

# School Development Plan

**St Giles Church of England Primary School**

Walsall



# Introduction

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St Giles C.E. Primary School is larger than average Primary School, which serves an area of significant deprivation indicated with approximately 39% (16.10.22) of pupils eligible for PPG funding, this is a rising trend. The percentage of pupils with SEND and complex needs is broadly in line with national averages. Pupil mobility is generally stable, however the school is increasingly being asked to admit above the school PAN. The school pro-actively supports CME/FAP/LAC process to offer places for children without a school places. The School underwent an Ofsted inspection in March 2014 where overall effectiveness was graded as Good and again in December 2018 where securely good judgements were confirmed. The school is proud to have a distinctly Christian ethos which is welcoming to all faiths and non, and has worked hard to create a harmonious learning community based upon both Christian and British Values. Secure links within the curriculum in partnership with RE Today have ensured that core values are well established being recognised by the Diocese culminating in two outstanding SIAMS inspections in 2012 and 2017. The school also undertook a full external Leadership and Management Review in January 2021 led by 'Challenge Education', which resulted in significant strengths being recognised and validated. The school's Mission and Vision Statement is underpinned with **Christian Values** and the **UNCRC Convention on the rights of the child**.

The Senior Leadership Team consists of Head Teacher, Deputy Head Teacher, and Designated Safeguarding and Behaviour Lead supported by a robust and effective middle leadership curriculum team, from EYFS to KS2. The middle leaders team includes 4 highly experienced teachers (UPS) with enhanced TLR responsibility. Middle leads are encouraged and supported to complete National Leadership Programmes (NPQML/SL) through Manor Teaching School Hub and Teach First.

Since Autumn 2017 the school has been on a journey to become a 'Right Respecting School' with UNICEF and has achieved the 'Bronze Committed' stage in Summer 2018 and Silver in 2019. The school is on track to achieve the Gold Rights Aware Award this academic year. The principles of the UN Convention on the Rights of the Child (CRC) complements and enhances our school vision and values so that over time all stakeholders will feel increasingly confident in articulating this.

***'You must love one another as I have loved you.' John 13 v 34.***

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

***Learn to Love - Love to Learn***

***'You must love one another as I have loved you.' John 13 v 34***

## **Values**

Our vision and Christian ethos is supported by the following core values;

### **Forgiveness and Reconciliation**

**Agape**

**Compassion and Community**

**Equality**

**Service and Stewardship**

**MISSION**

The school's mission statement will be underpinned by our vision, motto and values with our commitment to the '*Rights of the Child*'(UNCRC).

We will therefore:

- nurture a *compassionate* community where all feel safe to express their different points of view knowing that their opinions are valued.

**Article 12 (respect for the views of the child)**

**Article 30 (children from minority or indigenous groups)**

- work in partnership with our *community* ensure that *agape* is at the heart of all we do.

**Article 14 (freedom of thought, belief and religion)**

- teach the true meaning of *forgiveness* and *reconciliation* encouraging an attitude of loving one another and promoting good mental health and wellbeing.

**Article 2 (non-discrimination)**

- have at our heart collective worship that will encompass our vision and Christian ethos.

**Article 14 (freedom of thought, belief and religion)**

- provide an enriched and creative curriculum where all will flourish so that they '*learn to love and love to learn*.'

**Article 28 (right to education)**

- develop a PSHE and RSE curriculum that has at its heart *equality and inclusion* preparing children for the joys and challenges of modern Britain.

**Article 3 (best interests of the child)**

- instil the attitude of **service and stewardship** that challenges social injustice, promotes **equality** and encourages an understanding of our world and the needs and wants of others.

**Article 29 (goals of education)**

**Key Priorities 2022/25: To continue to fully embed the three strands of the CRC convention of the rights of the child throughout the school, underpinning all policies, practices, and actions.**

1. Quality of Education: Closing the Gap: PPG v Non-PPG (**Article 2 (non-discrimination)**) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background. **Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children.

More disadvantaged pupils to make good progress in reading, writing and mathematics in order to raise attainment by the end of Key Stage Two.

2. Quality of Education: Remote Learning. **Article 16 (right to privacy)** Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation. **Article 17 (access to information from the media)** Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

To ensure high quality teaching, learning and assessment continues for all learners through school via Google Classroom in the event of Covid-19 related events.

3. Quality of Education: English **Article 12 (respect for the views of the child)** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. **Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Enhance the quality of the teaching of English, in line with career expectations to increase the percentages of pupils achieving Greater Depth in line with national data and expectations. (Reading and Writing)

4. Quality of Education: Phonics **Article 6 (life, survival and development)** Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

To implement a high quality RWInc programme in order to provide all that is essential to teach SSP to children in reception and key stage 1, up to or beyond the standards expected by the national curriculum, and provide sufficient support for children to become fluent readers.

5. Behaviour and Attitudes **Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer

countries achieve this.

As a result of behaviour initiatives- pupils to consistently have highly positive attitudes and commitment to their education.

6. Spiritual & Cultural Development (SIAMS) **Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background. **Article 14 (freedom of thought, belief and religion)** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

The whole curriculum to provide opportunities for all pupils to understand, respect and celebrate difference and diversity.

7. Leadership and Management: Middle Leadership **Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background. **Article 3 (best interests of the child)** The best interests of the child must be a top priority in all decisions and actions that affect children. **Article 4 (implementation of the Convention)** Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Curriculum Leaders to ensure that the learning is sequenced meaningfully with a clear emphasis on infusing conceptual and subject specific vocabulary embedded in all subjects. Curriculum Leaders to ensure that the learning is sequenced meaningfully with a clear emphasis on infusing conceptual and subject specific vocabulary embedded in all subjects.

8. Early Years **Article 6 (life, survival and development)** Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential. **Article 18 (parental responsibilities and state assistance)** Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children. **Article 31 (leisure, play and culture)** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Pupils to make better than expected progress within Reading, Writing and Maths resulting in an increase of pupils on track to meet or exceed ELG's within Literacy and Numeracy. \*Boys to make better than expected progress in writing compared to girls from their starting point.

The school's self-evaluation highlights that well-articulated and promoted Christian values underpin the school's vision, aims and all policy and practice. Very strong visionary leadership and good governance ensures equality and well-being have a high priority at St Giles. Consequently, pupils thrive and grow in confidence academically, spiritually and personally. The importance of Christian values underpinning learners' achievements is always discussed at every governing body meeting. The school works closely with the church so they can give vision and hope to pupils and their families. As a result, their future lives are not determined by the postcode where they live and they become good stewards and the best they can be. The school continues to be on a journey to help pupils believe they are worth something. Parents praise the Christian education their children experience, based on loving one another. The school worships together in church each week, where high levels of engagement, behaviour and spirituality are proudly displayed. The school has continued to refine worship

and has recently introduced a new new values based worship curriculum which focuses upon Generosity, Compassion, Courage, Forgiveness, Friendship and Respect.

Parents say they see their children model Christian values at home, based on respect for others. The pastoral and worship leader ensures worship is well led. RE has a very high profile and is well resourced. This includes helping pupils to deepen their biblical understanding through the use of the 'Understanding Christianity' resource as well as teaching about other World Faiths in depth over time. Hard working staff say they are proud to be part of a team and inclusive family where Christian values are consistently upheld and where everyone is respected and valued as individuals, whatever their background, religion or culture. The school is fully committed to providing wider opportunities which are accessible to all and fully embed (RADY) principles enabling all pupils to have access to quality experiences to develop cultural capital in and out the classroom.

Over the past 5 years, the school has appointed Teach First Graduates in KS1 and 2, specifically recruited for their subject specialisms. The partnership between the school and Teach First is focused upon a common vision and values to raise aspirations and outcomes for disadvantaged pupils. The quality of mentoring that the Teach First graduates have received has been recognised by the Local Authority and Teach First, with the Deputy Headteacher being offered the role of Lead Mentor within the organisation to continue to support graduates in school, and has also mentored graduates across the region. This partnership is a long term commitment from both the school and Teach First. Governors identified that the school needed to recruit the highest calibre of graduates in order to accelerate progress and close the attainment gap, and been instrumental in driving the links between schools, Teach first and Birmingham City University. The school has been successful in fully utilising a Teach First Learning Mentor (Catch-up Funding 2020/21)to raise attainment of disadvantaged/SEND/LAC pupils.

The school has an experienced and highly effective School Business Manager, who along with the Local Authority ensure that the finances of the school are well managed with all funding directly targeted to support all pupils make good progress through school. Over the past few years, the school has continued to be enhanced further both indoor and outdoor to ensure that all pupils are able to learn within a modern and well resourced and equipped school. Governors have ensured that Safeguarding capacity is a strength with the appointment of a full-time highly experienced Designated Safeguarding Lead with additional responsibilities for behaviour, attendance and Prevent, supported by a part-time DSL and Family Support Manager and Mental Health First Aider. The school has ensured that there is significant leadership capacity to drive wellbeing projects including a PSHE lead (with paid responsibility) and continued support from trained mental health counsellors (Kidz Klub) and external PSHE advice and continued links with the PSHE Association.

In response to the popularity of the school and the reputation it holds within the community due to the attainment of pupils and the rising pupil numbers, the school embarked upon an expansion to increase the number in each Cohort from 45 to 60 with effect from Sept. 2016, this expansion is now complete with all years now having a 60 pupil PAN.

The schools' Curriculum Intent is rich, broad and wide which enhances learning across the curriculum, beyond core subjects. The school has established professional relationships with key organisations in order to create a deep and wide curriculum based upon a balance between knowledge, key skills and application across the whole curriculum. For example, the History and Geography curriculum has been planned in consultation with both the Historical Association and the Geographical Association and Rising Stars ensuring key skills and knowledge is built upon each year. As a result of the school maximising the expertise of professional associations, implementing schemes of work and associated resources teacher workload has significantly reduced with more professional time available to teachers to develop and secure their own subject knowledge. The school has made significant long term investment to ensure that high quality CPD is available to all middle (subject) leaders as well as affiliation with esteemed associations. Other organisations that the school works in

partnership with include P.S.H.E association, R.E. today and Keele Science Learning Centre. Accessing specialist CPD, planning and resources also extends into the arts, music and P.E. Planned learning opportunities include music, whole class instrumental tuition, specialist dance, sport, theatre and drama. The school places high priority upon the development of the whole child and the well-being of all to implement a rounded curriculum to support and develop mindfulness and well-being.

Prior to Covid-19, the school planned the implementation of a programme to support children's mental health and anxiety in partnership with the DFE funded' Nature Friendly School's and Young Minds. Nature Friendly Schools is a ground-breaking project funded by the Department for Education with support from the Department for Environment, Food & Rural Affairs (DEFRA) and Natural England. It has fuelled creativity and a sense of adventure, allowing pupils to experience the joy that nature can bring, and help to develop teachers' confidence to embrace and drive forward outdoor learning in our own school. The school has further strengthened commitment to outdoor learning by developing a bespoke programme across the school to develop academic resilience in partnership with Birmingham Wildlife Trust. This programme also includes opportunities for Outdoor Adventure Learning (Orienteering-Problem Solving- Teamwork) Pupils are given the opportunity to visit local nature reserves or parks, experience wildlife on their doorstep through the creation of new nature areas within our school grounds and benefit from an increased amount of time spent learning outdoors. This year the school is working with the Forest of Mercia as part of the DEFRA 'Trees for Climate' which includes the joint planting of over 1300 trees and shrubs and the installation of a willow dome and wildflower meadow.

Over the past two years, the NPT Programme has been maximised with all three routes being used by the school to address learning loss through Covid and to accelerate learning. Currently, there are over 200 pupils accessing NTP accredited tuition through Third Space Learning, Action Tutoring and FFT Lightning Squad. The school adds significantly to the NTP funding from PPG grant monies to implement the highly effective programmes which have had a significant impact upon progress and attainment of PPG pupils through school. The school is often asked to contribute to case studies and to support providers as conferences and National Tutoring Summits (July 2022 Wellington College and November 2022 Euston)

Recent achievements include the attainment of the Music Mark which recognises musical enrichment through school and robust 'Singing Strategy'. Our choir sing weekly in church, supported by the voices of the whole school who are taught singing through the Charanga Music Scheme. All children also have the opportunity to play two instruments through KS2 as part of the wider opportunities programme. Many choose to develop this further by joining one of three music/choir afterschool ensemble groups. Pupils perform regularly in church to both peers and parents.

This year the school was awarded the Platinum School Sport Award, which recognises high quality PE and Sport Provision. The school has long established links with the West Midlands Dance Association, Wednesbury Hockey Club, Staffordshire Cricket Club and Bilston Swimming Association. The school uses the Sport Premium effectively, ensuring teachers have access to high quality CPD and excellent standards of coaching and teaching. Through our established links pupils have been able to take part in high profile sporting events including Chance 2 Shine Cricket at Lord's and St George's Park 10th Anniversary which was also attended by Prince William, both wonderful opportunities for pupils and colleagues.

The school is proud to offer a comprehensive programme of music and sport to all pupils during and after the school day, and is a proud partner school to outside clubs and organisations which provide excellent coaching and teacher CPD through the Sport Premium. During the Summer of 2021 and 2022, the school provided access to all pupils eligible for FSM as part of the HAF programme to access quality sport and a healthy lunch.

The school is keen to open up the sporting facilities out of hours, forming a partnership with Sport4Kids who provide discounted wrap-a-round care as well as weekend and holiday clubs.







RAG: ● Green

Status: In Progress

Cost: £ 183611

Staff time: h

Dates: 31/08/2021 to 31/08/2023

Ref: 437

Responsible: ASPPG

Monitor: FGB

#### Success Criteria:

- ✓ 1: SSE to indicate that teaching and learning over time is good/outstanding.
- ✓ 2: Routinely undertake forensic analysis of pupil data so that over time all pupils make at least good progress and implement research based interventions to address
- ✓ 3: Ensure 'Best Practice' with the implementation of agreed policies and practices and challenge teaching which is below that expected in relation to career expectation and responsibility..
- ✓ 4: Maximise use of regular home-learning to consolidate and extend pupils' knowledge, skills and understanding. Share this good-practice across the school. High use of MathsWatch, Purple Mash and Education City. Ensuring pupils eligible for PPG funding have worked checked to ensure completion in school time.
- ✓ 5: Pupils eligible for PPG funding to make good progress resulting in the in school attainment gap to reduce. (Across RWM)
- ✓ 6: SSE to indicate pupils are provided with regular high quality feedback which allows them to understand how they can improve their work. Make sure that pupils are given the opportunity to reflect on this feedback, ensuring that they clearly understand how to improve and can set their own targets accordingly. Marking to be in line with school expectations and taking into consideration workload.
- ✓ 7: Ensure tuition is most beneficial and is explicitly linked to classroom teaching and pupil's specific needs, including high quality and individualised feedback to ensure pupil's progress.
- ✓ 8: Tutoring sessions are short, regular and sustained to have the greatest impact. Ratio's of 1-3 group sizes to lead to better outcomes for targeted pupils . Well planned tutoring sessions supported by clear objectives and teaching resources.
- ✓ 9: To build good relationships between tutors, pupils and families resulting in increased engagement.
- ✓ 10 To facilitate CPD for staff – to build the capacity of staff to deliver outdoor learning : (knowledge and understanding, progression, resources and confidence)To produce an evidence base to capture the project.

**Description:** More disadvantaged pupils to make good progress in reading, writing and mathematics in order to raise attainment by the end of Key Stage Two. To map the whole school curriculum to identify opportunities for outdoor learning and to embed the Academic Resilience Approach for pupil mental health and wellbeing.

**Strategy:** Quality First Teaching which closely matches the learning needs of PPG pupils. Maximisation of the NTP Tuition Partners, academic Mentors and School Led Tutoring as a tool for helping pupils recover lost education and learning opportunities. To facilitate CPD for staff – to build the capacity of staff to deliver outdoor learning (knowledge and understanding, progression, resources and confidence) To produce an evidence base to capture the project.

Types of evidence could include

- Lesson plans, risk assessments, photographs, videos, teachers’ reflections, pupils voice – comments, quotes, feelings and evaluations

**Monitoring / Evaluation:** Autumn Impact Statement (Governor Review)

Monitoring of English and Mathematics was completed across the school with Good/Outstanding learning observed throughout the school. Observations indicated that PPG pupils are being challenged and supported effectively across the school. The impact is particularly evident within KS2. There is evidence to indicate that NTP is having a positive impact for those accessing the provision.

Analysis of pupil outcomes at the end of the autumn term (NFER/TA) indicate that there is a whole school gap between PPG and Non-PPG of 14% across Reading, Writing and Maths. (Year 1-6).

Percentage gaps vary across the school, with the most significant gaps being within KS1 where the impact of lost learning is most prevalent due the pandemic.

Year	(RWM) PPG	(RWM) NPPG	Overall On Track (RWM)
1	36%	66%	55%
2	33%	76%	59%
3	63%	82%	74%
4	57%	62%	60%
5	63%	69%	67%
6	78%	58%	68%

Actions:

- 1) Pupil progress meetings completed with provision reviewed.
- 2) NTP expanded (Route 3) to include KS1 focussing upon comprehension and tutoring for those who did not meet/exceed the Phonic Screening Threshold.
- 3) Additional targeted support in place to secure PPG/Greater Depth.

Year	(RWM) PPG	(RWM) NPPG	Overall (RWM)
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1	41%	63%	55%
2	36%	82%	64%
3	58%	79%	70%
4	57%	68%	63%
5	44%	66%	57%
6	78%	58%	68%

Analysis of pupil outcomes at the end of the spring term (NFER/TA) indicate that there is a whole school gap between PPG and Non-PPG of 13% across Reading, Writing and Maths. (Year 1-6). (Slight reduction compared to the autumn)

Percentage gaps vary across the school, with the most significant gaps being within KS1 where the impact of lost learning is most prevalent due to the pandemic. The school has admitted 10 children across the school, including SEND and vulnerable. Due to staff inconsistencies due to Covid-19 and supply cover issues in one of the Year 5 classes, the quality of learning declined. To address the declining trend, staffing was reorganised with the school utilising the skills and experience of UPS3 and Middle lead. NTP funding has been allocated to provided in school (100% pupils) and 24 places (after-school) tutoring for Year 5 cohort. Third Space-Action Tutoring and Maths Watch . Provision map has been amended for this cohort which includes the use of increased NTP tuition and support for those children whose progress is below that expected. The school is confident that by the summer, progress and attainment will have been accelerated.

#### Summer Impact Statement-End of KS2 (Year 6)

At ARE for all subjects: 83% (39/47) v National 59% .Progress scores from KS1 are positive and reflect good progress.

PPG-87%: NPPG-76%. PPG (23) are outperforming the NPPG pupils across RWM in Year 6. There has been significant impact upon reading attainment due to the consistent implementation of Cracking Comprehension especially in KS2. Due to English intent being implemented effectively and with fidelity across the school underpinned by a sequential approach to the reading curriculum –this has resulted in developing children’s fluency, confidence and enjoyment in reading. There is a clear learning journey with a focus upon vocabulary which is firmly embedded through the whole school vocabulary spine tool. Provision Maps demonstrate PPG pupils being targeted to raise progress and attainment in reading and writing. Findings are supported by the attainment and progress data which match what is evidenced in the books.

#### Challenge Education Impact Statement May 2022:

- Leaders continually monitor the progress of the high number of disadvantaged pupils through detailed progress meetings and track the attainment gaps across groups of pupils with class teachers to inform both in class and out of class interventions. This is allowing them to evaluate the impact of targeted intervention and adjust this responsively. Internal data provided indicates that gaps vary across each year group with disadvantaged pupils

performing less favourably particularly in year 2 but in year 6 this trend is reversed.

- Leaders and teachers remain focused on development of reading in order to allow pupils to fully access the curriculum. Discussions with curriculum leaders demonstrate deliberate planning to maximise opportunities for reading and adaptations to interventions e.g. tutoring expansion in KS1 and provision mapping.

#### Autumn 22 (Governor Review)

All teacher appraisals have taken place, linked to career expectations and school priorities. All staff have received Google Classroom refresher training with consultants, with a planned Storytime session to take place remotely as part of the INSET day to identify those children unable to access, in order for barriers to be removed. School has offered all PPG parents a high quality device to ensure learning continues in the home environment.

Staff received high quality CPD with Chris Quigley to deepen their understanding of retrieval practice and marking based on current research endorsed by EEF. As a consequence the marking policy for the school is in a formal consultation period. Changes include staff planning specific retrieval practice strategies across the curriculum as a learning tool rather than as assessment tool.

NTP programme has been expanded further to ensure that SEND pupils are receiving quality 1-1 tuition on a weekly basis through Third Space Learning (Maths) and FFT (English). The school currently supports 200+ pupils with weekly tuition.

#### Autumn Actions:

- 1) Review and present the Marking Policy reflecting best practice and teacher workload/wellbeing. (Complete January 2023)

- 2) Review Outdoor Learning Programme transitioning to a new partner. (Complete January 2023)

- 3) Identify and overcome individual barriers to online learning in the home environment.

#### Autumn Review (Jan 23)

All class teachers met with the Assessment Lead as part of termly Pupil progress meeting having administered the NFER diagnostic assessments at the end of autumn term to discuss how Quality First Teaching and provision map have impacted on the progress and attainment of PPG learners that they are targeting. Questions raised as part of the professional dialogue included: Which pupils who weren't on track in September are now on track? What strategies worked? Who needs to continue with additional interventions? What are your next steps (provision map) to increase the % of PPG on track? Barriers identified that still need addressing. Which pupils are progressing well and are on track to meet or exceed expectations in relation to Age related curriculum expectations?

Every member of staff came prepared with information pertaining to individual pupils which paved the way for changes to spring term provision map to accelerate the progress of PPG pupils.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Priority 1 PPG v Non-PPG	ASPPG	31/08/22	Completed

## Quality of Education: Remote Learning

**RAG:** ● Green

**Dates:** 31/08/2021 to 31/08/2023

### Success Criteria:

**Status:** In Progress

**Ref:** 436

**Cost:** £ 36790

**Responsible:** ASSLT

**Staff time:** h

**Monitor:** FGB

- ✓ **1:** To ensure that all staff demonstrate a secure understanding of how to upload and deliver high quality blended learning (live and recorded).
- ✓ **2:** All learners to have access to a quality device to access remote learning with PPG/vulnerable pupils prioritised.
- ✓ **3:** To ensure all learners can log in to access. (Log ins have been checked in school). Logins visible in reading diaries.
- ✓ **4:** Learning timetables and associated content to be uploaded so that in the event of home learning, resources are accessible.
- ✓ **5:** Appropriate feedback provided to pupils in line with in school learning.
- ✓ **6:** To ensure that Google Classroom content has been shared with the allocated staff and support provided.
- ✓ **7:** Parents to be provided with information and guidance to ensure online safety.
- ✓ **8:** Regular monitoring of online learning to quality check provision.
- ✓ **9:** Quality CPD underpinned by high quality resources to deliver remote learning while at the same time reducing work load.

**Description:** To ensure high quality teaching, learning and assessment continues for all learners through school via Google Classroom in the event of Covid-19 related events.

**Strategy:** To fully utilise Google Classroom as the main virtual learning platform, enabling a blend of live and recorded learning and resources.

**Monitoring / Evaluation:** Autumn/Spring/Summer Term Evaluation:  
Remote learning continues to be a strength of the school, with all home learning accessible through Google Classroom. All teachers have had refresher CPD with the Computing Lead and LA Teacher Advisers to ensure that online learning is of high quality. Online safety has remained a key priority with parents provided with regular guidance to ensure that children's online activity is monitored and checked. All parents who have requested a device to access home learning have been provided with a Chromebook. All online activity through Google Classroom and a school device is actively monitored by the Local Authority, with all concerns addressed without delay.

Actions:  
1) Class teachers to review the completion of work set online to identify barriers to accessing home learning/remote learning. (Complete January 2023)  
2) Class teachers to continue to use the 8.30am-9.00am teaching slot to work with children who need additional support and guidance to access home learning.(Complete/Ongoing January 2023)  
3) Online Storytime to take place on 9th November 22 to identify online barriers for parents and carers.(Complete January 2023)  
4) Autumn 2022- January update-All teachers have received refresher training for Google classroom with Walsall LA team.  
Spring Target: To launch Oxford Reading Buddy software with staff, pupils and parents.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Quality of Education: Remote Learning	ASSLT	31/08/22	Not Completed

### Quality of Education: English and Mathematics

<b>RAG:</b> ● Green	<b>Dates:</b> 31/08/2021 to 31/08/2023	<b>Success Criteria:</b>
<b>Status:</b> In Progress	<b>Ref:</b> 438	✓ <b>1:</b> An increase in the proportion of low/middle pupils attaining age related expectations in reading and writing and mathematics the end of each year in line with age related expectations.
<b>Cost:</b> £ 18500	<b>Responsible:</b> ASEL	✓ <b>2:</b> The percentage of deeper learners attaining a scale score of 110+ to be in line or above Nationals.
<b>Staff time:</b> h	<b>Monitor:</b> FGB	

- ✓ 3: SSE to indicate that all changes to reading, writing and maths practices practices have been fully implemented through school, with action taken to address non-compliance.
- ✓ 4: NFER assessments to evidence progress of pupils over time, with appropriate targets set and shared with parents. Pupils to know what they are focussing on and what they need to do to improve their reading comprehension and spelling, grammar /punctuation in written compositions across the curriculum.
- ✓ 5: Monitoring of reading diaries/journals indicate that reading opportunities are secure and are a high profile. TA/Teacher/Parent comments are made regularly and children can confidently discuss own reading books and guided/class texts.
- ✓ 6: SSE to indicate that children's reading books provide an appropriate level of challenge, and are changed regularly with comments evident to pinpoint next steps in children's reading and understanding.
- ✓ 7: SSE to evidence opportunities for reading comprehension through geography and history, with evidence that Non-Fiction texts are being used to underpin the development of reading.
- ✓ 8: Reading for pleasure and Class reader has a high profile and used to extend children's understanding of text and vocabulary.
- ✓ 9: In school and cluster moderation shows consistency in writing standards in line with AREs and STA National standards at the end of KS2.
- ✓ 10 Quality CPD underpinned by high quality resources and research matched to staff's : knowledge and understanding of the English and Maths Curriculum Intent and Implementation.
- 11 Teachers to use correct mathematical modelling based upon White Rose/Third : Space.
- 12 Further embed reading for pleasure across the school, resulting in children : accessing the high quality books by choice (available in every classroom).

**Description:** Enhance the quality of the teaching of English and Mathematics , in line with career expectations to increase the percentages of pupils achieving Greater Depth in line with national data and expectations. (Reading and Writing and Mathematics)



**Strategy:** To ensure English and Maths curriculum is based on research; implement and evaluate strategies to enable Low/Middle attaining pupils make even better progress resulting in a greater percentage to meet age related expectations by the end of Year 6 in reading and writing. To plan, implement and evaluate strategies to enable deeper learners to make greater progress evidenced by the increased percentage of deeper learners achieving a scale score of over 110 by the end of year KS2 tests. To provide high quality CPD to staff to enable implementation of reading developments including phonics in school ensuring all vulnerable groups of learners make good progress over time.

**Monitoring / Evaluation:** Autumn/Spring term Evaluation

Year 6- Autumn Term outcomes indicate that the proportion of children who are on track to achieve expected standard/greater depth in reading is above that achieved nationally in 2019. (School 77% v National 73%) Teaching of grammar has been reviewed to improve the quality of written work to include an additional grammar lesson to be taught revising the grammar curriculum from Year 2-6. (Gaps evident due to the pandemic and remote learning)

Summer Impact Statement-End of KS2 (Year 6)

At ARE for all subjects: 83% (39/47)

PPG-87%: NPPG-76%. PPG (23) are outperforming the NPPG pupils across RWM in Year 6.

There has been significant impact upon reading attainment due to the consistent implementation of Cracking Comprehension especially in KS2. Due to English intent being implemented effectively and with fidelity across the school underpinned by a sequential approach to the reading curriculum –this has resulted in developing children’s fluency, confidence and enjoyment in reading. There is a clear learning journey with a focus upon vocabulary which is firmly embedded through the whole school vocabulary spine tool. Provision Maps demonstrate PPG pupils being targeted to raise progress and attainment in reading and writing. Findings are supported by the attainment and progress data which match what is evidenced in the books.

KS2 Writing Moderation Teacher Assessment Judgements validated by external moderators on 14th June, 2022-85% (Expected +:40/47). This is 7% above the 2019 National figure for writing at the end of KS2 (78%) Greater Depth Standard: school 19%; 13% National 2022.

The impact of a range of interventions through the tutoring programme has ensured that attainment for 8 NPPG pupils has been raised by the end of summer term. Two of the NPPG pupils have an EHCP and they follow a highly differentiated curriculum. With the pandemic widening the attainment gap between disadvantaged pupils and their peers, it has never been more vital to ensure we use our Pupil Premium funding effectively to support improved learning outcomes. This has paid dividends as seen in the results.

Autumn 22 Update.

Standardised tests to take place termly with NFER. Assessments to be analysed to ensure that the proportion of deeper learning is in line with national expectations. Assessments to

be shared with parents. (Complete January 2023-Refer to the Data analysis report and whole school provision map)

During the term, reviews will take place to ensure that pupil's books are matched appropriately, providing a secure balance between fluency and challenge. (Focus upon lowest 20%). English and Mathematics observations to capture the impact of Maths updates provided. Subject SSE's to take place with curriculum leads. (Complete January,2023)  
 Staff have accessed quality CPD in relation to grammar to ensure that teachers have the subject knowledge required to secure learning across the curriculum. Maths CPD to follow. There is significant impact of reading for pleasure strategies which have been captured in an Autumn Learning Walk. (Wolves SLSS)

**Spring 2023 Actions**

English- Reading leaders through school surveyed all KS2 classes to identify authors and titles to supplement their Class Libraries. The school allocated £2000 of funding to purchase from Peters. Books are now available for loan in classes. All teachers have time allocated to complete spelling and grammar CPD to continue to drive English improvements. All teachers now listen to PPG pupils weekly to ensure that books closely match ability consistently.

PPG readers to be heard reading 1:1 by the class teachers and comment registered in the pupil reading diary.

Maths lead has updated staff with developments with Mathematics to drive continued improvement and has provided exemplar planning and marking examples to support colleagues through school. Maths Watch is being promoted throughout KS2 to enable all pupils to access high quality Maths support in the home environment. A workshop to update parents has been arranged for 24.1.23. English and Maths Tutoring remains a high priority with close to 200 pupils accessing accredited provision.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Quality of Education: English	ASEL	31/08/22	Completed

**Quality of Education: Phonics**

**RAG:** ● Green

**Dates:** 01/09/2021 to 31/08/2023

**Success Criteria:**

**Status:** In Progress

**Ref:** 443

- ✓ 1: SSE validates daily teaching sessions and teach the main grapheme-phoneme correspondences of English (the alphabetic principle) in a clearly defined, incremental sequence

**Cost:** £ 3900

**Responsible:** EY/KS1

**Staff time:** h

**Monitor:** FGB

- ✓ **2:** Begin by introducing a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on progress from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English teach children to read printed words by identifying and blending (synthesising) individual phonemes, from left to right all through the word
- ✓ **3:** Teach children to apply the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words provide opportunity for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences ensure that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme
- ✓ **4:** Provide resources that support the teaching of lower-case and capital letters correctly, with clear start and finish points. The programme should move children on by teaching them to write words made up of learned GPCs, followed by simple sentences composed from such words as well as any common exception words ('tricky words') learned
- ✓ **5:** Be built around direct teaching sessions, with extensive teacher-child interaction and involve a multi-sensory approach. The programme should include guidance on how direct teaching sessions can be adapted for online delivery (live or recorded) (see
- ✓ **6:** Provide resources to enable teachers to deliver the programme effectively including sufficient decodable reading material ( see notes 6 and 7) to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words
- ✓ **7:** Include guidance and resources to ensure children practise and apply the core phonics they have been taught [footnote 1] (see note 8) enable children's progress to be assessed and highlight the ways in which the programme meets the needs of those who are at risk of falling behind, including the lowest attaining 20% of children

**Description:** To implement a high quality RWInc programme in order to provide all that is essential to teach SSP to children in reception and key stage 1, up to or beyond the standards expected by the national curriculum, and provide sufficient support for children to become fluent readers.

**Strategy:** Enable children to start learning phonic knowledge and skills early in reception, and provide a structured route for most children to meet or exceed the expected standard in the year one (Y1) Phonics Screening Check and all national curriculum expectations for word reading through decoding by the end of key stage 1. provide full guidance for teachers to support the effective delivery of the programme and appropriate, programme-specific training either directly, through appointed agents or remotely; with assurances that there is sufficient capacity to do so and that those delivering this training will have appropriately high levels of expertise and relevant experience.

**Monitoring / Evaluation:** Phonics has continued to be a high priority from EYFS to KS1, with the school strengthening phonics through additional DFE approved phonic scheme (Rocket Phonics) supplementing learning and opportunities to apply their phonic skills as a whole class. Early evidence indicates that this has enthused children's interest in books further, with wider vocabulary being introduced.

Year 2

Due to delayed phonic screening, phonics was a high priority during the Autumn Term with significant time spent revising sounds as a class and in groups.

Assessments indicate that the school is likely to surpass national expectations for the phonic screen test. ( School 85% - 82% Nationals/LA 74%). Although a PPG/NPPG gap is evident, phonic outcomes were securely good . (18/23 75%)

Year 1

Analysis of phonic outcomes indicate that the percentage of pupils on track has increased from an entry baseline of 76% to 81% which is broadly in line with national outcomes.

Reception

Phonic outcomes indicate that 75% of pupils are on track. Within Literacy A PP/NPPG gap exists (33% v 45%) with provision reviewed to close the gap. Provision include, revising Set 1 sounds, oral blending opportunities. Spring term Literacy data indicates (47% PPG and 69% NPPG) Although progress has been made in both groups, the gap has widened.

Actions:

To utilise the expertise of EYFS Level 3 TA to support lowest 20% pf pupils (majority PPG/SEND)

To review the impact of Rocket Phonics on reading and comprehension.

School Led Tutoring to target children who did not equal/exceed the Year 1 phonic threshold.

Summer Impact:

\*Year 1 phonic screening data is 8% above the 2019 .School 90%;National -82%

\*18 out of 22 PPG pupils in Year 1 have passed the phonic screening assessment successfully. This equates to 82% which is the 2019 National Threshold.

\*1 LAC pupil has also passed the phonic screening assessment showing the impact of high quality teaching and tutoring.

\*60% of Year 1 pupils achieved ARE expected grade in RWM.(Autumn Term-55%)

Next Steps:

- To provide an alternative phonics programme that will closely be taught alongside whole school phonics programme that will help to accelerate progress of SEND pupils in year 1/2 that have not passed the 2022 Phonics Screening Check (SJ/LG/BS/JC/DP).
- Rocket phonics will allow children to follow an alternative programme that offers a range of interactive and vocabulary rich texts. Although Rocket phonics is an alternative phonics programme to RWI it is still a DfE certified programme and will help pupils develop core reading skills (e.g. letter recognition/ blending/ segmenting/ word reading/ sight reading of HFW) that run alongside the principles of RWI. Rocket phonics will provide pupils the opportunity to practice handwriting and gross/fine motor activities.

Autumn 22 Update:

A phonic review tool place on 17th October with Jilly Crawford (RWinc) The review identified the secure practice in Reception and Year 1 and allowed for quality CPD to be accessed by all practitioners.

Out of 21 PPG pupils 11 are on track to make expected progress at the end of the year. RWinc tutoring is being provided to enable the remaining 10 PPG not on track to make the progress. In addition Rocket phonics programme has been implemented to target vocabulary and comprehension skills and provide opportunities for pupils to develop reading fluency.

Development/Actions :To narrow the gender attainment gap in Reading-Boys:57%;Girls 72%

Read ,Write ,Inc learning Walk planned in early spring from EYFS-Year 1.

To capture good to outstanding RWInc practice on IRIS.

## ACTIONS

	RESPONSIBLE	DEADLINE	STATUS
Quality of Education: Phonics	EY/KS1	31/08/22	Not Completed

## Behaviour and Attitudes

RAG: ● Green

Status: In Progress

Cost: £ 38880

Staff time: h

Dates: 01/09/2021 to 31/08/2023

Ref: 441

Responsible: AS/BL

Monitor: FGB

**Success Criteria:**

- ✓ 1: Pupils behave with consistently high levels of respect for others.
- ✓ 2: Low levels of inappropriate behaviours are dealt with swiftly to address and eliminate bullying, harassment and violence.
- ✓ 3: High expectations shared with pupils by all adults and met by pupils both in and out of the classroom.
- ✓ 4: Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.
- ✓ 5: Trained and specialised staff to deliver identified programmes enabling all pupils to exhibit high levels of self regulation.
- ✓ 6: Unicef -right respecting ethos is embedded across the school.
- ✓ 7: Children and young people are beginning to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally.
- ✓ 8: All staff to model rights respecting language and attitudes, and making strategic decisions that involve students.

**Strategy:** To implement consistently restorative practice programme across the school. To provide appropriate support, resources guidance and research based strategies to meet individual needs. School is explicitly embedding the UN Convention on the Rights of the Child in its policy, practice and culture. School is promoting knowledge and understanding of the Convention on the Rights of a child-'Silver Aware' throughout the school community.

**Monitoring / Evaluation:** SSE indicates:

Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. Clearly due to issues around Covid-19 attendance is less than what would be normally expected, however the school has a firm grasp on why pupils are absent and is working hard to ensure learning loss is limited. Due to the focus upon securing good attendance, the school remains above that seen nationally. (School 93.8% V National 93.6%).

Relationships among pupils and staff reflect a positive and respectful culture; pupils are

**Description:** Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. School is explicitly embedding the UN Convention on the Rights of the Child in its policy, practice and culture. School is promoting knowledge and understanding of the Convention on the Rights of a child-'Silver Aware' throughout the school community.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

safe and they feel safe. Pupils are polite, helpful and courteous to all staff and visitors, with low level concerns identified and addressed without delay.

The school has ensured that children who require behaviour therapy programmes have access to trained mentors and counsellors (Kids Klub) who support in and out of the classroom. Resources used include Speech and Language Programmes (Pragmatics) as well as PSHE Association resources. This practice has ensured that all pupils are able to access the full learning and enrichment menu that is on offer through school. Further provision has been made in school to support those most vulnerable to exclusion including use of specialised provision. This has been achieved through secure partnerships between professionals, school and parents to ensure access to education for the most vulnerable.

Action:

Pupil voice to be captured and presented through UNICEF Ambassadors inc behaviours and Mental Health)

BASE resources to be reviewed.

Challenge Education Impact Review May 2022:

- The learning environment is purposeful. Pupils behave respectfully and most regulate their behaviour well. Reminders of expected standards of behaviour are continually reinforced with warmth and clarity, especially noted with younger pupils when moving around the school site.
- Leadership of SEND has a clear focus on meeting the needs of pupils and working in partnership with parents. There is an effective determination to sustain an approach which reduces any risk of exclusion.
- Leaders across the school both create and embrace opportunity to enrich inclusive provision and experience for pupils. The work that is being done in partnership with other organisations e.g. Cadmus Inclusive and The Wildlife Trust (Outdoor learning Wild Wednesday project) demonstrates a well-focused and articulated approach to improvement planning.

Autumn 22 Update:

Behaviour continues to be a strength of the school with the school being identified as fully inclusive. The behaviour policy and rewards for positive behaviours is a strength. (Sept-Oct 13, 101 positive points have been attributed which equates to 97.63% of positive behaviours across the school).

Link Governors have commented positively across the whole school day. Provision is in place to address and support complex needs, with the school having strong links with specialist provider to ensure complex needs can be met safely. During the Autumn Term, a fixed term exclusion was issued due to extreme, long standing dangerous behaviours.

Governors challenged the school to ensure that all had been done to prevent suspension with support being reviewed and in place to reduce the likelihood of repetition.

Spring 2023 targets:

Pupils value their education. Pupils have high attendance which meets the national averages. Pupils come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. The school continues to receive weekly support from the Educational Welfare Service as well as having designated attendance staff to deal with issues/concerns without delay.

The school to meet with local authority in January 2023 to complete an audit review and to receive an update on new Walsall Council attendance procedures. Following this meeting the school:

- 1) Revised all template letters to bring them in line with new attendance procedures at Walsall Council. (No templates were made available to the school prior).
- 2) Ensured that all attendance meetings are followed up with written outcomes which clearly offers support as well as identifying legal consequences of on-going absence.
- 3) Re-introduction of attendance prizes/book prizes for pupils maintaining high levels of attendance as well as rewarding pupils with increased attendance following a formal meeting.

It is significant to note, that although the school attendance is below that we would normally expect (93.5/94%) it remains in line with nationals and likely above the local attendance figures.

Where pupils struggle with the structure and rules, the school takes intelligent, fair and highly effective action to support them to succeed in their education. Fixed-term and internal exclusions are used appropriately and as the final steps of a transparent process. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions remains an option but would be used appropriately as a last resort.

Autumn term: 2 fixed term suspensions ( 1 pupil)

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Behaviour and Attitudes	AS/BL	31/08/22	Not Completed

## Spiritual & Cultural Development (SIAMS)



RAG: ● Green

Status: In Progress

Cost: £ 4225

Staff time: h

Dates: 31/08/2021 to 31/08/2023

Ref: 439

Responsible: WRE

Monitor: FGB

Success Criteria:

- ✔ 1: Extend the programme of visits and visitors so that pupils meet people of faith in their places of worship more frequently to enrich their spiritual and cultural development.
- ✔ 2: a) The school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices
- ✔ 3: b) Leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world.
- ✔ 4: c) The school has explored and engaged in diocesan and other global companion/world church links
- ✔ 5: d) The school community connects its ethical and charitable activities to the school's vision and associated values
- ✔ 6: e) Leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice
- 7: I will ensure that Collective Worship using Roots and Fruits resource for all my pupils is inspiring and transformational; includes a range of creative opportunities (music,, silence, symbol, drama). In order to develop the Christian vision and values of the school.

**Description:** The school's Christian vision and associated values uphold dignity and value all God's Children\*, ensuring through its policy and practice the protection of all members of the school community.

The whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity.

The school has an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

**Strategy:** The school supports all pupils in their spiritual development, enabling all pupils to flourish. Leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference.

**Monitoring / Evaluation:** Autumn/Spring/Summer Term Evaluation

The School Worship Council meet weekly with the Kids Klub to plan and deliver weekly worship, in line with the Anglican Liturgical Calendar. The Worship Council collaborate effectively with Unicef Ambassadors and ensure that global and ethical issues are addressed appropriately to the whole school. The RE lead has attended recent CPD and is working towards meeting the new agreed SACRE expectations in preparation for 2022/23. The SIAMS SSE has been evaluated in partnership with the Diocesan CDA. RE/Worship lead is effective and is implementing actions to ensure RE and Worship is securely good across

the school. RE lead has monitored RE across the school with support from SLT/CDA and quality CPD.

Actions:

To review the impact/evidence the impact of Worship/Spirituality CPD.

To RAG rate the SIAMS Action Plan with Governors.

Autumn term 22 Update:

The school has fully implement Roots and Fruits across the school to ensure that worship is invitational and inspiring. School worship now takes place in church weekly, which fully involves pupils in the planning and delivery. IRIS has been used to capture the implementation of changes. Link Governors have evaluated worship across the school. The school is due to meet with CDA (Nov 22) RE continues to be a strength of the school, with new planning consistently implemented resulting in high quality learning across the school.

Development Points:

1. Continue to ensure children have the opportunity to talk with faith leaders and visitors, and overcome barriers to arranging visits to places of worship. (Ongoing)

a. Link with SACRE and discuss with CDA.(Complete January 2023)

b. Build on newly established trips and visit – build on the faith trail. (Ongoing)

c. Timetable trips, visits and guest speakers (Ongoing)

d. Allowing children to ask questions of people of the faith they are learning. Exposing children of that faith. (Ongoing)

2. Continue to embed retrieval practice in RE.

a. Are children given the opportunity to refer back to prior learning and moving their learning from short term to long term memory.

b. Evidencing retrieval practice in books

c. Building on pupil's prior knowledge and attach new learning to previous learning.

3. Multi-disciplinary RE

a. Ensure teachers are given children to explore RE through a multi-disciplinary approach.

b. Children given the opportunity to ask and answer theological, philosophical and sociological questions.

Autumn 22 (Jan 23)

- Roots and Fruits has been introduced as a resource to support children and teachers lead worship following discussions in the summer term. The church has funded resources from Early Years and throughout the primary stage. These resources have been well received by staff and leaders and are supporting staff and children to make relevant links to Biblical teaching.

- Worship is taking place in church every Friday. Sung worship is led by the choir, seated in

the choir stalls. They meet weekly after school to practise. High importance is given to this with the choir lead paid for the additional responsibility.

- Picture News is also used to as a Collective Worship resource.
- Collective worship across the school was observed during the visit. A clear structure was observed in all classes, with words of welcome used to begin the worship. The worship seen was inclusive, invitational and inspiring. A deliberate change of atmosphere was seen in the worship observed. Children are fully involved in acts of worship from Early Years and through to Year 6. The Roots and Fruits resource is used for the main act of worship, with a clear focus on Biblical teaching. Children are encouraged to consider these themes and reflect on the relevance in their daily lives. Clear opportunities for spiritual development exist within these worship sessions.
- Collective Worship books were also seen during the visit. These are a really high quality and are well-presented. The books have individual style and approaches used, but consistently demonstrate the opportunities for reflection which have been provided. Children have considered how teaching from the Bible may influence their behaviour and identified what can be learned and understood from them.
- LJ worked with Kathryn to explore the RE SSE which may be useful if RE is subject to a deep dive. Further questions/prompts can be found at the very end of the report document. Advised Kathryn to ensure she has a clear understanding of how the curriculum has been developed to ensure it is well sequenced and facilitates progression, including a focus on balanced RE teaching (theology, human science, philosophy). Ensure that key knowledge the children will clear has been identified and that you are clear about opportunities for retrieval practice to ensure that key knowledge is retained. In addition, have a clear understanding of the RE Statement of Entitlement (see bottom of the report).
- LJ will send subject knowledge information sheets to support staff with RE subject knowledge.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Spiritual & Cultural Development (SIAMS)	WRE	31/08/22	Not Completed

## Leadership and Management: Middle Leadership

RAG: ● Green

Status: In Progress

Cost: £ 85887

Staff time: h

Dates: 31/08/2021 to 31/08/2023

Ref: 440

Responsible: SL/ML

Monitor: FGB

**Success Criteria:**

- ✓ 1: To create and share a clear curriculum intent which is in line with the statutory National Curriculum.
- ✓ 2: Subject policy to be reviewed with reference to the curriculum intent, implementation and impact (assessment). Link
- ✓ 3: Exemplification in the form of video, pictures and pupil work to reflect to evidence progression across the school.
- ✓ 4: Termly reports (co-authored/discussed) with link governor.
- ✓ 5: Resources to be audited and ordered to ensure all staff are able to implement the intent.
- ✓ 6: Evidence the support provided to staff to enable them to deliver Quality First Teaching within the subject.
- ✓ 7: To take ownership of own CPD and use evidence based research to improve subject knowledge required to support staff to deliver the curriculum. (Evidenced through simple case simple case studies).
- ✓ 8: To complete subject action plans. To be presented at Governors. (19th November) Action plans to be reviewed each term.
- ✓ 9: To have a clear overview of progress and attainment in line with ARE (Age Related Expectations) for their subject.
- ✓ 10 SLT to provide management time provided to ensure staff well being and reduce : workload.
- 11 Subject leads to exemplify effective learning and provision and curriculum : sequencing through IRIS,

**Description:** Curriculum Leaders to ensure that the learning is sequenced meaningfully with a clear emphasis on infusing conceptual and subject specific vocabulary embedded in all subjects.

**Strategy:** Subject Leads to have a clear curriculum intent which is shared and understood by all staff. To provide opportunities for subject leads to access high quality CPD and use evidence based research to improve subject knowledge required to support staff to deliver the curriculum. (Evidenced through simple case simple case studies).

**Monitoring / Evaluation:** All Middle Leaders have been provided with appropriate CPD in order to lead and manage their subject effectively across the school. Middle leads have met with Governors and have presented subject evaluations. As part of a two year rolling programme across school, Governors receive in depth presentations to gain a secure overview of the curriculum. As part of a rolling programme, Middle Leads have evaluated subjects, observed lessons and reported findings to continue to improve their areas of responsibility.

#### Actions

Continue to provide further opportunity for middle leaders to evaluate learning and receive feedback within and outside of their areas of responsibility and model precision in action planning in particular in relation to impact evaluation.

Analysis of data and collation of moderated work to secure end of year judgements.

#### Summer Term Impact:

Challenge Education Impact Statement May 2022:

- The headteacher and deputy headteacher continue to apply a forensic and tightly focused approach to the analysis and monitoring of pupil progress. They model this with middle leaders and are ensuring the development of curriculum leaders through a balance of support, professional agency and accountability.

#### Autumn 22 Update

All leads continue to access quality CPD (TT Education) in order to ensure they have the skills and knowledge to lead their subjects effectively. Subject leads have been fully involved in the SSE completed to date including: MFL/Science/geography/RE with PSHE to follow in November. Link Governors have been provided with exemplars of learning from EYFS-Year 6 to facilitate professional support and challenge.

1) Subject Action Plans to be reviewed and updated to reflect school and subject priorities.

(Complete January 2023)

2) Link Governors to meet with Subject Leads to provide appropriate support and challenge.  
(Ongoing)

3) Subject leads to exemplify high quality learning through IRIS (Ongoing Model Lesson)

Majority of teaching staff have engaged with/plan to access NPQ CPD through Teach First or Manor Teaching School.

Autumn 22 (Jan Update) Ongoing curriculum development is central to the improvement priorities of the school and this is reflected in the investment of time and resource to the growth of curriculum leadership. Teachers and leaders describe opportunity to work with colleagues in KS3 establishments with a focus on curriculum progression. This is valued as part of their professional knowledge growth and is providing a mechanism for ongoing review of the curriculum and sharing practice for example, in MFL.

Majority of the staff continue to engage with the NPQ programme to develop their early leadership skills.

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Leadership and Management: Middle Leadership	SL/ML	31/08/22	Not Completed

## Early Years

**RAG:** ● Green

**Dates:** 01/09/2021 to 31/08/2023

**Success Criteria:**

**Status:** In Progress

**Ref:** 442

**Cost:** £ 6000

**Responsible:** SZ

**Staff time:** h

**Monitor:** FGB

- ✓ **1:** Pupils to make better than expected progress within Reading, Writing and Maths resulting in an increase of pupils on track to meet or exceed ELG's within Literacy and Numeracy.
- ✓ **2:** Boys to make better than expected progress in writing compared to girls from their starting point.
- ✓ **3:** Moderation of writing indicates that boys have closed the progress gap between Boys and Girls
- ✓ **4:** Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- ✓ **5:** Quality of writing (including handwriting) and reading is of high quality- resulting in increased attainment across all pupils and groups.
- ✓ **6:** Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

**Description:** The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

**Strategy:** To implement Cornerstones Curriculum which is based upon real books and lively themes to give children rich and meaningful learning experiences and cross curricular skills. To align Cornerstones with Talk for Writing themes to enrich pupils' experiences of writing. To update all staff's CPD to enable them to plan and teach meaningful writing opportunities through teacher directed and adult supported as well as child initiated writing. To ensure all writing has a clear audience and purpose with high expectations on pupils applying the writing and spelling expectations being taught through the RWI programme.

**Monitoring / Evaluation:** Pupils have made outstanding progress across all areas of the EYFS curriculum, with an average of 90% making the expected rate of progress. Pupils have made accelerated progress within Literacy, which reflects the priorities and developments

implemented through the Cornerstones Curriculum and Talk for Writing. EYFS Assessment reflects the changes in guidance from the DFE, moving away from high numbers of passive observations to quality in depth conversations and observations. EYFS team have been supported through this process with the LA Advisor, who validated the practice and praised the curriculum and planning running through Nursery and Reception. Summer Term Impact:

In Reception; 69% of pupils achieved GLD which is 3% below the 2019 Nat (72%) however above 2022 Nat (65%). Achievement and progress can be evidenced as securely 'Good' as a result of consistently good to outstanding 'Quality First Teaching'.

Next Steps

- Continuing to implement Cornerstones curriculum to support and develop speech and language and writing and aim to close the gender gap-Boys GLD 65.63;Girls 74.07 GLD
- Provide weekly adult led writing opportunities.
- Continue to model writing - correcting pencil grip, forming letters correctly.
- Continue to monitor boys/PPG children to ensure good progress.
- RWI daily sessions with handwriting opportunities daily for HA/MA
- Writing available in all areas of provision

Autumn Update: January 23

Nursery: Pupil data demonstrates excellent progress from their baselines across prime areas and specific areas of the Foundation curriculum. 89% of pupils made above the expected progress and 11% made expected progress in communication and language and understanding the world clearly showing the impact of embedding oracy and language through the Welcome targets across EYFS. 92% of the pupils made above the expected progress in personal, social and emotional development. 84% of the pupils made above expected progress in Literacy showing the impact of phonics and storytelling workshops with parents. Despite outstanding progress, attainment data in Nursery is well below in relation to age related expectations.

Reception-RS

In RS 53.33% of pupils are on track to achieve GLD at the end of Reception. Achievement and progress can be evidenced as securely 'Good' as a result of consistently good to outstanding 'Quality First Teaching'. There is a significant gap between 8 PPG and 22 NPPG on track across Foundation Stage Curriculum). NPPG group is outperforming PPG across prime areas and specific areas of the foundation curriculum. (NPPG-68.18%;PPG-12.50%)

Next Steps

- Continuing to implement Cornerstones curriculum to close the attainment gap between PPG and NPPG.
- Provide weekly adult led writing opportunities.
- Continue to model writing - correcting pencil grip, forming letters correctly.
- Continue to monitor boys/NPPG children to ensure good progress.

- RWI daily sessions with handwriting opportunities daily for HA/MA
- RWinc tutoring (1:1 with Miss Phillips in class/ red room. Every Mon/ Tue/Wed/Thurs from 11am – 11.45am-targeted group- (See the attached spring term provision Map)

In RG; 40% of pupils are on track to achieve GLD at the end of Reception. Achievement and progress can be evidenced as securely 'Good' as a result of consistently good to outstanding 'Quality First Teaching'. 14 PPG (50% on track across Foundation Stage Curriculum) PPG group is outperforming NPPG across prime areas and specific areas of the foundation curriculum.

Next Steps

- Continuing to implement Cornerstones curriculum to close the gender gap-Boys on track 26.67%;Girls on track 53.33%
- Provide weekly adult led writing opportunities.
- Continue to model writing - correcting pencil grip, forming letters correctly.
- Continue to monitor boys/NPPG children to ensure good progress.
- RWI daily sessions with handwriting opportunities daily for HA/MA
- RWinc tutoring (1:1 with Mrs Murphy in class. Every Mon/ Tue/Wed/Thurs from 11am – 11.45am-targeted group- (See the attached spring term provision Map)
- Writing available in all areas of provision

ACTIONS	RESPONSIBLE	DEADLINE	STATUS
Early Years	SZ	31/08/22	Not Completed



# Conclusion

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## Context

This was a face-to-face, half day, Support and Challenge review commissioned by Walsall Local Authority. (November 2022)

Activities included meetings with the Headteacher and Deputy Headteacher to review the SEF and Improvement priorities. Meetings with 3 teachers to review the impact of professional learning provision as well as with the middle leader with responsibility for MFL and Science. Visits to lessons across all year groups were also undertaken (Phonics, Maths and English).

## Areas for further consideration from last visit

- Continue to develop middle leaders' ability to evaluate the subject pedagogical strengths and areas of development across the school for their responsibility areas. Ensure that best practice models are accessible to staff to achieve consistency and build a secure understanding of progression in knowledge and skills across the subject curriculum. Develop further leaders' focus on the impact on learning when they evaluate practice.
- Strengthen, where possible progression planning to KS3 through collaboration with secondary partners across all subjects.
- How will you use the introduction of IRIS to model pedagogical practice that impacts most positively on all pupils' ability to access the curriculum and make progress? How will this be monitored and evaluated to maximise effective pedagogical practice and responsive teaching?

## Strengths

- The headteacher and deputy headteacher, while rightly celebrating the recent attainment outcomes in phonics, KS1 and KS2, are pragmatic in their approach and remain tightly focused on understanding and responding to the characteristics and needs of each year group cohort. Their approach to improvement planning is incremental and uses evidence of impact to inform decision making. For example, in embedding the benefits of targeted intervention through tutoring to further impact on SEND pupils and transforming Reading Corners in classrooms to make reading for pleasure a visible and integral part of the learning experience.
- Ongoing curriculum development is central to the improvement priorities of the school and this is reflected in the investment of time and resource to the growth of curriculum leadership. Teachers and leaders describe opportunity to work with colleagues in KS3 establishments with a focus on curriculum progression. This is valued as part of their professional knowledge growth and is providing a mechanism for ongoing review of the curriculum and sharing practice for example, in MFL.
- The school continue to apply a comprehensive programme of tutoring using a blended approach of in-class and before and after school intervention. This continues to be well targeted to the emerging needs of individual pupils as well as groups of learners. Leaders are consciously planning medium to long term sustainability of the current model of tutoring.

- Leaders accurately monitor the progress of disadvantaged pupils, identifying gaps and adjusting targeted intervention accordingly. Tracking data compared to outcomes in 2022 demonstrate the accuracy of their monitoring as well as the impact of intervention actions for disadvantaged pupils.
- The Science leader presents a clear rationale for the curriculum that has been adapted and augmented with opportunities to enrich the experience of science e.g. through STEM club. Building on recent CPD there is a focus on greater depth which is linked back to the importance of establishing secure schemata on which to build further.
- Teachers have a commitment to improving their practice and sharing their practice with others both in the school and with partners through subject 'hubs'. Although in early stages of implementation the use of IRIS to provide greater opportunity to learn from one another has been positively embraced by teachers, for example with the MFL leader recording samples of practice with a specific intention to build greater efficacy among staff in the delivery of effective languages lessons. Leaders have taken deliberate steps to ensure that the culture of professional development is established and are carefully managing the roll out of IRIS so to maintain trust and openness.
- There is early impact of recent CPD focused on retrieval practice with teachers describing how they have adapted their practice. Specific examples of introduction of low stakes quizzing in Science, use of artifacts in History, daily review (Number starter) in year 1 indicate early impact on pedagogical practice to 'Lock in Learning'.
- In the lessons visited there is evidence of effective and some highly effective pedagogical practice with exemplary practice seen in Year 1 phonics. Most pupils across the school actively participate in their learning through effective learning activities.
- Pupil behaviour is excellent. They conduct themselves respectfully and engage with each other showing empathy. They are keen to talk about their learning and this is increasingly evident through the key stage groups as pupils gain confidence in their oracy. Classroom routines ensure that the learning environment affords the opportunities for pupils to think about the work they are doing as well as working collaboratively, in some cases using known success criteria.
- Pupils report that they feel safe and that they look forward to coming to school. Behaviour is carefully monitored both with regard to sanctionable and rewardable behaviour. Leaders respond quickly to address any behaviour incidents to minimise disruption to learning and to keep children safe.
- Provision for SEND pupils allows them to access the curriculum through a blended approach to in class scaffolding and small group interventions. Consistency in a whole school approach to such scaffolding means that older children in particular are able to describe how they use the additional 'tools' provided to plan their work and apply strategies when they get stuck.
- Class teachers work highly effectively with others providing educational inputs to children in their classes. Systems for communication and review of progress allow the class teachers to maintain the necessary knowledge of children and their progress during phases and different types of intervention.
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#### Attendance of children with SEND or safeguarding concerns

- Cumulative attendance of all pupils at the time of the visit was 93.7% [94.9% for Yr1 and above] compared to 94.9% nationally [data published 24th November 2022]

- The attendance of children with SEND was 89.8% (EHCP) and 92.8% (support) compared to for non-SEND pupils.

- The attendance of those on Free school meals 93% was compared to non-FSM 94% pupils.

Leaders continue to work proactively with families where lateness is persistent.

### **Areas for further consideration**

- There were occasional instances where a small number of pupils were able to disengage from their learning unchecked by the teacher or teaching assistant. Reasons for this varied including pupils not being partnered in paired activities, engagement during independent work not being checked by the teacher, and reliance on hands up responses during questioning. In one lesson learning had moved on without ensuring that all pupils had a secure understanding of the vocabulary they were selecting in their writing.

A 'sharpening' of practice in relation to routines for checking for understanding and active participation of all pupils would ensure consistency with practice seen in other classrooms.

- Once established as a professional learning tool, consider the use of IRIS as a mechanism for supporting not only pedagogical practice but also to further develop middle leaders in their ability to evaluate the implementation of the curriculum. Exposing them to models of highly effective school self-evaluation.