

School Development Plan

Stamford Malcolm Sargent Primary School



Introduction

We identified the following Core SCHOOL DEVELOPMENT PRIORITIES for 2024-25, through our performance review & evaluation:

1. **Even better Maths:** focus on consistency of teaching strategies & approach across every class & how this then translates into the effective application of these skills by pupils. Staff make intelligent adaptation to the delivery of this Maths curriculum to ensure that individuals make the best progress possible- both challenging & supporting effectively.
2. **Even better Literacy:** In Reading & Writing from emerging skills through to fluency: Ensuring the fidelity of approach to quality first teaching of Reading & Writing at each stage, staff enable pupils to effectively progress through these stages to succeed. Adaptive teaching supplements this core programme of learning as necessary to ensure strong outcomes for individuals.
3. **Curriculum success for all pupils:** further improving pupils' learning in every subject, whatever their need (SEND/EAL/Dis), or potential barrier- by ensuring that teaching of the wider curriculum is accessible, inspiring & motivating for all pupils.

Curriculum: What? Key aim is to further improve pupil achievement in every (foundation) subject whatever barrier might exist for pupils; (SEND/EAL/DisPP). How? Adaptive teaching will enable even better curriculum success, particularly for vulnerable pupils, (who might be disadvantaged/SEND/EAL), irrespective of any English/Maths barriers. By subject leaders re-examining each of their subject areas through "the lens" of these most vulnerable learners in order to improve the proportion of pupils at least meeting EXS+ in each foundation subject; (in addition to seeing other positive indicators such as pupil satisfaction & even better learning behaviours in lessons). Our strategy will include tight identification of barriers (such as phonic reading ability), so that staff understand the level to which they need to differentiate; consequent class teacher adaptation of teaching material, TA support training & subject leader training for staff using resources/technology & differentiation to better support these pupils' achievement.

Writing: The new subject leader for 2024/25 will monitor the teaching of writing with a particular focus on training/upskilling new members of the teaching team AND promoting teachers' incorporation of challenge for potentially GDS pupils to apply their learning independently. In a similar manner to Reading, fidelity to the "active ingredients" of the school's approach is key, whilst the most effective staff will adapt & augment this to elicit the very best progress for pupils. All staff will be encouraged & supported to make these adjustments adapting their teaching as necessary. This will further embed our progress with the teaching of writing using the "Write Stuff" approach implemented in 2022/23, (due to the subject being disproportionately & adversely affected by the pandemic relative to other areas of curriculum learning).

Reading: The teaching of Reading is strong across the school- marked by successfully achieving KPI targets from phonic acquisition by our youngest pupils through to Y6 SAT scores in Comprehension. However, further improvements are possible by ensuring fidelity to the agreed approach augmented by intelligent adaptation for individuals where necessary. For example we have enabled exceptional progress for some pupils even with minimal baseline scores to be successful & achieve ARE by the end of an academic year. Our ambition is therefore to enable all pupils to make such progress- for example in 100% of our pupils to achieve the phonics check pass in Y1. Therefore we will maintain the quality first teaching of fluency & comprehension in the agreed approaches. Ensure new staff are well trained & closely monitor pupils' progress. Whilst checking on fidelity to the scheme, senior staff to encourage & help disseminate effective intelligent adaptation of how this is implemented, when it is proven to benefit pupils' accelerated progress. The approach for individual pupils to

rapidly "catch-up" with their ARE skills such as in phonics/fluency & comprehension will continue to be refined - such as in "catch-up" phonic work for those individuals that don't pass first time; fluency work for pupils finishing the phonics programme; and the teaching of comprehension skills. Note that the school approach to Comprehension was changed in 2023/24 and this work requires embedding- it promotes a fuller understanding of whole texts (the full story arc, rather than just short extracts), incorporate more challenge for pupils for better choice of their independent reading books- wider range/increased stamina (including implementation of school reading spine), better tracking & support for disadvantaged pupils independent reading,(more effective use of Accelerated Reader system with designated TA time).

Phonics: Our challenge is to maintain very high phonic outcomes in Y1, & the robust follow-up with older pupils so that they rapidly catch up with age appropriate reading decoding skills. Incorporate "Fresh start" phonics programme for small "tail" of pupils in older year groups that have continued to require additional help with developing their reading. Amongst the effective work across the school, there has been evidence of exemplary work that has elicited strongly accelerated pupil learning, even for pupils with minimal baseline phonic understanding at the start of the year. This has set the ambition for all pupils to be able to succeed in this way. We will be ensuring the rapid & effective training of new staff, accompanied by regular monitoring of pupils progress- providing staff feedback to staff to promote best practice, celebrating success & support where necessary.

Maths: The challenge is to maintain strong Maths standards more effectively. School development priorities in recent years have largely been English based, quality assurance work has identified opportunities to reap further improvements in Maths success by adopting it as a core priority for 2024/25. The target is to focus on consistency of teaching strategies & approach across every class & how this then translates into the effective application of these skills by pupils. Staff to then be encouraged & supported to make intelligent adaptation to the delivery of this Maths curriculum to meet our ambition of ensuring that all individuals make the best progress possible- both challenging & supporting effectively.

Vulnerable Pupils Academic Progress: Our PP strategy's multi year plan will continue to target improvements in outcomes for these vulnerable learners, as there still remains a gap between their achievement and that of ALL learners in several areas. Notably, the recovery of this group from the pandemic is still more gradual than for non-disadvantaged pupils, so close monitoring & targeted interventions in addition to robust quality first teaching of Maths/English continue to be required for the foreseeable future. Attendance strategy has shown very strong results, and this group is now in line with the attendance of non-disadvantaged pupils nationally; (93.41% vs 94.65% nationally, although still considerably better than National disadvantage average of 88.73%). Access & engagement of PP children with extra curricular events/clubs programme has been strong. Both of these areas will continue to be supported as part of our multi year strategy.

SEND: Continue to refine & train staff on selective narrow band of effective evidence-based intervention strategies.

This follows on from our successful completion of the following Core School Development priorities 2023- 2024:-

#1. Curriculum Success for All Pupils: focus on further improving pupils' learning in every subject by ensuring that English/Maths is not a barrier to their success, whatever their need (SEND/EAL/Dis).

#2. Even better Writing: continuing to embed high quality teaching of writing- particularly improving opportunities for able pupils to apply what they've learnt

independently.

#3. **Even better Reading:** refining the approach to the teaching of Reading- particularly the teaching of comprehension skills.

Core School Development priorities 2022- 2023:-

#1 Improve quality of independent Writing across school- Improve the systematic teaching of pupils' writing, building upon pupils excellent teaching of GPaS into their independent work.... so that outcomes more closely match those of Maths & Reading.

#2 Staff development: Support new ECT framework; New staff; those who's training was hampered during pandemic; & Middle leaders development, (e.g. subject coordination)

#3 Quality Assurance: Implement the EEF tiered model as a template for school improvement- to coordinate work of broadened middle leadership team.

Core Priority #1: Even better Maths.

RAG: ● Not set

Dates: 04/07/2025 to 18/07/2025

Success Criteria:

Status: **Not Started**

Ref: 430

● **1:** Y6 >104 APS (73% EXS & 23% GDS). Aspirational target APS 106; 93% EXS+; 29% GDS.

Cost: £

Responsible: ARA

● **2:** Y5 > 104 APS (73%EXS+ & 23% GDS). Aspirational target APS 106; 100% EXS+ 13%GDS

Staff time: h

Monitor: HW

● **3:** Y4 > 104 APS (73%EXS+ & 23%GDS). Aspirational target APS 107 95% EXS+ 22% GDS

● **4:** Y3 > 104 APS (73%EXS+ & 23%GDS); Aspirational FFT target TBC

● **5:** Y2 > APS (68%EXS+ & 15%GDS); Aspirational target TBC

● **6:** Y1 > APS (68%EXS+ & 15%GDS); Aspirational target TBC

● **7:** EYFS Number >77.8%. Aspire to 84%

● **8:** MTC Y4 average score All pupils >19.8; SEND >15.4; PP >17.9. Aspirational target All pupils > 21.7; SEND >18.1; PP >19.8

Description: Challenge:

At least maintain previous high Maths standards in each of our cohorts, (despite school development priorities in recent years being more English based).

Strategy: Provide refresher training for staff on the school approach & expectations

Teacher Deepen and Support training completed 15/11/23. TA training scheduled 08/02/24 Effectively Quality Assure Maths learning: providing appropriate feedback for the staff team & individuals.

Last year's Y6 cohort achieved results relatively weak compared to previous years- and although evaluated as being a cohort specific issue, (11 EHC in the year group by the end of Y6 for example), close monitoring is required to ensure that this does not become a trend.

This will include dissemination of best practice; close support for members of staff as required (use previous year's pupil progress reviews as a starting point for this). Follow-up TA training.

However, analysis of other year groups shows strong end of year results, e.g.: Summer 2023 APS scores (Y5 107; Y4 105; Y3 107 Y2 106).

Targeted intervention programme for identified pupils falling behind potential progress.

Additionally consecutive Y4 MTC results have been significantly higher than national averages- including for pupils who are disadvantaged/SEND.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Check Autumn Assessments	CBA	06/12/24	Not Completed
Checking Spring Assessments	CBA	28/03/25	Not Completed
Checking Summer Assessments	CBA	11/07/25	Not Completed
Staff Training Stretch & Challenge	CBA	20/12/24	Not Completed
Staff Training: Supporting SEND Maths	CBA	15/11/24	Not Completed
QA Autumn	CBA	13/12/24	Not Completed
QA Spring Term	CBA	29/03/24	Not Completed
QA Summer Term	CBA	11/07/25	Not Completed
Start of Year Refresher Training Maths EXpectation	CBA	25/10/24	Not Completed
Check 'test review has been done Summer2	CBA	11/07/25	Not Completed
Identify and develop a strategy for Y5 TT	CBA	27/09/24	Not Completed

Core Priority 2i: Even better Reading...

RAG: ● Not set

Dates: 27/06/2025 to 11/07/2025

Success Criteria:

Status: **Not Started**

Ref: 35

● **1:** Sampling of Reading lessons demonstrate that they are all of at least a GOOD quality.

Cost: £

Responsible: Holly Laceby

● **2:** Y6 Reading Attainment Scaled score > FFT50

Staff time: h

Monitor: HW

● **3:** Y2 Reading EXS+ > national average

● **4:** Y2 Reading GDS > national average

● **5:** Y5 Reading attainment > national average of 105

● **6:** Y4 Reading attainment > national average of 105

● **7:** Y3 Reading attainment > national average of 105

Description: Aim: Develop more Greater Depth Standard (GDS) Readers in every year group.

Strategy: - Ensure agreed approach to Reading Comprehension is delivered effectively, (VIPERS- Comprehension plus).

Problem: Pupils progress in Writing & Reading was most impaired due to the pandemic. Whilst this has been stabilised in our school through our development work since, we are still not yet seeing the same high proportion of GDS Readers (& Writers) as before. We reviewed our English provision in 2022/23 with the assistance of the Teaching hub's English department- and concluded that further development work was necessary with the challenge for this group of learners primarily in mind. It has ben anticipated that further development of more able Readers, will also prove beneficial in developing our more able Writers too.

- Use analysis of pupils' Reading progress 2022/23 to inform staff development plan- including support of those with examples of "best practice".
 - Meanwhile in 3 classes pilot a new approach recommended by the LEAD teaching hub, (which promotes a fuller understanding of whole texts)
 - Pilot revised approach to the teaching of Reading Comprehension.
 - More challenge for pupils, through helping them make better choices of independent reading books, (effective use of "Accelerated Reader").
 - Implement school "Reading Spine"
 - Improve tracking/support for disadvantaged pupils' independent reading (designated adult & "Accelerated Reader" system)
 - Closely track pupil progress- intervening promptly when required.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Refresh training on using Accelerated Reader	BF	27/09/24	Not Completed

Staff Development - reading	HW	25/10/24	Not Completed
Develop staff knowledge around fluency	BF	27/12/24	Not Completed
Add poetry and nursery rhymes on the reading spine	BF	27/12/24	Not Completed
Check Website	BF	06/12/24	Not Completed
Give support to teachers who need it	BF	31/10/24	Not Completed
Identify experts in the school	BF	31/10/24	Not Completed
Review effectiveness of reading sequence	BF	31/10/24	Not Completed
Link trustee meeting	BF	13/12/24	Not Completed

Core Priority 2ii: Even better Writing...

RAG: ● Not set

Dates: 27/06/2025 to 11/07/2025

Success Criteria:

Status: **Not Started**

Ref: 30

- 1: EYFS Writing achievement is above national average by end of year @ EXS+ Y1-6 & GLD EYFS
- 2: Writing achievement is >FFT50 scaled score by end of year, for cohorts Y1-Y6 year 1-6 GDS
- 3: Evaluation of teaching of Writing lessons is effective in every classroom
- 4: Proportion of pupils @ GDS > FFT50 in Y1-Y6

Cost: £

Responsible: Holly Laceby

Staff time: h

Monitor: HW

Description: We implemented a new approach to the teaching of Writing-launching in the summer of 2022, following a pilot study. Much more prescriptive, structured & ambitious this proved to be very successful in raising the quality of pupil's work and KS2 results at the end of 2023 are already much higher & now a strength of the school, (corroborated by LA moderation team). End of year assessments in all year groups also confirm this accelerated progress from the summer 2022 achievement for following cohorts. Next steps: continue to embed teachers' use of the agreed "Write stuff" approach; increase proportion of GDS Writers by increasing number of independent writing pieces, incorporating some shorter pieces for pupils to demonstrate secure knowledge of the learnt skills; give opportunity for potential GDS pupils choose how to apply & develop their learnt Writing skills.

Strategy: Refresh training on the approach to the high quality teaching of independent writing, using agreed approach, "The Write Stuff". Continue to embed the effective use of this approach through ongoing QA. Target support by utilising analysis of 2022/23 pupil progress- teachers' of "best practice", & teachers' requiring "further support". Ensure effective implementation by staff & that this is effective in improving pupils' Writing outcomes.

Increase proportion of GDS Writers by training staff on increasing the frequency, & variety in duration, of pupils' independent writing pieces.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Follow-up targeted training & support	BF	06/12/24	Not Completed
Spot check of the Aut2 int. moderation	BF	06/12/24	Not Completed
Spot check of the Spring2 int. moderation	HW	31/03/25	Not Completed
Spot check of the Summer2 int. moderation	HW	11/07/25	Not Completed
Check Website	BF	13/12/24	Not Completed
Give support to teachers who need it	BF	17/04/24	Not Completed

Identify experts in the school	BF	31/10/24	Not Completed
Link trustee meeting	BF	06/12/24	Not Completed

Core Priority 2iii- Phonics: Early Reading Skills.

RAG: ● Not set

Dates: 20/06/2025 to 04/07/2025

Success Criteria:

Status: Not Started

Ref: 36

● **1:** Y1 phonics results by the end of the year will be 87%

Cost: £

Responsible: AP

● **2:** EYFS RWI achievement will be 82%+

Staff time: 6h

Monitor: Head

● **3:** Y2 RWI results will be 92% by the end of the year

● **4:** Improve proportion of pupils in Y3-Y6 at ARE in Phonics reading

Description: Problem: Phonic scores are excellent- we need to at least maintain these high standards in the teaching of "Early Reading Skills".

Strategy: Read Write Inc phonics has been implemented KS1/EYFS- continue to QA this providing interventions outside of core learning time; Additional "Catch- up" RWI phonics intervention programme for Y3-Y4, (including those impacted by the pandemic).

Review & improve our programme for teaching early reading skills through RWI Inc programme: quality first teaching, with targeted & effective interventions for those that are at risk of falling behind ARE.

Next Steps:-

- Smooth transition of pupils phonic groups as they move up to next year group
- Intervention work & holiday work with focus individuals continued in order to help them improve progress
- weekly staff feedback on RWI Inc to ensure ongoing staff training i& lesson quality is as good as possible
- school focus on the achievement of pupils in other lessons, (such as foundation subjects), when their reading is weaker than ARE.
- refine the point at which pupils migrate from the completion of the phonics programme to the Reading comprehension & independent reading programme.
- Begin to use RWI Strong Start with Acorn nursery children prior to starting school in EYFS.
- Train new members of staff in delivering RWI including Fresh Start (Y4-6)
- Whole school staff training - RWI/Fresh Start and how to support weak readers accessing Foundation subjects at ARE.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
RWI Development Day	AP	27/12/24	Not Completed
Staff refresher training	AP	13/12/24	Not Completed
Fresh Start staff training	AP	29/11/24	Not Completed
QA Phonic teaching Aut 1	AP	31/10/24	Not Completed
QA Phonic teaching Aut 2	AP	07/12/24	Not Completed
QA Phonic teaching Spr 1	AP	14/02/25	Not Completed
QA Phonic teaching Spr 2	AP	31/03/25	Not Completed
QA Phonic teaching Sum 1	AP	16/05/25	Not Completed
QA Phonic teaching Sum 2	AP	04/07/25	Not Completed
Support Acorn Childcare Centre w/RWInc	AP	06/12/24	Not Completed
Support for Parents w/Reading	AP	15/11/24	Not Completed
Fresh Start Phonics monitored Y4-Y6	AP	06/12/24	Not Completed
Intervention programme for pupils Y4-Y6 following	AP	13/09/24	Not Completed

Core Priority 3: Curriculum Success for all pupils

RAG: ● Not set

Dates: 04/07/2025 to 18/07/2025

Success Criteria:

Status: **Not Started**

Ref: 429

● 1: Y6 Target: > 82% achieve EXS+; [84 pupils: 15 SEND: 9PP]

Cost: £

Responsible: HW

● 2: Y5 Target: >73% achieve EXS+; [119 pupils: 31 SEND: 17PP]

Staff time: h

Monitor: Head

● 3: Y4 Target >79% achieve EXS+; [89 pupils: 18 SEND: 19 PP]

● 4: Y3 Target >89% achieve EXS+; [89 pupils: 9 SEND: 17PP]

● 5: Y2 Target >86% achieve EXS+; [90 pupils: 12 SEND: 11PP]

● 6: Y1 Target >87% achieve EXS+; [89 pupils: 11 SEND: 4PP]

● 7: EYFS: 86 pupils: > 79% [18 SEND; 6PP]

Description: Ensure that English/Maths ability is not a barrier to pupils success in the wider curriculum, even for the most vulnerable of learners, (SEND/Dis/EAL).

Strategy: Subject leaders will quality assure their curriculum areas through the "lens" of the most vulnerable learners- with consequent development support provided as necessary.

Problem: a small minority of pupils are below ARE in English/Maths, but this is a potential barrier to their success, for example in foundation subjects.

Ensure tracking of pupils' English/Maths ability is tight, (for example phonics Reading ability), raising awareness of class teachers- along with implications for lesson planning & support.

Success will be seen in a further improvement in the proportion of pupils reaching ARE in foundation subjects by the end of the year.

Support staff with training by SENDco, and subject leaders- with differentiated materials, resources, & technology for example.

Our school targets aim for all pupils to achieve their full potential in all areas of the curriculum.

Subject leaders will complete a termly review of Get Set assessment data to keep a close and up-to-date view of current assessment data vs. target and identify any areas of strength or development.

Numerically our challenging targets can only be achieved if children in receipt of PP, EAL, LAC & PLAC and a good proportion of our SEND learners can also achieve at EXS+.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
SENco training	VP	06/12/24	Not Completed
QA foundation subjects	HW	06/12/24	Not Completed

Check Autumn assessments	HW	06/12/24	Not Completed
Check Spring Assessments	HW	28/03/25	Not Completed
Check Summer Assessments	VP	04/07/25	Not Completed
Identify teachers who need support	Head	18/10/24	Not Completed
Identify teachers who show best practise	Head	18/10/24	Not Completed
Quality assurance of sample assessment processes	Head	20/12/24	Not Completed
Staff training	Head	18/10/24	Not Completed
Check website	Head	25/10/24	Not Completed
Give support to teachers who need it	Head	13/12/24	Not Completed
Train teachers on how to view and add data	HW	13/09/24	Not Completed

Pupil Premium- Improve outcomes for disadvantaged

RAG: ● Not set

Dates: 04/09/2024 to 04/07/2025

Success Criteria:

Status: Not Started

Ref: 33

Cost: £ 37.43

Responsible: HW

Staff time: h

Monitor: Head

- **1:** Pupil Premium children's academic results to be greater than national non-disadvantaged.
- **2:** PP children 's average Y4 MTC results exceed National "All"
- **3:** Improve attendance of dis. pupils to exceed ALL pupils' National average of 92.5%.
- **4:** Exceed national average expected standard in PSC pre-covid average of 81.9%.
- **5:** Embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure
- **6:** Interventions are established and running regularly
- **7:** Stirling wellbeing scores for disadvantaged children to be the same as all pupils

Description: Problem:

Disadvantaged pupils continue to achieve less well & attend school less often than their non-disadvantaged peers.

Pupil Premium Plan:

Target KPI for Disadvantaged pupils' achievement to be >National "all pupils" in each academic area: Maths/Reading/Writing/GPaS/Y4 MTC/Phonics Y1

Pupil Premium plan has been reviewed at end 2022/23 with link trustee- multi year plan is on track.

Strategy: Evaluation of all pupils' academic achievement in termly assessments, using "Mark". Question level analysis to high light required learning & consequent intervention learning activities.

Deployment of TA, HLTA , Student Teachers & Teachers after/before school to support individuals (SEND) or otherwise groups no more than 3 for a time limited plan. Hollie Ward to manage & review.

Attendance has been strong 2022/23, (94.71%), but likely to still be below national average "all" pupils- continue to focus pastoral team on improvement work with families.

Additionally wider opportunities for curriculum goals have all been achieved, e.g Art pop up events, swimming catch up, PP representation in sports events drama & pupil voice, but Dis. pupils are still less likely to regularly attend these opportunities without support.

Next steps:

Continuing with the "Write Stuff" , Power Maths approach to quality first teaching ensuring staff changes are all well trained to deliver programme. Improve Reading comprehension approach.

Intervention work after school is targeted on group/individuals' needs- will include Writing/GPaS for a lot of these- although Maths groups also run when necessary, and all overseen by senior leader.

Intervention focus during core day includes: staff in each class on PP independent reading progress- using Accelerated Reader; and RWInc phonic focus in younger year groups.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
PP children attending other extra curricular clubs	HW	06/12/24	Not Completed
Tuition for pupil premium children Aut1	HW	25/10/24	Not Completed
Autumn Term check on Accelerated Reader	HW	06/12/24	Not Completed
Set up Roots to food inspire +	HW	06/12/24	Not Completed

Organise Paralympic workshop Inspire + session	HW	06/12/24	Not Completed
Organise Art Pop Up Family Events x 6	HW	28/03/25	Not Completed
Autumn term RWI review	HW	06/12/24	Not Completed
Spring Term check on Accelerated Reader	HW	28/03/25	Not Completed
Summer check on Accelerated Reader	HW	04/07/25	Not Completed
Spring term RWI review	HW	04/04/25	Not Completed
Summer RWI review	HW	27/06/25	Not Completed
Autumn term check on Power Maths	HW	06/12/24	Not Completed
Spring term check on Power Maths	HW	04/04/25	Not Completed
Summer Power Maths review	HW	06/06/25	Not Completed
Autumn 2 assessment review	HW	06/12/24	Not Completed
Spring 2 Assessment review	HW	28/03/25	Not Completed
Summer 2 Assessment review	HW	27/06/25	Not Completed
Spring Trustee review	HW	28/03/25	Not Completed
Summer Trustee Review	HW	27/06/25	Not Completed
Wellbeing: Check stirling scores of Dis children.	HW	27/06/25	Not Completed
Stirling score Summer Check	HW	27/06/25	Not Completed
Trustee Review	HW	27/06/25	Not Completed
Summer attendance review for PP	HW	04/07/25	Not Completed

SEND

RAG: ● Not set

Status: Not Started

Cost: £

Staff time: h

Dates: 04/09/2024 to 04/07/2025

Ref: 139

Responsible: VP

Monitor: Head

Success Criteria:

- 1: Parent surveys show that provision and support for children with SEN is strong as shown with feedback score at least 4+. (Previous year average =4.77/5) Met - 92 parents fed back in last completed review cycle in Spring 2024 with average score of 4.76.
- 2: SEN children feel well supported and happy as shown through the Annual Stirling Survey as shown with an average score of 39+ where a range of 39-48 is considered the 'normal' parameter.(previous year score = 39.94). target met - average Stirling Score of 38.28 for 2023-2024
- 3: Outcomes for SEN children at end of KS2 2023/24, reflects excellent provision and support, through value added progress in Reading, Maths, and Writing, from KS1 teacher assessment (as shown by progress of at least 0 or higher), and attainment higher than national SEN attainment in Reading, Writing and Maths, (Combined = 20% / Reading = 39% / Writing = 29% / Maths = 34%) Target Met - school SEN results reflect good progress since KS1, with attainment above national in all areas (Combined - 32% / Reading - 59% / Writing - 52% / Maths - 55% / GaPS - 55%)
- 4: Children with significant SEN have access to all subjects despite challenges in reading, writing and maths ability. (Shown through observations, plans and books of those children in each class - with SEN children achieving in foundation subjects higher than national comparative group for reading, writing and maths)

Description: Problem:

Ensuring the continuation of excellent provision and outcomes for children despite national and local changes to how SEND is being managed and supported.

Strategy: Excellent early identification and support ensures children and staff feel well supported and the number of higher needs children are kept to a minimum. Excellent provision that focuses on quality first delivery to enable SEN children to keep up and not need to catch up, where possible, and which enables each child to reach their own personal potential. Provision that focuses on a range of outcomes that supports the academic, personal, social and emotional aspects of children with neuro-diversity , physical, mental and cognition and learning needs.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
SEN Plan Review - Autumn	VP	02/02/24	Not Completed
SEN Plan Review - Spring	VP	15/04/24	Not Completed
SEN Plan Review - Summer	VP	09/09/24	Not Completed
SEN Graduated Approach Briefing - Autumn	VP	22/12/23	Not Completed
SEN Graduated Approach Briefing - Spring	VP	08/04/24	Not Completed
SEN Graduated Approach Briefing - Summer	VP	19/07/24	Not Completed
SEN Policy Review	VP	10/04/24	Not Completed
SEN Report Review & Update for 2023-24	VP	12/06/24	Not Completed
SEN Provision - Review & Development - IDL	VP	20/10/23	Not Completed
Successful Psychology - Annual Offer update	VP	20/10/23	Not Completed
STAPS Buy-Back Offer	VP	20/10/23	Not Completed
Staff SEN Training Pathway	VP	20/10/23	Not Completed
ELKLAN Training	VP	26/01/24	Not Completed
EHCP Transition Notices	VP	19/07/24	Not Completed
EHCP Annual Reviews	VP	19/07/24	Not Completed
ECT Support - Plan, Do, Review Cycle For SEN Plans	VP	19/07/24	Not Completed
Website Update On SEN Sections	VP	10/04/24	Not Completed
Makaton Training	VP	26/01/24	Not Completed
SEN Progress & Attainment Tracking	VP	19/07/24	Not Completed
Identify Children With SEN With Access Difficulty	VP	20/10/23	Not Completed
Plan For Children With Significant SEN For Access	VP	22/12/23	Not Completed

Attendance

RAG: ● Not set

Dates: 04/09/2024 to 04/07/2025

Success Criteria:

Status: Not Started

Ref: 197

- **1:** School attendance remains above national and local attendance figures for 'all' children. Met. Attendance remains above latest verified national attendance for all children (94.2%). School attendance at end of June was 96.3%
- **2:** Attendance for FSM and SEN remains above 'national all' with a diminishing gap between the attendance of these children and other children at this school. Not met. Attendance for these groups are still significantly ahead of national for the same groups. (FSM: school 93.43 vs. national 88.73 / SEN: School 95.27 vs. national 88.59) However, whilst the gap has been closing, they have not reached the aspirational target of matching national 'all'. SEN E has also not met national for the same group due to 4 children with significant needs. NB several pupils with profound SEND needs have required significant time away from school with medical & hospitalisation- they have been supported effectively albeit remotely throughout.
- **3:** Unauthorised absence (including unauthorised holiday absence), remains below national levels (1.43%). Met. Absence levels are significantly below national for these groups. (0.59%)
- **4:** Authorised absence rates improve from the previous year, following actions to tighten this further. Not met. Despite much work in this area, authorised absence rates were higher than last academic year due to 4 children with significant needs.

Cost: £

Responsible: VP

Staff time: h

Monitor: Head

Description: Problem:

The amount of children who do not attend regularly, due to authorised and/or unauthorised absence, with particular reference to more vulnerable groups of children.

Strategy: A robust and regular monitoring cycle involving key school staff and wider school staff. Awareness raising and sharing of information to support families and children in attending regularly - through a graduated approach.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Update attendance policy with latest DfE guidance	VP	20/10/23	Not Completed

Update attendance procedure from new DfE guidance	VP	20/10/23	Not Completed
Attend Attendance local briefing - Autumn	VP	22/12/23	Not Completed
Attend Attendance local briefing - Spring	VP	19/04/24	Not Completed
100% Attendance Certificates - Monthly	VP	20/12/23	Not Completed
Attendance Monitoring - Dissemination	VP	19/07/24	Not Completed
Updated Monthly Attendance Monitoring	VP	19/07/24	Not Completed
Local Authority Attendance Officer Audit Meeting	VP	19/07/24	Not Completed
Attendance of vulnerable children - reward system	VP	19/07/24	Not Completed
Home Visits - TSM Recommendation	VP	20/10/23	Not Completed
Pre-Warning Letters Prior to 95%	VP	22/12/23	Not Completed
Unauthorised Holiday Letters	VP	29/09/23	Not Completed
Holidays In Termtime Awareness	VP	22/12/23	Not Completed
Attendance Champions on reducing illness	VP	22/12/23	Not Completed
Attendance Champions House Attendance Competition	VP	19/07/24	Not Completed

Behaviour

RAG: ● Not set

Status: **Not Started**

Cost: £

Staff time: h

Dates: 04/09/2024 to 04/07/2025

Ref: 198

Responsible: VP

Monitor: Head

Success Criteria:

- **1:** School behaviour remains excellent as shown by low numbers of discrimination and high level incidents and a reduction and rapid response to children who require additional support. Evidence in monitoring has shown that a rapid response to a small number of children with high needs has made a positive impact in reducing these incidents over time.
- **2:** Behaviour around school and within lessons is seen to be of a high quality, with children taking responsibility for their learning, being polite, well-mannered and considerate to others. Evidenced in learning walks, observations and EA visits. Evidence verifies behaviour to be of high quality throughout the school with a small number of children with significant needs being responded to quickly and effectively.
- **3:** Exclusions remain low and lower than local and national figures (0% exclusions/suspensions)
- **4:** Incidents of discrimination are low and managed well as evidenced through the reporting and in discussions with children (8 incidents over the year - none of which were malicious)

Description: Behaviour management and the attitudes of children remains excellent, with rapid response to issues identified early, that are highly impactful.

Strategy: Behaviour Management continues to remain well managed, building on prior success. It is a part of Safeguarding, and should incorporate not only the safety of children, but also their character education, awareness of British Values and discrimination, attitudes to learning, resilience and problem solving and ownership and empowerment to manage behaviours, negotiate and support and understand others.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Update Behaviour Policy	VP	22/12/23	Not Completed
Train staff in Restorative Approaches and Pathway	VP	22/12/23	Not Completed
Behaviour Management Staff Training - Annual	VP	19/04/24	Not Completed

Monthly Behaviour Monitoring	VP	19/07/24	Not Completed
Malcolm Sargent Way - re-launch	VP	10/01/24	Not Completed
Weekly Behaviour Monitoring Meeting	VP	19/07/24	Not Completed
Golden Rules Revised	VP	10/01/24	Not Completed
Build Golden Rules into WS Reward system	VP	10/01/24	Not Completed
Revised Golden Rules Training & Awareness	VP	10/01/24	Not Completed

Safeguarding

RAG: ● Not set

Dates: 04/09/2024 to 04/07/2025

Success Criteria:

Status: Not Started

Ref: 261

Cost: £

Responsible: VP

Staff time: h

Monitor: Head

- **1:** Staff training is completed in all mandatory areas, for all members of staff within the first two weeks of the academic year.
- **2:** Staff are aware of the school safeguarding context and feel confident in identifying and supporting issues of neglect, domestic abuse and e-safety
- **3:** New members of staff are able to demonstrate a robust knowledge and awareness of their safeguarding duties and responsibilities on a range of safeguarding issues
- **4:** Children continue to feel safe and well supported, and are able to articulate how they can stay safe and who they can talk to, when asked.
- **5:** Trustee Audit of safeguarding continues to demonstrate safeguarding as highly effective at the school
- **6:** The revised Safeguarding Audit continues to demonstrate high quality safeguarding of children, family and staff, through completion and sign-off from the LA

Description: Problem:

Safeguarding to remain robust and highly effective despite significant numbers of new staff to the school and new national and local priorities.

Strategy: A rapid response is needed to the new KCSIE guidance, the new Attendance guidance and Suspensions & Exclusions guidance. All impact on safeguarding. Alongside these changes, the school has a large number of ECT's and new teaching assistants, disproportionate to previous years. This requires a rapid and robust training and support package to enable new members of staff to understand their duties and embed their understanding and practices successfully within the school culture and ethos of safeguarding.

Monitoring / Evaluation: -

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
KCSIE update training to all staff	VP	29/09/23	Not Completed
Behaviour Management Policy updated	VP	19/07/24	Not Completed
Attendance Policy updated from KCSIE	VP	19/07/24	Not Completed

CME Policy updated	VP	12/06/24	Not Completed
Young Carer Policy update	VP	19/07/24	Not Completed
Looked After Children Policy updated	VP	12/06/24	Not Completed
Monthly Monitoring	VP	19/07/24	Not Completed
Intimate Care Policy update	VP	20/06/24	Not Completed
DSL and DDSL Mandatory Training Completed	VP	19/07/24	Not Completed
Safeguarding Induction completed for all new staff	VP	15/09/23	Not Completed
Monthly Safeguarding Updates To Staff	VP	19/07/24	Not Completed
Lincs Safeguarding Refresher completed	VP	31/01/24	Not Completed
Contextual Training on Neglect - all staff	VP	19/04/24	Not Completed
Contextual Training on Domestic Abuse - All Staff	VP	19/04/24	Not Completed
Contextual Training on E-Safety - All Staff	VP	09/01/24	Not Completed
New Safeguarding Audit completed	VP	19/07/24	Not Completed
Trustee Safeguarding Review - Autumn Term	VP	22/12/23	Not Completed
Trustee Safeguarding Review - Spring Term	VP	29/03/24	Not Completed
Trustee Safeguarding Review - Summer Term	VP	19/07/24	Not Completed
DfE Prevent Audit	VP	22/12/23	Not Completed
Child Protection Reporting Mechanism Review	VP	20/10/23	Not Completed
Safeguarding Awareness section on website	VP	22/12/23	Not Completed
Prevent - New Duty Changes due this year	VP	19/07/24	Not Completed
Update website with who to contact over holidays	VP	05/07/24	Not Completed
Letter to parents annually on safeguarding matters	VP	04/04/24	Not Completed

Link Governor to have LCC Training or equivalent	VP	04/04/24	Not Completed
Audit Action: Safeguarding Notice Board	VP	19/07/24	Not Completed
Audit Action - S7 - Challenge and escalation	VP	19/07/24	Not Completed

Quality Assurance of Curriculum

RAG: ● Not set

Dates: 04/09/2024 to 04/07/2025

Success Criteria:

Status: Not Started

Ref: 431

● **1:** Autumn Term Deep Dive is completed and any development areas are recorded

Cost: £

Responsible: HW

● **2:** Spring Term Deep Dive is completed and any development areas are recorded

Staff time: h

Monitor: Head

● **3:** Summer Term Deep Dive is completed and any areas of strength and development are recorded

Description: All subjects will have a termly 'review' of their subject. There is some flexibility depending on the subject development needs however they will include:

Strategy: Malcolm Sargent performance management team reviews will be used for the capturing of the quality assurance:

Malcolm Sargent Book Look
 Malcolm Sargent Learning Walk
 Malcolm Sargent Assessment review
 Malcolm Sargent Staff voice
 Malcolm Sargent planning review

Early Career teachers should be monitored more closely to ensure they have clear understanding of knowledge and skills progression

Teachers who are identified through assessment review, learning walk, staff or pupil voice should be supported on a 3 week 'I do', 'we do', 'you do' as a minimum.

These are available in the performance management team templates.

Monitoring / Evaluation: -