

# School Development and Improvement Plan REVIEW

September 2021

Infant School Target – Junior School Target – Combined Target

	Target Achieved		Working Towards		Not Achieved
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**Action Plan Title: QUALITY OF EDUCATION**

Target	Actions Taken	Impact	Evidence
<p>Continue to embed rigorous early years reading and writing systems and procedures across the school so that the percentage of pupils achieving EXP/EXC/GDS is at least in line with NA at EYFS/KS1.</p>	<p>New Ofsted framework with greater emphasis on a holistic curriculum. For 2020-21, we need to bring together the research/planning individual subject leaders have produced for their subjects and ensure they match our intent. Subject leaders need more time to observe teaching and learning and so be able to assess pupils' progress and standards.</p> <ul style="list-style-type: none"> <li>• Ensure all staff are familiar with the new Ofsted framework re curriculum.</li> <li>• Continue to develop the curriculum so all staff can explain its intent, how it is implemented and its impact is evaluated.</li> <li>• Ensure learning themes support opportunities for knowledge to be transferred and revisited across the curriculum/pupils' primary journey.</li> <li>• Share the curriculum document with parents in a consultation and publish a version on the schools' websites.</li> <li>• Ensure learning is engaging and teachers make full use of the school grounds, local environment, visitors and visits for enrichment.</li> </ul> <p>Ensure progress is monitored in each subject so that subject leaders can plan appropriately.</p>	<ul style="list-style-type: none"> <li>• Staff have worked hard in both schools to formulate a curriculum intent and agreed 'key principles', that now need to be incorporated into planning.</li> <li>• Individually they have been mapping out each subject, for each year group, to ensure opportunities for re-visiting, and progress in terms of knowledge and skills. This is very time-consuming, but a considerable amount of staff meeting time has been provided for this work. The deadline for completion is September 2021.</li> <li>• We now need to put all this intensive work into a comprehensive document for staff and governors, but also produce a simplified format for parents and publish a version on the website.</li> <li>• Staff need to observe more teaching and learning in their subjects and refine/develop assessment systems that are manageable and ensure they know how pupils are progressing in each year group and what standards are like across the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff understand the rationale of the schools' curriculum and it meets Ofsted requirements.</li> <li>• Learning themes enthuse pupils and ensure that knowledge and skills are secure and transferrable.</li> <li>• Parents have been consulted about the schools' curriculum and relevant suggestions/concerns acted upon.</li> <li>• All curriculum subjects are taught regularly and are monitored for the effectiveness of teaching and achievement.</li> <li>• Pupils are engaged and enjoy their learning and make good progress</li> </ul> <p>Planning Lesson observations Subject leader notes/action plans Pupil voice Curriculum map</p>

<p>Continue to develop/embed an enticing and broad curriculum that meets national requirements as well as the varied needs and interests of Ormesby pupils.</p>	<p>New Ofsted framework with greater emphasis on a holistic curriculum. For 2020-21, we need to bring together the research/planning individual subject leaders have produced for their subjects and ensure they match our intent. Subject leaders need more time to observe teaching and learning and so be able to assess pupils' progress and standards.</p> <ul style="list-style-type: none"> <li>• Ensure all staff are familiar with the new Ofsted framework re curriculum.</li> <li>• Continue to develop the curriculum so all staff can explain its intent, how it is implemented and its impact is evaluated.</li> <li>• Ensure learning themes support opportunities for knowledge to be transferred and revisited across the curriculum/pupils' primary journey.</li> <li>• Share the curriculum document with parents in a consultation and publish a version on the schools' websites.</li> <li>• Ensure learning is engaging and teachers make full use of the school grounds, local environment, visitors and visits for enrichment.</li> </ul> <p>Ensure progress is monitored in each subject so that subject leaders can plan appropriately.</p>	<ul style="list-style-type: none"> <li>• Staff have worked hard in both schools to formulate a curriculum intent and agreed 'key principles', that now need to be incorporated into planning.</li> <li>• Individually they have been mapping out each subject, for each year group, to ensure opportunities for re-visiting, and progress in terms of knowledge and skills. This is very time-consuming, but a considerable amount of staff meeting time has been provided for this work. The deadline for completion is September 2021.</li> <li>• We now need to put all this intensive work into a comprehensive document for staff and governors, but also produce a simplified format for parents and publish a version on the website.</li> <li>• Staff need to observe more teaching and learning in their subjects and refine/develop assessment systems that are manageable and ensure they know how pupils are progressing in each year group and what standards are like across the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff understand the rationale of the schools' curriculum and it meets Ofsted requirements.</li> <li>• Learning themes enthuse pupils and ensure that knowledge and skills are secure and transferrable.</li> <li>• Parents have been consulted about the schools' curriculum and relevant suggestions/concerns acted upon.</li> <li>• All curriculum subjects are taught regularly and are monitored for the effectiveness of teaching and achievement.</li> <li>• Pupils are engaged and enjoy their learning and make good progress</li> </ul> <p>Planning Lesson observations Subject leader notes/action plans Pupil voice Curriculum map</p>
<p>Review the school's maths policy/calculation policy/whole school planning format/resources to ensure that teaching supports a mastery approach so pupils become fluent, reasoning mathematicians.</p>	<p>Attainment in maths has been consistently at NA for EXP at the end of EYFS/KS1 and we need to ensure we do not become complacent. We need to support pupils more effectively who are not reaching EXP. The school's long serving maths leader has left the school and the new subject leader needs to be supported through quality CPD. In 2020, at the end of the Spring term, attainment in EYFS/Y1/Y2 was in line with NA for the expected standard. Attainment at the end of KS1 has been in line or above NA both at the expected and greater</p>	<ul style="list-style-type: none"> <li>• The new maths leader completed a comprehensive health report and wrote an action plan based both on the strengths/weaknesses identified from this, but also from her work on the maths mastery programme. She has greatly benefitted from her work with other schools and is far more confident in her understanding of what teachers need to do next to improve maths mastery. She now needs more opportunity to complete the programme and then feed back all that is relevant to staff, including sharing the new calculation policy.</li> <li>• Work scrutinies and termly assessments so far indicate that current deadlines/agreed strategies are being followed and pupils are making good progress and attaining in line with NA. However, this progress/attainment does not continue at the</li> </ul>	<ul style="list-style-type: none"> <li>• All staff know the school's current strengths and weaknesses and quality planning addresses these.</li> <li>• Resources are fit for use and support a mastery approach.</li> <li>• The current strengths of mathematics teaching are further developed through quality CPD,</li> </ul>

	<p>depth standards, but this has not continued at the junior school. Why?</p> <ul style="list-style-type: none"> <li>Review the end of year EYFS/KS1 results to identify the school's current strengths and weaknesses in mathematics.</li> <li>Ensure in the short/medium term planning continues to be based on the WhiteRose plans which support fluency and mastery.</li> <li>Review existing maths resources and replenish within budgetary constraints.</li> <li>Apply for the funded 'Mastery in Mathematics programme and/or other quality CPD to support the subject leader/all staff.</li> <li>Enable the maths leader to continue to access the maths mastery programme which has been impacted by the school's Covid lockdown.</li> <li>Allocate staff meeting/training day time for maths leader to feed back information from the programme/work scrutiny/updated calculation policy.</li> <li>Set up joint staff training for infant and junior schools to establish concepts/methods in maths which need more consolidation at the infant school, prior to transition.</li> </ul>	<p>same rate at the junior school, with some current year groups well below the NA, and not able to perform basic calculations. This is why we need to identify what is causing this decline and address the causes in both schools.</p> <ul style="list-style-type: none"> <li>Some new resources have been purchased but a significant budget deficit continues to impact heavily on this aspect of maths provision. <ul style="list-style-type: none"> <li>We have continued to be part of the maths mastery programme and have signed up for it for a third year. The subject leader considered that its impact was less favourable this year and the quality of CPD was affected by the Covid lockdown and requirement for all training to be held virtually. Teachers at both schools consider we are still developing mastery, rather than being in a position to embed it, but the training is going to address this and we have having an extra day's CPD for this in the Autumn term.</li> <li>There have been no joint staff meetings and this does need to happen once the final data is analysed to determine whether there is still an issue at the junior school – real or perceived.</li> <li>The calculation policy has been re-written and conforms to a concrete/visual/abstract/fluency/problem-solving/mastery approach. Teachers are more frequently extending children with problem solving activities, rather than moving on to larger numbers/new concepts. The subject leader has analysed various quizzes/assessments and identified that subtraction/division are the weakest operations.</li> </ul> </li> </ul>	<p>supporting the subject leader and then all other staff.</p> <ul style="list-style-type: none"> <li>All groups of pupils achieve in line with NA by the end of 2020 in mathematics.</li> <li>The subject leader can finish the mastery programme and so be better able to support colleagues.</li> <li>The subject leader fully briefs staff on the outcomes from her training/ subsequent work scrutinies/ updating of the calculation policy and staff plan accordingly.</li> </ul> <p>Frank communication with all staff across the schools leads to improved understanding, consolidation and fluency in maths, so pupils' progress continues at the same rate at the junior school.</p>
<p>To continue to develop the school's outdoor learning environment so that it can effectively support pupil's learning and progress and offer a rich curriculum resource.</p>	<p>The school has extensive grounds, including wildlife areas, a pond, a bird hide and covered outdoor areas outside each classroom. These need to be used far more widely to promote learning across the curriculum but need regular maintenance for this to happen.</p> <ul style="list-style-type: none"> <li>Arrange for all outdoor covered classroom areas to be professionally cleaned.</li> <li>Audit learning resources in all outdoor areas and</li> </ul>	<ul style="list-style-type: none"> <li>The outdoor covered areas are clean and well-resourced and used as a classroom extension.</li> <li>Maximum use is made of the school grounds as a learning resource, which excites and enthuses the pupils.</li> <li>Forest school training ensures the grounds are used safely and creatively to support teaching and learning across the curriculum.</li> <li>Pupils learn to respect and care for their own local environment.</li> </ul>	<p>Pupil voice Planning/Lesson observations</p>

	<p>refresh/replenish within limited budgetary constraints.</p> <ul style="list-style-type: none"> <li>• Arrange for wildlife areas, including the pond, to be cleared so that they are accessible.</li> <li>• Undertake Forest School training.</li> </ul> <p>Ensure planning provides regular opportunities to use the grounds/outdoor learning environment as a learning resource.</p>		
<p>To increase the proportion of pupils reaching the higher/GDS standard in Reading, Writing and Maths, so that achievement is at least in line with NA/prior attainment.</p>	<p>In 2019 higher PA attaining pupils did not make good progress from their starting points in Reading and Maths in particular at the end of KS2. This objective needs to continue for 2020-21 because we will not have another set of comparable KS2 data until 2021 at the earliest. Attainment in March 2020 for Y6 at GDS was in line with NA for Reading and Maths, but below for Writing and GPS. Attainment in Y3/Y4 at GDS was broadly in line with NA, but it was below for Y5 in all subject areas.</p> <ul style="list-style-type: none"> <li>• Review SATs QLA/end of year/March tests to determine specific areas of strength/weakness in 2019/2020.</li> <li>• Monitor subsequent planning to ensure areas for improvement are prioritised.</li> <li>• Continue to embed/monitor the impact of Reading Pro across the school, ensuring reading stock is available for all ability levels.</li> <li>• Introduce and monitor the impact of Read,Write,Inc Fresh Start programme across the year groups.</li> <li>• Provide timely CPD on teaching writing to meet GDS in each year group.</li> <li>• Enrol the school on the Maths Mastery programme and ensure maths leader feeds back appropriately.</li> <li>• Continue to embed co-operative learning across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress from KS1 starting points overall in all year groups is mostly good for all subject areas. Prior attainment in Reading/Writing was below NA for Y3/Y5/Y6. Progress and attainment in maths for all year groups is not so good, particularly for Y4, where attainment on entry was very high, so this is an area where scrutiny is required.</li> <li>• The school joined the maths mastery programme and now the subject leader needs to feed back her observations/work scrutinies/policy revisions, so that good practice is shared and areas of weakness rapidly addressed.</li> <li>• Teachers took part in GDS Writing CPD and a thorough work scrutiny in Y6 was conducted, which highlighted significant strengths, but also some gaps that need to be addressed. This needs to happen in all year groups as soon as schools re-open fully.</li> <li>• Specific pupils in all year groups took part in the Fresh Start programme over the course of the year but the impact of this programme on each child has not been assessed by the subject leader yet. The same is the case with Reading Pro. Individual teachers make reference to how successful both programmes have been for some pupils, but we need the 'big picture', because both schemes are costly.</li> <li>• Co-operative learning still happens in every class, but CLIPs need refreshing, so CPD needs to be organised for 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff know the school's strengths and weaknesses in each year group and plan accordingly.</li> <li>• Reading/Writing progress is rigorously monitored and all pupils have access to quality reading stock.</li> <li>• Staff are well supported by CPD to offer writing opportunities which support pupils to achieve GDS.</li> <li>• The Maths mastery programmes supports all pupils to develop into fluent, reasoning mathematicians.</li> <li>• Pupils take responsibility for their own learning because co-operative learning CLIPs are a regular feature in lessons.</li> <li>• Teachers are accountable for the pupils they teach and intervention is set up for pupils who need it.</li> <li>• Pupils achieve higher/GDS standard in line with N/A/prior attainment in all year groups.</li> </ul> <p>Planning Lesson obs Pupil voice Pupil Asset/assessments Work scrutinies</p>

	<ul style="list-style-type: none"> <li>Ensure PM targets/termly progress meetings ensure accountability for pupil progress across the school.</li> </ul>		
<p>Ensure that subject leadership is reviewed so that the management of all NC subjects is shared equally between staff according to their strengths/wishes and a timetable of monitoring/evaluation is set up so that they have sufficient time to carry out their roles/responsibilities.</p>	<p>Reduction in number of teaching staff/new staff member/new Ofsted framework putting greater emphasis on the curriculum as a broad, balanced whole.</p> <ul style="list-style-type: none"> <li>Discuss and agree subject leader responsibilities for 2019-20, ensuring that core subjects are fairly distributed.</li> <li>Prioritise and set relevant CPD within limited budget constraints.</li> <li>Set up a timetable of subject leader release to include regular management time for every NC subject.</li> </ul> <p>Ensure staff meeting time is allocated regularly for subject leader feedback</p>	<ul style="list-style-type: none"> <li>Subject leadership is fairly distributed and matched to strengths.</li> <li>Effective CPD keeps staff up to date with national expectations and requirements and empowers them to support other staff.</li> <li>All staff have a reasonable amount of time to monitor standards in their subjects and feedback to staff.</li> <li>Science and the foundation subjects have a raised profile across the school.</li> </ul>	<p>Planning Lesson observations Subject leader reports Staff meeting minutes Work scrutinies</p>
<p>To target MPA/HPA Y5 pupils who are at risk of not achieving EXP/GDS by the end of Y6 to ensure they make good/better than expected progress and so are well prepared for Y6 SATs.</p>	<p>Y5/6 classes are mixed which can mean that intervention/extension is aimed at vulnerable Y6 pupils and Y5 pupils are not able to catch up so effectively. We want to ensure intervention happens more consistently in Y5 as well as Y6. This objective needs to continue for 2020-21 because schools have been closed to Y4 pupils since March 20<sup>th</sup> 2020, so many will begin Y5 with significant gaps in their learning and will need to catch up rapidly.</p> <ul style="list-style-type: none"> <li>Identify vulnerable Y5 pupils in English and maths from end of Y4 data – i.e. pupils who are falling behind relative to their end of KS1 starting points. There may be more of these pupils in 2020-21 because of the Covid lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils were identified for a range of interventions and support and these took place as far as additional adults/funding permitted. We do not have sufficient additional adults to be able to offer the amount of extra support that is needed for some pupils. A key member of staff has been absent from school since mid-October 2019.</li> <li>The Fresh Start programme has had a very positive impact for specific pupils, as has the small group daily maths intervention. Funding did not permit booster sessions for Y5 and because of the Covid lockdown we could not offer these following the Y6 SATs.</li> <li>A final period of assessment will take place week beginning 21.6.21 and data entered onto Pupil Asset and analysed and shared with staff. In this way they will have a starting point for their health reports and action plans in Reading, Writing and maths.</li> <li>Apart from during the lockdown period, specific Y5 pupils have received after school reading catch up and NTP maths tuition. We continue to use Read, Write, Inc FreshStart for Y5 pupils who need it and others receive additional support for</li> </ul>	<ul style="list-style-type: none"> <li>Vulnerable Y5 pupils are identified and their specific gaps prioritised in planning.</li> <li>Intervention supports more vulnerable/pupils who need to catch up from the start of Y5.</li> <li>All groups of pupils attain at least in line with NA from their starting points at the end of Y5/Y6.</li> </ul> <p>Planning Lesson obs Pupil data</p>

	<ul style="list-style-type: none"> <li>• Ensure planning targets them specifically and additional adults are deployed to support them in English and maths on a regular basis.</li> <li>• Provide booster sessions each week in English/Maths, as for Y6 pupils.</li> </ul> <p>Intensify targeted intervention from May 2020/21 after SATs.</p>	<p>reading, phonics and maths. Pupils across the school have also received counselling sessions from the Benjamin Foundation to address various mental health issues.</p> <ul style="list-style-type: none"> <li>• Some pupils continue to achieve less well than they were doing before lockdown, or have not made sufficiently rapid progress to catch up, as they would have done prior to lockdown. This target will need to remain for 2021-22</li> </ul>	
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**Next Steps:**

Ensure foundation subject assessments are implemented to match new Knowledge and Skills documents.

Review and establish a validated synthetic systematic phonics programme at the Infant school.

Implement a stronger writing programme, which provides a more effective grammar, spelling and punctuation toolkit - Implement detailed scaffolding for more able writers to achieve expected and greater depth standards more readily. (e.g. The Write Stuff)

Percentage of achieving the Expected standard in RWM needs to be improved across the school (KS1 and KS2).

Percentage of achieving the Higher standard in RWM needs to be improved across the school (KS1 and KS2).

Successfully implement new EYFS curriculum framework and Reception Baseline.

Ensure Catch-Up funding is effectively spent to address gaps in learning.

Ensure Year 2 pupils are prepared for a Phonics Screening in Autumn term.

Ensure most disadvantaged pupils are able to access School-Led Tutoring Programme.

*Action Plan Title: PERSONAL DEVELOPMENT*

Target	Actions Taken	Impact	Evidence
<p>To continue to develop the school's outdoor learning environment so that it can effectively support pupil's learning and progress and offer a rich curriculum resource.</p>	<p>The school has extensive grounds, including wildlife areas, a pond, a bird hide and covered outdoor areas outside each classroom. These need to be used far more widely to promote learning across the curriculum but need regular maintenance for this to happen.</p> <ul style="list-style-type: none"> <li>• Arrange for all outdoor covered classroom areas to be professionally cleaned.</li> <li>• Audit learning resources in all outdoor areas and refresh/replenish within limited budgetary constraints.</li> <li>• Arrange for wildlife areas, including the pond, to be cleared so that they are accessible.</li> <li>• Undertake Forest School training.</li> </ul> <p>Ensure planning provides regular opportunities to use the grounds/outdoor learning environment as a learning resource.</p>	<ul style="list-style-type: none"> <li>• The outdoor covered areas are clean and well-resourced and used as a classroom extension.</li> <li>• Maximum use is made of the school grounds as a learning resource, which excites and enthuses the pupils.</li> <li>• Forest school training ensures the grounds are used safely and creatively to support teaching and learning across the curriculum.</li> <li>• Pupils learn to respect and care for their own local environment.</li> </ul>	<p>Pupil voice Planning/Lesson observations</p>

Next Steps: Maintain the areas and look into building the use of the outdoor areas into the curriculum with Bushcraft and/or forest Schools.

Consider ways to enhance the SMSC development of pupils using the outdoor areas.

Raise the aspirations of pupils regarding future careers.

Ensure children are exposed to a greater diversity helping them to understand their place in the world.

*Action Plan Title: BEHAVIOUR & ATTITUDES*

Target	Actions Taken	Impact	Evidence
To continue to develop the school's outdoor learning environment so that it can effectively support pupil's learning and progress and offer a rich curriculum resource.	<p>The school has extensive grounds, including wildlife areas, a pond, a bird hide and covered outdoor areas outside each classroom. These need to be used far more widely to promote learning across the curriculum but need regular maintenance for this to happen.</p> <ul style="list-style-type: none"> <li>• Arrange for all outdoor covered classroom areas to be professionally cleaned.</li> <li>• Audit learning resources in all outdoor areas and refresh/replenish within limited budgetary constraints.</li> <li>• Arrange for wildlife areas, including the pond, to be cleared so that they are accessible.</li> <li>• Undertake Forest School training.</li> </ul> <p>Ensure planning provides regular opportunities to use the grounds/outdoor learning environment as a learning resource.</p>	<ul style="list-style-type: none"> <li>• The outdoor covered areas are clean and well-resourced and used as a classroom extension.</li> <li>• Maximum use is made of the school grounds as a learning resource, which excites and enthuses the pupils.</li> <li>• Forest school training ensures the grounds are used safely and creatively to support teaching and learning across the curriculum.</li> <li>• Pupils learn to respect and care for their own local environment.</li> </ul>	<p>Pupil voice Planning/Lesson observations</p>
To improve attendance for all groups of pupils, particularly for those who are persistently absent, and for pupils in EYFS, so that figures are at least in line with NA.	<p>Attendance remains stubbornly below NA and it is generally poorest in the EYFS. A significant number of families persist in taking holidays in term time. The same objective needs to continue for 2020-21 because our attendance for 2018-19/2019-20 up to lockdown was still below NA and persistent absence was almost twice the NA.</p> <ul style="list-style-type: none"> <li>• Ensure LA reminder letters are sent out in September to all parents. Ensure half termly attendance herringbones are also sent to all parents.</li> <li>• Ensure the attendance lead rigorously applies the criteria for warning letters/fast track meetings/FPNs.</li> <li>• Ensure the school learning environment reflects the school's mission to improve school attendance – e.g. displays/attendance information/rewards for improved/good attendance.</li> <li>• Focus particularly on attendance in the EYFS which generally has the highest rate of</li> </ul>	<ul style="list-style-type: none"> <li>• Two term attendance up to lockdown is slightly better than in 2019, but below the NA. Persistent absence is well above the NA despite measures being followed as stated above. We did purchase LA attendance support but this has not had much impact on our performance. It does allow us to ask questions and obtain advice, which we would not be able to do otherwise.</li> <li>• Pupils in all year groups do understand what attendance means and that every week each class is aiming for 100%! Weekly class attendance is displayed in the hall, but we need to do more to display the attendance message in all classrooms and in public areas of the school.</li> <li>• Letters have been sent to parents and herringbones and meetings held with families identified where attendance is a concern. Often attendance improves for a period after these meetings but then tends</li> </ul>	<ul style="list-style-type: none"> <li>• The school community understands the importance of attendance and how the school's figures compare with NA.</li> <li>• The attendance lead is rigorous in monitoring attendance and follows LA guidance to the letter.</li> <li>• Consequently the attendance rate is in line with NA and the PA rate drops to be in line with NA.</li> <li>• Outcomes for PA pupils improve where poor attendance has affected their progress.</li> </ul> <p>The school environment clearly demonstrates the school's</p>

	<p>absence of any year group – meeting for parents/classroom attendance data visible/early intervention from attendance lead teacher.</p> <ul style="list-style-type: none"> <li>• Purchase Educator Solutions attendance package if budget constraints allow.</li> </ul>	<p>to drop off again. There is a greater range of attendance material available, so we need to send everything we can.</p> <ul style="list-style-type: none"> <li>• Still a proportion of parents take holidays in term time – if these did not take place our PA rate would be in line with NA. The roll is below 100 so very few pupils need to be absent for our attendance rate to fall below NA.</li> </ul>	<p>commitment to improving attendance.</p>
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**Next Steps:**

Develop higher aspirations of children through visits from inspirational professionals after surveying pupils' career interests.

Embed a growth mindset approach to enable children to be Ready, Resourceful, Responsible, Reflective and Resilient (The 5Rs).

Develop further projects to tackle social injustice and support worthy causes as courageous advocates.

Implement the role of Peer Mentors/Anti-Bullying Ambassadors to be fine examples of forgiveness, reconciliation and restorative approaches.

**Action Plan Title: LEADERSHIP & MANAGEMENT**

Target	Actions Taken	Impact	Evidence
Continue to develop/embed an enticing and broad curriculum that meets national requirements as well as the varied needs and interests of Ormesby pupils.	<p>New Ofsted framework with greater emphasis on a holistic curriculum. For 2020-21, we need to bring together the research/planning individual subject leaders have produced for their subjects and ensure they match our intent. Subject leaders need more time to observe teaching and learning and so be able to assess pupils' progress and standards.</p> <ul style="list-style-type: none"> <li>• Ensure all staff are familiar with the new Ofsted framework re curriculum.</li> <li>• Continue to develop the curriculum so all staff can explain its intent, how it is implemented and its impact is evaluated.</li> <li>• Ensure learning themes support opportunities for knowledge to be transferred and revisited across the curriculum/pupils' primary journey.</li> <li>• Share the curriculum document with parents in a consultation and publish a version on the schools' websites.</li> <li>• Ensure learning is engaging and teachers make full use of the school grounds, local environment, visitors and visits for enrichment.</li> </ul> <p>Ensure progress is monitored in each subject so that subject leaders can plan appropriately.</p>	<ul style="list-style-type: none"> <li>• Staff have worked hard in both schools to formulate a curriculum intent and agreed 'key principles', that now need to be incorporated into planning.</li> <li>• Individually they have been mapping out each subject, for each year group, to ensure opportunities for re-visiting, and progress in terms of knowledge and skills. This is very time-consuming, but a considerable amount of staff meeting time has been provided for this work. The deadline for completion is September 2021.</li> <li>• We now need to put all this intensive work into a comprehensive document for staff and governors, but also produce a simplified format for parents and publish a version on the website.</li> <li>• Staff need to observe more teaching and learning in their subjects and refine/develop assessment systems that are manageable and ensure they know how pupils are progressing in each year group and what standards are like across the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff understand the rationale of the schools' curriculum and it meets Ofsted requirements.</li> <li>• Learning themes enthuse pupils and ensure that knowledge and skills are secure and transferrable.</li> <li>• Parents have been consulted about the schools' curriculum and relevant suggestions/concerns acted upon.</li> <li>• All curriculum subjects are taught regularly and are monitored for the effectiveness of teaching and achievement.</li> <li>• Pupils are engaged and enjoy their learning and make good progress</li> </ul> <p>Planning Lesson observations Subject leader notes/action plans Pupil voice Curriculum map</p>
Continue to embed rigorous early years reading and writing systems and procedures across the school so that the percentage of pupils achieving EXP/EXC/GDS is at least in line with NA at EYFS/KS1.	<p>In EYFS the percentage of pupils achieving EXC is low, compared to the number who leave KS1 at GDS: at KS1 the percentage of pupils achieving EXP is below NA. In 2020, at the end of the Spring term, attainment in reading and writing in the EYFS, and in Y2, indicated that the percentage of pupils attaining EXP would be below NA for most groups of pupils. Attainment in Y1 was higher and data indicates that it would have been at least in line with NA and for some groups higher than NA.</p>	<ul style="list-style-type: none"> <li>• End of key stage results were analysed and leaders' health reports and subsequent action plans built on strengths and addressed weaknesses. (See health reports/action plans). These actions will need to continue in 2020-21.</li> <li>• Assessment and marking policies were reviewed and work scrutinies took place with feedback to staff, highlighting good/expected practice and where improvements needed to take place. (See work scrutiny notes). This needs to continue in 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff know the school's current strengths and weaknesses in English so planning addresses these.</li> <li>• Marking and assessment is consistently applied across the school and because staff act accordingly they make a</li> </ul>

	<ul style="list-style-type: none"> <li>Review/analyse EYFS/KS1 2019 end of year results to determine on-going/newly identified strengths and weaknesses.</li> <li>Ensure planning clearly addresses identified areas for improvement.</li> <li>Review assessment/markings policies.</li> <li>Refresh/review existing handwriting/phonics/spelling teaching and assessment schemes/deadlines/non-negotiables and monitor half-termly.</li> <li>Audit current library and reading scheme resources and replenish within budgetary constraints so that stock meets a wide range of pupil interests and abilities.</li> </ul> <p>Carry out detailed timely assessments in phonics, reading and spelling to identify gaps/children who have fallen behind, and so plan lessons, intervention and catch up programmes accordingly.</p>	<ul style="list-style-type: none"> <li>Existing non-negotiables/deadlines etc. were also reviewed and staff reminded of these. Opportunity was therefore offered for these to be reviewed/amended if required. In all year groups staff have been extremely vigilant in endeavouring to meet deadlines in terms of phonics/spelling/handwriting to enable all pupils to achieve EXP. In particular, these will need to be reviewed for 2020-21 because early indications are that some pupils have forgotten a considerable amount of information/learning and consequently gaps will need to be filled and possibly deadlines changed/delayed/accelerated.</li> <li>The reading book/library book audit has revealed an urgent need for stock replenishment. We have decided to leave the LA library service and spend an equivalent amount of money on books to build up our permanent stock.</li> </ul> <p>Assessment shows that the pupils' levels of achievement overall are very heavily cohort dependant and in 2019-20 have been impacted by the high percentage of SEND in YR/Y2. We are still finding it challenging to move some pupils, not on the SEND register, but with very low starting points, on rapidly enough so that they achieve EXP at the end of EYFS/KS1.</p>	<p>difference to pupils' outcomes.</p> <ul style="list-style-type: none"> <li>Non-negotiables ensure that where possible pupils reach key milestones towards achieving EXP/EXC/GDS.</li> <li>Results at the end of 2020 are at least in line with NA for all groups of pupils.</li> <li>Reading materials enthuse pupils because they meet their interests and they can access a wide range of texts at their level.</li> <li>All staff know pupils' current attainment levels, so planning can address these accordingly.</li> <li>Intervention and catch-up lessons are provided for all relevant pupils.</li> </ul> <p>Gaps are rapidly closed so that results in 2021 are at least in line with NA for all groups.</p>
<p>Review the school's maths policy/calculation policy/whole school planning format/resources to ensure that teaching supports a mastery approach so pupils become fluent, reasoning mathematicians.</p>	<p>Attainment in maths has been consistently at NA for EXP at the end of EYFS/KS1 and we need to ensure we do not become complacent. We need to support pupils more effectively who are not reaching EXP. The school's long serving maths leader has left the school and the new subject leader needs to be supported through quality CPD. In 2020, at the end of the Spring term, attainment in EYFS/Y1/Y2 was in line with NA for the expected standard. Attainment at the end of KS1 has been in line or above NA both at the expected and greater depth standards, but this has not continued at the junior school.</p> <p>Why?</p> <ul style="list-style-type: none"> <li>Review the end of year EYFS/KS1 results to identify the school's current strengths and weaknesses in mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>The new maths leader completed a comprehensive health report and wrote an action plan based both on the strengths/weaknesses identified from this, but also from her work on the maths mastery programme. She has greatly benefitted from her work with other schools and is far more confident in her understanding of what teachers need to do next to improve maths mastery. She now needs more opportunity to complete the programme and then feed back all that is relevant to staff, including sharing the new calculation policy.</li> <li>Work scrutinies and termly assessments so far indicate that current deadlines/agreed strategies are being followed and pupils are making good progress and attaining in line with NA. However, this progress/attainment does not continue at the same rate at the</li> </ul>	<ul style="list-style-type: none"> <li>All staff know the school's current strengths and weaknesses and quality planning addresses these.</li> <li>Resources are fit for use and support a mastery approach.</li> <li>The current strengths of mathematics teaching are further developed through quality CPD, supporting the subject leader and then all other staff.</li> <li>All groups of pupils achieve in line with NA</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure in the short/medium term planning continues to be based on the WhiteRose plans which support fluency and mastery.</li> <li>• Review existing maths resources and replenish within budgetary constraints.</li> <li>• Apply for the funded 'Mastery in Mathematics programme and/or other quality CPD to support the subject leader/all staff.</li> <li>• Enable the maths leader to continue to access the maths mastery programme which has been impacted by the school's Covid lockdown.</li> <li>• Allocate staff meeting/training day time for maths leader to feed back information from the programme/work scrutiny/updated calculation policy.</li> <li>• Set up joint staff training for infant and junior schools to establish concepts/methods in maths which need more consolidation at the infant school, prior to transition.</li> </ul>	<p>junior school, with some current year groups well below the NA, and not able to perform basic calculations. This is why we need to identify what is causing this decline and address the causes in both schools.</p> <ul style="list-style-type: none"> <li>• Some new resources have been purchased but a significant budget deficit continues to impact heavily on this aspect of maths provision. <ul style="list-style-type: none"> <li>• We have continued to be part of the maths mastery programme and have signed up for it for a third year. The subject leader considered that its impact was less favourable this year and the quality of CPD was affected by the Covid lockdown and requirement for all training to be held virtually. Teachers at both schools consider we are still developing mastery, rather than being in a position to embed it, but the training is going to address this and we have having an extra day's CPD for this in the Autumn term.</li> <li>• There have been no joint staff meetings and this does need to happen once the final data is analysed to determine whether there is still an issue at the junior school – real or perceived.</li> <li>• The calculation policy has been re-written and conforms to a concrete/visual/abstract/fluency/problem-solving/mastery approach. Teachers are more frequently extending children with problem solving activities, rather than moving on to larger numbers/new concepts. The subject leader has analysed various quizzes/assessments and identified that subtraction/division are the weakest operations.</li> </ul> </li> </ul>	<p>by the end of 2020 in mathematics.</p> <ul style="list-style-type: none"> <li>• The subject leader can finish the mastery programme and so be better able to support colleagues.</li> <li>• The subject leader fully briefs staff on the outcomes from her training/ subsequent work scrutinies/ updating of the calculation policy and staff plan accordingly.</li> </ul> <p>Frank communication with all staff across the schools leads to improved understanding, consolidation and fluency in maths, so pupils' progress continues at the same rate at the junior school.</p>
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<p>To increase the proportion of pupils reaching the higher/GDS standard in Reading, Writing and Maths, so that achievement is at least in line with NA/prior attainment.</p>	<p>In 2019 higher PA attaining pupils did not make good progress from their starting points in Reading and Maths in particular at the end of KS2. This objective needs to continue for 2020-21 because we will not have another set of comparable KS2 data until 2021 at the earliest. Attainment in March 2020 for Y6 at GDS was in line with NA for Reading and Maths, but below for Writing and GPS. Attainment in Y3/Y4 at GDS was broadly in line with NA, but it was below for Y5 in all subject areas.</p> <ul style="list-style-type: none"> <li>Review SATs QLA/end of year/March tests to determine specific areas of strength/weakness in 2019/2020.</li> <li>Monitor subsequent planning to ensure areas for improvement are prioritised.</li> <li>Continue to embed/monitor the impact of Reading Pro across the school, ensuring reading stock is available for all ability levels.</li> <li>Introduce and monitor the impact of Read,Write,Inc Fresh Start programme across the year groups.</li> <li>Provide timely CPD on teaching writing to meet GDS in each year group.</li> <li>Enrol the school on the Maths Mastery programme and ensure maths leader feeds back appropriately.</li> <li>Continue to embed co-operative learning across the school.</li> <li>Ensure PM targets/termly progress meetings ensure accountability for pupil progress across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Progress from KS1 starting points overall in all year groups is mostly good for all subject areas. Prior attainment in Reading/Writing was below NA for Y3/Y5/Y6. Progress and attainment in maths for all year groups is not so good, particularly for Y4, where attainment on entry was very high, so this is an area where scrutiny is required.</li> <li>The school joined the maths mastery programme and now the subject leader needs to feed back her observations/work scrutinies/policy revisions, so that good practice is shared and areas of weakness rapidly addressed.</li> <li>Teachers took part in GDS Writing CPD and a thorough work scrutiny in Y6 was conducted, which highlighted significant strengths, but also some gaps that need to be addressed. This needs to happen in all year groups as soon as schools re-open fully.</li> <li>Specific pupils in all year groups took part in the Fresh Start programme over the course of the year but the impact of this programme on each child has not been assessed by the subject leader yet. The same is the case with Reading Pro. Individual teachers make reference to how successful both programmes have been for some pupils, but we need the 'big picture', because both schemes are costly.</li> <li>Co-operative learning still happens in every class, but CLIPs need refreshing, so CPD needs to be organised for 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>All staff know the school's strengths and weaknesses in each year group and plan accordingly.</li> <li>Reading/Writing progress is rigorously monitored and all pupils have access to quality reading stock.</li> <li>Staff are well supported by CPD to offer writing opportunities which support pupils to achieve GDS.</li> <li>The Maths mastery programmes supports all pupils to develop into fluent, reasoning mathematicians.</li> <li>Pupils take responsibility for their own learning because co-operative learning CLIPs are a regular feature in lessons.</li> <li>Teachers are accountable for the pupils they teach and intervention is set up for pupils who need it.</li> <li>Pupils achieve higher/GDS standard in line with N/A/prior attainment in all year groups.</li> </ul> <p>Planning Lesson obs Pupil voice Pupil Asset/assessments Work scrutinies</p>
<p>Review/amend the school's marking policy to ensure pupils are supported effectively to take next learning steps, teachers' workload is manageable and pupils' marked work meets statutory moderation requirements.</p>	<p>The school will be moderated by the LA in 2020: teachers' workload is very high and marking needs to be effective for pupils and manageable for teachers. This objective needs to continue for 2020-21 because we will be moderated in 2021 now, as moderation did not take place in 2020. As we complete the redesign of our wider curriculum we also need to agree marking codes/procedures for all subjects, so that it is meaningful for children and manageable and purposeful for teachers/subject leaders.</p> <ul style="list-style-type: none"> <li>Review/amend current marking policy and agree its aims and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>The marking policy was reviewed in September 2019 and CPD was held for all staff on marking for statutory moderation. This made clear the need in Y6 for pupils' work to be independent and for marking to be very restricted on paper. Pieces of writing need to be completely 'independent' and cannot have been influenced by success criteria or marking comments. We need further clarification on the moderation process for 2021.</li> <li>Work scrutinies show that the policy is generally being followed, but some</li> </ul>	<ul style="list-style-type: none"> <li>Marking makes a difference to pupils' outcomes and this is evidenced by work scrutinies.</li> <li>Marking is consistent across all classes and curriculum subjects.</li> <li>Pupils' work in Y6, used as evidence for moderation, meets statutory requirements.</li> <li>Marking is manageable and sustainable for all staff in all subjects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure the policy covers all curriculum subjects, following the curriculum re-design.</li> <li>• Arrange further CPD on moderation and what is/is not acceptable practice – this may have been updated due to school closures.</li> <li>• In light of the above, agree how marking and feedback will be carried out, in each year group and each subject, to ensure it makes a difference to pupils' outcomes and is manageable and sustainable for teachers.</li> </ul>	<p>previously 'agreed' practices are not taking place consistently in every class. These need to be reviewed.</p> <ul style="list-style-type: none"> <li>• Marking in all subjects refers back to learning intentions, however these are agreed/displayed. We need to revisit this aspect of marking and ensure consistency across every class/year group. Marking of some foundation subjects is not evident – eg. Art – we need to address this.</li> <li>• Lockdown has hampered progress with this objective so I think it may need to continue depending on the findings from the most recent work scrutinies. We need to revisit marking ladders/checklists etc because there is a lack of consistency across the school.</li> <li>• Some teachers mark conscientiously but others can do it in a very cursory manner – eg in maths allowing children to mark their own/peers' books but then not checking and addressing errors. Marking in some foundation subjects is scant and this needs to be addressed.</li> <li>• Marking needs to be revisited and decisions made and agreed about its purpose and manageability. Marking per se might not be necessary in its present form – but looking at children's work and giving feedback needs to happen in a way that is manageable for staff and impactful on children's achievement.</li> </ul>	<p>Work scrutiny Pupil voice Pupils' outcomes Teachers' voice</p>
<p>Ensure that subject leadership is reviewed so that the management of all NC subjects is shared equally between staff according to their strengths/wishes and a timetable of monitoring/evaluation is set up so that they have sufficient time to carry out their roles/responsibilities.</p>	<p>Reduction in number of teaching staff/new staff member/new Ofsted framework putting greater emphasis on the curriculum as a broad, balanced whole.</p> <ul style="list-style-type: none"> <li>• Discuss and agree subject leader responsibilities for 2019-20, ensuring that core subjects are fairly distributed.</li> <li>• Prioritise and set relevant CPD within limited budget constraints.</li> <li>• Set up a timetable of subject leader release to include regular management time for every NC subject.</li> </ul> <p>Ensure staff meeting time is allocated regularly for subject leader feedback</p>	<ul style="list-style-type: none"> <li>• Subject leadership is fairly distributed and matched to strengths.</li> <li>• Effective CPD keeps staff up to date with national expectations and requirements and empowers them to support other staff.</li> <li>• All staff have a reasonable amount of time to monitor standards in their subjects and feedback to staff.</li> <li>• Science and the foundation subjects have a raised profile across the school.</li> </ul>	<p>Planning Lesson observations Subject leader reports Staff meeting minutes Work scrutinies</p>

Continue to raise the profile of the governing body so that it is well-informed about the schools' strengths and weaknesses, as a consequence of monitoring activities, and so makes a sustained impact on school improvement, including exploring effective working partnerships.

Governors constantly need to demonstrate that they know the schools' strengths and weaknesses and any current/future barriers to maintaining a good quality of education. This needs to be an on-going objective in 2020-21, because the schools' provision, and governors' monitoring have been disrupted by the covid lockdown. Governors need to work with the SLT to map out priorities for the coming year, including, ensuring a focus on well-being and mental health. Crucially, it will need to advertise and appoint a new Headteacher for September 2021, following the retirement of the current Headteacher in August 2021.

- Re-assign (if appropriate) governors to committees, based on their strengths and interest, following the resignation/co-option of two governors.
- Set up termly programmes of monitoring and evaluation, relating to the schools' SIDPs and SEFs.
- Review the SIDPs/SEFs at least termly.
- Continue to explore other partnerships, including commissioning better targeted support for both schools from VNET and taking an active role in the school cluster group Broad Horizons.
- Take an active role in creating the schools' RSE policies and teaching schemes, including consulting with parents.

Advertise and recruit a new Headteacher for the Ormesby federation in a timely manner.

- Governors have good attendance at full meetings and committee meetings. The SEN/safeguarding governor has regularly met with SENCO/DSLs to monitor provision and conducted a safeguarding review with staff.
- All governors met with staff to look at the schools' performance in 2019 and to get a deeper understanding of performance data – this needs to be fed back at a subsequent meeting.
- Monitoring the quality of teaching needs to happen more regularly – few visits have taken place since September 2019.
- The schools take an active part in Broad Horizons – we need to ensure that governors know about what is happening and also have their own opportunity to be part of this group as governors.
- The current Headteacher plans to retire in 2021, so this needs to give governors an opportunity to think about what they want in the future for the Ormesby schools. Their future is heavily dependent on school roll and so there is still a need to consider financial sustainability and how this can be assured.

#### Progress so far in 2020-21

- Governors continue to have very good attendance at meetings and all belong to either the Resources/Curriculum/Community Committees. Covid and lockdown have continued to have a significant impact on the amount of in-person monitoring that has taken place this year. The SEN/safeguarding governor has held virtual meetings with the SENDCO and with DSLs to ensure these areas of the schools' provision have not been affected by Covid measures and restrictions.
- Governors have recruited and appointed an experienced Headteacher to lead the schools from September 2021.
- The governors have been consulted on the schools' RSE policies and proposed teaching programmes and have approved them.
- There remains significant concern around the falling school rolls and the impact this is having/will have on the schools' budgets. The schools are now very isolated in terms of

- Governors have an accurate, shared view of the schools' strengths and weaknesses and know the next steps to maintain a good Ofsted outcome in both schools. These take account of the disruption caused by lockdown and school closure.
- All governors are proactive about monitoring the schools' provision from direct observation/in-school visits.
- Effective steps are taken to form productive partnerships with other agencies.
- VNET provides good value for money because leaders are specific about the support required for each school.
- The schools offer RSE that meets new statutory requirements and addresses mental health and well-being issues that may arise from the covid lockdown.
- Governors successfully recruit a new Headteacher, who can build on current strengths, address weaknesses and move the schools forward.
- Governance/Leadership and Management of the schools are judged to be 'Good' by Ofsted.

		collaboration/partnerships because Broad Horizons stopped meeting in 2020-21 because of Covid. Hopefully, this partnership will start again next year. The schools do belong to VNET so have opportunities to keep up to date with national/local education matters.	
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Next Steps:

Improve the leadership qualities of all Senior Leaders within the Federation.

Use Devolved Formula Capital to develop the building and grounds.

Ensure the Federation is promoted further within the community.