline of the audit.</p> <p>Foundation Subject leads will gather evidence to support relevant Quality Marks-working towards: RE (resubmission), Artsmark, Science (resubmission) Humanities (Geography resubmission)</p> <p>A deep dive proforma for each subject to be created. Training to take place for subject leads</p>	<p>All subject leaders have been supported to carry out subject audits. Ofsted's framework has been used well during the process.</p> <p>Where appropriate, subject leaders have submitted their bid for a quality mark.</p> <p>Ofsted's framework is very well known by all subject leaders.</p> <p>All subject leaders have a proforma to aid them in carrying out a deep dive. Some subject leaders will have completed a deep dive and have shared this experience with others.</p>	<p>Children should see an improvement in the overall quality of education across all subjects.</p>

<p>Further develop the role of the deputy headteacher (pm class teaching commitment only) in the following ways:</p> <ul style="list-style-type: none"> <li>• Intervention manager-leading programmes for those target pupils.</li> <li>• TA line manager</li> <li>• SENDco</li> <li>• LAC and Pupil Premium lead</li> <li>• Morning sessions allocated to the learning programmes of those children on her caseload.</li> </ul>	<p>Ensure that the deputy headteacher's time has been organised well. Ensure that the Deputy headteacher is confident in each of the roles. Provide appropriate training for the deputy headteacher when and where necessary to enable her to be as effective as possible in her role (NASENDco Award)</p>	<p>Clarify exactly what the expectations are within each of the leadership roles undertaken by the deputy headteacher. Consider what training is necessary for the deputy so that her impact is effective.</p>	<p>The deputy headteacher understands each of her roles fully. The deputy headteacher is very effective in each of her roles and is making an impact on the school as a whole.</p>	<p>Children in the highlighted 'vulnerable' categories will be well supported both emotionally and academically to maximise their overall development and achievement.</p>
<p>Provide opportunities for middle leaders to access one of the reformed NPQ professional development qualifications</p>	<p>Source funding Access NPQ scholarships</p>	<p>Research-based improvement activity addressing priority needs. Access and draw on the best available evidence and research.</p>	<p>Increased workforce capability and confidence Staff succession</p>	<p>Contribute to a culture of high expectations across school. Improve outcomes for pupils in specific area of responsibility. Critically evaluate your own leadership practice</p>
<p>Ensure that the newly qualified HTLAs are supported in their new roles: one leading the Thrive programme and the second managing the development of reading throughout school.</p>	<p>Provide a clear support and training programme for each of the two new HTLAs. SLT to define and outline the requirements for each initiative and the expectations they have of the HTLAs leading them.</p> <p>Thrive Childhood Licensed Practitioner, consisting of ten professional development</p>	<p>Support programmes completed for both new HTLAs.</p> <ul style="list-style-type: none"> <li>• The development and functioning of the brain and nervous system</li> <li>• The six developmental stages of social and emotional development</li> <li>• The principles of attachment theory</li> <li>• Key strategies for building supportive relationships</li> <li>• The role of the arts, play and</li> </ul>	<p>Both HTLAs feel valued and supported in their new roles. Thrive: Understanding what the behaviour of children is actually communicating to help engage children with life and learning, resulting in better outcomes for all children.</p>	<p>Developing a relational stance. Children are ready to learn in supportive and positive relationships, enabling improved wellbeing and achievement.</p>



	<p>sessions between March and September of the current year.</p> <p>A programme of PD aimed at raising standards in reading, as appropriate.</p>	<p>creativity in supporting social and emotional development. How fear, anger, loss, change, separation, bereavement and joy can interrupt learning.</p> <p>Reading intervention programme defined and expectations made clear. Thrive programme defined and expectations made clear.</p>	<p>Reading resources, reading environments and reading intervention at the school to be of an excellent quality.</p>	<p>Children requiring support in reading will get the intervention they need rapidly. Children will gain pleasure from reading across a range of genres.</p>
<p>Develop the new role of the Community Coordinator (formerly the Chaplain) in three major strands:</p> <p>1. Support for SMSC/PSHE via community links</p> <p>2. Pastoral care of the school community</p> <p>3. Spiritual leadership, including St. Anne's further development as a Lead Growing Faith school.</p>	<p>1. To support the development and implementation of a comprehensive programme of social, moral, spiritual and cultural learning (SMSC) To engage in the tracking and recording of SMSC evidence in school.</p> <p>To strengthen opportunities for the existing pupil voice groups, including the Junior Management Team, on a range of issues.</p> <p>To support the pupil voice groups in working towards appropriate awards in relation to SMSC/PSHE i.e. Investing in Children status, maintaining BIG anti-bullying accreditation, Archbishop of York Young Leaders, Fairtrade Award.</p> <p>To encourage, promote and support pupils in participating</p>	<p>2. To contribute to the development of pastoral systems which reflect Christian principles. To offer a distinctive Christian presence to the pastoral care of the whole school community, relating with sensitivity to those of other faiths or none.</p> <p>To undertake a variety of pastoral duties relating to the school community, by developing and maintaining effective relationships with all children and their families.</p> <p>To be available to offer a range of support to pupils and staff as appropriate.</p> <p>To act as key focal point for pupils needing additional care, guidance and support and those going through</p>	<p>3. To lead, develop and strengthen the impact of whole school worship. To plan, record and evaluate the scope of worship and to monitor and support teaching staff accordingly.</p> <p>To provide resources and support for worship and class time reflections on a weekly basis and for other significant events in school life.</p> <p>To ensure that church seasons are publicly and creatively celebrated within the life of the school and closely link with the local Church where possible.</p> <p>To work with St Andrew's, St Anne's Churches and the wider Christian community by maintaining existing links and</p>	<p>The outstanding distinctiveness and effectiveness of St Anne's as a C of E school is maintained.</p> <p>The central, shared Christian vision which permeates all areas and underpins learners' high achievement and exceptional behaviour drives the strategic direction of St Anne's as a Church school.</p> <p>Pupils grow in confidence in leading and contributing to school life.</p> <p>Enhanced relationships within the whole school community: staff, students and governors</p>

	<p>in charity and fundraising events.</p> <p>To ensure the school is positively established with parents and the wider community, through the development of effective communication strategies.</p> <p>To ensure the school plays a constructive role in the life of the local community by drawing on the nature and resources of that community.</p> <p>To develop an awareness within pupils to live confidently in a multicultural/multi-religious society, as a cohesive community.</p>	<p>complex key transition stages in their lives.</p> <p>To provide a complementary support service to extend existing provision, bridging learning and pastoral support for children and those engaged with them, to remove barriers, enhance participation and encourage social inclusion.</p> <p>To offer support to the school SENDco for vulnerable children and their families, contributing to in-house systems for recording evidence and lines of communication related to them.</p> <p>To liaise with other agencies as part of a multi-agency team, working within an extended range of networks and partnerships to broker support and improve the quality of services to all children.</p> <p>To play an integral part in safeguarding in school.</p>	<p>seeking to enhance these opportunities further.</p> <p>To reach out to other denominations in the area to ensure children receive a broad, varied and positive Christian experience.</p> <p>To link with the Durham Diocese and to be aware of opportunities within it.</p> <p>To maintain the central prayer areas and classroom Christian focal points.</p> <p>To develop the prayer life of the school and to ensure that this is an integral and natural part, resulting in an enriched spirituality across the whole community.</p> <p>To enable the school to be a flexible space for worship, creativity and learning.</p> <p>Integrate more specific worship planning for EYFS via the 0-5 Children’s Worker from the Church Team through the development of outdoor spaces for worship for Nursery, Reception and Key Stage 1 (Prayer Den)</p> <p>Explore the Eucharist with St. Anne’s Church Team.</p>	<p>A valuable contribution is made to both formal and informal worship</p> <p>A planned Eucharist journey with impact reviewed will increase regularity and style of the service for the future.</p>
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<p>Further enhance the role of governors by involving them in prioritising the school improvement plan and enabling them to have a greater say in the self-evaluation statement.</p> <p>Enhance the monitoring impact of the Foundation Governor Distinctiveness Committee</p>	<p>Governors need to ensure that they have the time to carry out their role as effectively as they can. The governors are familiar with both the self-evaluation statement and SIAMS self-evaluation. Similarly, governors are familiar with the school improvement plan's format which links the two self-evaluations.</p> <p>Resume formality of worship reviews and feedback, in terms of governor input, once restrictions allow.</p>	<p>School leaders and the school's data analyst to support governors to have an excellent understanding of what the data shows. Governors should be very confident about answering any questions related to the school's latest data. This should include any information related to gender, disadvantaged pupils, EAL pupils and SEND pupils. Governors should use the data to challenge the school's leadership. Governors should know how to make the most of the inspection dashboard. Governors should welcome any other information available to them to help them assess the school's performance. Governors, using the data, should be able to assess the school's strengths and weaknesses.</p> <p>Half-termly meetings with HT, Community Coordinator, St. Anne's/ Andrew's Church Team and foundation governors</p>	<p>Governors have a sound understanding of the national and local data and use this exceptionally well to check on the school's successes and weaknesses. Governors have a clear understanding of the data for different groups of pupils, including disadvantaged pupils. Governors are particularly rigorous in ensuring that disadvantaged pupils are being well supported. Governors make effective use of information about pupil performance, to help assess how effective the school is in ensuring that pupils' progress is as good as it can be.</p> <p>Governors have a firm grasp of the impact of the school's vision and values on its community.</p>	<p>Thoughtful review of our values allows them to be tailored to the changing needs of our school.</p>
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<p>Write a SES for Early Years</p> <p>Submit the EYFS Quality Mark</p>	<p>Decide on a format that will provide the school with the information it requires to ensure that the right priorities have been identified for early years. EY lead to draft the EY SES and present it to SLT. SLT will then finish the SES and use it as part of its strategy to monitor the provision.</p> <p>Populate the EYFS QM submission</p>	<p>Format decided upon. EY lead to draw up a draft SES using the new format to guide her. SLT to move it from draft position to completed SES. SLT use it as part of their monitoring of EY provision.</p> <p>Evidence the EYFS QM submission</p>	<p>EY SES is in place and is used as a document to check on the provision.</p> <p>Successful submission of the Early Years Quality Mark will justify the quality of education provided for our nursery and Reception children.</p>	<p>Nursery and Reception children will benefit from the improved quality of education provided by both scaffolds.</p>
<p>Developing the Early Years outdoor provision to complement the EYFS reforms using the allocated funding provided via the set-up of the nursery.</p>	<p>A new outdoor provision design has been drawn up, taking account of the new EY framework.</p>	<p>Design is sympathetic to the new expectations outlined in the new EY Framework. Costs have been agreed and passed by the governors' finance committee. Quotations have been considered and an agreed provider has been appointed</p>	<p>A new outdoor provision is in place for EY. It is providing greater opportunities for staff to meet the requirements of the new framework.</p>	<p>Children in EY have access to an exciting new resource which enables them to develop their skills in areas that was not being provided for previously. Children have much improved facilities available to them.</p>
<p>Refurbishment of the bathroom blocks for Reception, Years 1 and 2, Years 3 and 4, Years 5 and 6.</p>	<p>Governors agree to have the work completed, with costs and deadlines established. Money allocated to the project. Builder appointed. Time limits agreed.</p>	<p>Governors' Finance Committee to agree the need. Builder to be appointed. Date of finish agreed. Checks made on the quality of the work.</p>	<p>Bathrooms have been completely refurbished and are ready to the time limit imposed.</p>	<p>Children have much improved facilities available to them, which meet the heightened post-pandemic Health and Safety standards more effectively.</p>
<p><b>Person or People Responsible for the actions</b></p>	<p><b>Subject Leads</b>  <b>Governors</b>  <b>Head Teacher</b>  <b>Deputy Head Teacher</b>  <b>EY lead, Nursery teacher</b>  <b>Teaching Support Staff</b></p>	<p><b>Breakdown of costs</b></p>		

