

Wycliffe Church of England Primary School

Self-Evaluation and Strategic Plan

2019/2020

September 2020 update: influenced by COVID 19

<p>subjects and year groups. Must relate to BDAT 3I support documents and facilitate</p>	<p>RB will support on this in Autumn 1. Share and build up our Cycle of Life Vision. Use staff meetings for working on a shared ideal of a curriculum intent that gives all pupils the culture capital to succeed. Monitor to ensure teaching is designed to help children remember the content that they have been taught.</p>	<p>All staff with subject responsibility.</p>	<p>Remote learning immediate in place – teacher wellbeing in mind. Staff meeting training. Recovery curriculum in place – evidenced by MS and QofTL (SEP 7th) Blended/whole class remote learning if a whole bubble goes down. Sept 30th Diagnostic curriculum in place using gap analysis and pixl therapy and resources launched to staff once purchased. COVID action plan to support financial spending to ensure broad and balanced. Appraisal targets set to match consistency of approach. RAG rate Curriculum against BDAT docs.</p>	<p>Bespoke CPD from 1st round of QA. 2nd round ensure these are being met and appraisal target are being met. New curriculum: Full overview will be in place, with POS ladders pf Kn and Sk. QTL evidence: the work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. Pupil progress meetings: Using PIXL with confidence - teachers and leaders use assessment well, to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Improvements in RAG ratings.</p>	<p>Triangulation and the moderation of learning will show: a curriculum that promotes mastery teaching of skills, whilst allowing pupils opportunities for in-depth study. National tests will show targets are met and progress measures positive and use of PIXL proves beneficial as it identifies key marginal needed for ARE and GDS. Green RAG ratings.</p>	
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Objective	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact
<p>QE2: KB To improve the quality of teaching and learning, and raise the profile and the importance of, phonics/ spelling in all areas of the curriculum throughout school. Ensure Y1 and 2 phonic results are acted upon and COVID testing obligations are followed.</p>	<ul style="list-style-type: none"> Ensure staff are aware of all chn who are yet to pass Y1 phonics throughout entire school. EYFS Phonics training for EYFS/KS1 to begin in A2. Ensure continuity and coverage by introducing phonics planning document. Phonics tracker to be introduced, all children to have a baseline assessment. Gap analysis will inform timetables and teaching P2 Baseline spelling assessment to be completed in A1. Y2 test in Autumn 2 Ensure continuity and coverage by introducing phonics planning document. P3 Baseline spelling assessment to be completed in A1. x10 spellings sent home per week (see Spell its document) Class teachers to record and track weekly spellings. Weekly spellings to be recorded by the children in their dictionaries. Dictionaries to be a live, working support and available on children’s desks in every lesson. 	<p>Case study and what next. KB</p> <p>KB</p> <p>KB/RR</p> <p>KB – staff meeting to outline expectations A1</p> <p>KB/RR</p> <p>KB – class teachers</p> <p>KB – class teachers</p> <p>KB/LJ –lessons obs, drops ins, data analysis.</p> <p>SLT drop ins on dictionary usage.</p>	<p>Evidence will demonstrate a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. By July 2020, learners’ basic skills in terms of spelling will have improved within all keystages and learners will be able to demonstrate their skills across the curriculum. The initial spelling mark of learners should rise by 5 correct marks each test time. If a child scores below 5 initially they have to improve by 4 marks. SEN will be taken into account.</p>			<p>We can evidence how leaders have sequenced the teaching of phonics to enable pupils to build their knowledge and skills towards the agreed end points. Teachers will have been supported in having expert knowledge of teaching spellings and phonics. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching. Spellings/phonics will be seen a crucial by all community members and results in SATS will reflect accordingly, as will standards in all writing across school.</p>
			<p>Termly Milestones</p>			
			<p>Autumn</p> <p>After class screening in week 3 KB and class teachers to identify children who are not on track. Interventions and support to be put in place. Action plan for phonics with milestones/success criteria from Ofsted handbook. AUT 2: 2019 phonics to be done with Y2 – as per DFE guidance. <u>Second half of the 2020 autumn term Schools must administer a past version of the phonics screening check to year 2 pupils. By the end of the 2020 autumn term Schools must submit phonics results for their year 2 pupils to the LA. 22 January 2021 Deadline for LAs to submit phonics data to DfE, via COLLECT.</u></p>	<p>Spring</p> <p>Case study commenced Analysis done. Groups formed. Meaningful interventions in place with accountability and showing impact.</p>	<p>Summer</p> <p>P1 to complete final phonics assessments. Assessments are to be carried up to P2. P2/P3 to complete final spelling assessments. All chn will have made a 10 mark improvement since September – (SEN bespoke targets) Analysis of last year’s SATS sp scores and this years. KB: Report to gov on the impact of this piece of work.</p>	

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<p>QE3: RR To address the predicted outcomes in maths - negative progress from PP, LA and SEN chn from KS1 to KS2. .</p>	<ul style="list-style-type: none"> Provide high quality Maths Mastery CPD REFRESHERS to ensure that teachers have a good subject knowledge, present their subject knowledge clearly, promoting appropriate discussion about the subject matter being taught. Through developing Maths Mastery, teaching is designed to help pupils remember long term and in-depth the content they have been taught and to integrate new knowledge into larger ideas. Develop strategies to dig deeper for GD and scaffold for LA/SEND. Develop arithmetic proficiency across school and encourage the use of Maths across the curriculum. Ensure that Maths is given a high priority in the classroom environment. Teachers create an environment that focusses on pupils and encourages a growth mind-set, having high expectations for all learners and the belief that all children can succeed in maths. 	<p>RR staff meetings – MD to support after WRH training</p> <p>SLT/CM QofTL</p> <p>KW – Pupil review meetings</p> <p>RR Analysis of assessment materials</p> <p>Non Negotiables – RR/MD</p>	<p>Teachers can be seen to be implementing the Mastery approach. This is reflected in results from assessments throughout the year as well as from national tests. As a result, pupils develop detailed knowledge and skills in Maths and achieve well. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. Support will be used and bid funding proved useful use of resources: Baildon SLE award of £5,400.</p>			<p>Through rigorous CPD in 2019/20 the teachers will have total ‘buy in’ to this approach to the teaching of maths. Teachers will feel confident in presenting the subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Once PIXL use is embedded, In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. Over the course of study, maths teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Teachers and leaders will use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</p>
			<p>Termly Milestones</p>			
			<p>Autumn</p> <p>Use of latest WRM materials. Half termly assessments. Analyse outcomes from Autumn 1/2 assessments for the whole school. Y6 PIXL trailing. Y6 - action plan and PIXL therapy resources to improve T and L + A and P. Use pupil progress meetings to look through PIXL data, identify the gaps. Arrange and deliver interventions. Target setting data to be included Autumn 1. Action plan in place and Intent developed. (BAILDON to SUPPORT)</p>	<p>Spring</p> <p>Use PIXL Data from - PP/SEN alongside pupil progress meeting to plan individual interventions/catch up slots. Continue WRH maths meetings and deliver inset as required. Begin maths monitoring in focus weeks – support from Baildon (conversion grant funded)</p>	<p>Summer</p> <p>Internal PIXL data should be improving and all pupils should be on track. Pupil progress meeting will evidence teachers and leaders using assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Strong focus on Y2 and Y6 Hold SATS meeting for parents explaining new approach and how to support at home. Y2/Y6 targets should be met – SATS. Report to governors the data impact of this pedagogy.</p>	

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<p>QE4: DB/CM//LJ Use 2020 predictions to increase the % of learners achieving ARE in reading in KS2. 2019 = 5 % down on national using embedded school systems and Accelerated Reader KW as overarching assessment lead.</p>	<ul style="list-style-type: none"> Through monitoring & observations, teaching staff will receive feedback about their subject matter & ability to identify misconceptions. PIXL data from termly assessments will be collated & analysed. This will ensure that leaders use assessment well, identifying key areas that inform teaching. Regular book scrutiny will ensure that work given to pupils is demanding & matches the aims of the curriculum. The implementation of the class 'Reading File' will allow teachers to check pupils' understanding, as well as provide discussion & ongoing assessment opportunities. Teaching staff will systematically check pupils' understanding. COVID catch up spending: Accelerated reading to be rolled out. 	<p>DB through monitoring:</p> <p>CM/KW: Reading data will show progress & continually improving attainment. (All staff)</p> <p>DB monitoring of files and reading records.</p> <p>CM reading Subject File will evidence actions implanted.</p> <p>LJ to implement</p>	<p>Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. By December 2020, the school will have embedded its approach to the teaching of reading and will have fully implemented a new approach with new staff, with a focus on those learners @ EXP prior attainment. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Targets for KS1 Reading will be set from Autumn gap analysis.</p> <p>CM – NPQSL supported by school has done a great deal of work – use this as fantastic evidence and a great way to follow on – succession planning.</p> <p>ENGLISH BID MONIES: £15,000 left for finalising class book sets and finalising the redevelopment of the English Curriculum with an enhanced library facility.</p> <p>Catch up money: £5,055 accelerated reading programme. Trust QA spending.</p> <p>Termly Milestones</p> <table border="1"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td> Half termly assessments – analyse data outcomes from Autumn 2 NFER assessments. PIXL/ACC READ – launched. Use Pupil Progress meetings to look at data & identify gaps, patterns & successes. (KW to work with CM – PIXL/ ACC READER) Ensure Reading files are current and that teachers take ownership of reading. Action plan in place. </td> <td> CM: NPQSL: information for Govs - linked targets to in house needs. Moderate Autumn data early Spring - are interventions having an impact Review use of PIXL and AR – assess staff success – where support needed. Address with individual teachers. Pilot a sample group –LA readers to hear during reading moderations. DB </td> <td> Internal PIXL data should be improving and all pupils should be on track. Pupil progress meeting will evidence: teachers and leaders using assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Hold SATS meeting for parents explaining new approach and how to support at home. Y2/Y6 targets should be met – SATS. LJ: Report to governors the initial implementation and successes of accelerated readers </td> </tr> </tbody> </table>	Autumn	Spring	Summer	Half termly assessments – analyse data outcomes from Autumn 2 NFER assessments. PIXL/ACC READ – launched. 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LJ: Report to governors the initial implementation and successes of accelerated readers	<p>Through rigorous monitoring the school will have totally 'buy in' to this approach to the teaching of reading. Teachers will feel confident in teaching reading and be able to clearly articulate where children are at and their next steps to improve. Pupils will be heard reading widely & often, with age appropriate fluency & age appropriate comprehension Pupils' work across the curriculum is of good quality. Children will be able to evidence that they can read age related texts and will know what their next step in reading is. Internal and external data should show targets being met and positive progress scores. FFT analysis and ACC reading package will identify gaps, targets and aid progression in progress and attainment.</p>
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<p>Objective</p> <p>QE5: LJ To use English as the vehicle to ensure that standard in basic skills and marking are consistent in all areas of the curriculum and that the planning documents within our curriculum intent are fit for purpose, tweaking as we progress through the year.</p>	<ul style="list-style-type: none"> Staff meeting and initial training days to cover high expectation in book presentation (not just English), staff handwriting and correct use of marking policy. Aut 2 book scrutiny and drop ins to assess compliance and support staff in implementing expectations. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. Full Quality Assurance calendar (QAC) in place and all complete by Autumn 2 to ensure we nip any misconceptions in the bud. i.e. SLT meetings facilitate the checking of pupils' understanding systematically, and provide clear and immediate feedback. Leaders demonstrate excellent support beyond their main areas of expertise and ensure basic standards are maintained – promoted in all areas of school life through running staff meetings, briefings and CW on a regular basis. Whole school book scrutiny to marry to new LTP. 	<p>LJ</p> <p>Qof TL file</p> <p>DB – staff modelling.</p> <p>Ongoing and dropped into briefings weekly</p> <p>DB and SLT team</p> <p>Staff meeting Aut 1 then QAC rest of year</p>	<p>Pupils work across the curriculum is of good quality and books across the school will show consistency in approaches to marking and feedback. Teachers will demonstrate reflective practise with clear and direct feedback.</p> <p>Termly Milestones</p> <table border="1"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td> LJ/SLT monitoring feedback and ad hoc monitoring to ensure standards and as expected and consistent. Act on the above – rapid CPD. Action plan in place and Intent developed with RR – matching curriculum focus. </td> <td> Appraisal midway - any teachers not on track – see line manager –appraisal targets. Feedback to SLT. LJ take on the full moderation of English via QAC – lesson obs and books. LJ to meet with HW regarding Science and other curriculum books. Use data from KW @ progress meeting to ensure teachers are matching teaching to need. </td> <td> Data internally and SATS to be analysed to support future actions. FFT analysis Y2 and Y6 analysis. PIXL data. Whole school – full book scrutiny SLT team. Action plan ready for next year – hit the ground running following analysis of FFT </td> </tr> </tbody> </table>	Autumn	Spring	Summer	LJ/SLT monitoring feedback and ad hoc monitoring to ensure standards and as expected and consistent. Act on the above – rapid CPD. Action plan in place and Intent developed with RR – matching curriculum focus.	Appraisal midway - any teachers not on track – see line manager –appraisal targets. Feedback to SLT. LJ take on the full moderation of English via QAC – lesson obs and books. LJ to meet with HW regarding Science and other curriculum books. Use data from KW @ progress meeting to ensure teachers are matching teaching to need.	Data internally and SATS to be analysed to support future actions. FFT analysis Y2 and Y6 analysis. PIXL data. Whole school – full book scrutiny SLT team. Action plan ready for next year – hit the ground running following analysis of FFT	<p>Teachers have good knowledge of the subject(s) they teach. Teachers are confident classroom leaders who can discuss and the programme of study that they are following for particular subjects or topics, the intended end points towards which those pupils are working, and their view of how those pupils are progressing through the curriculum. Leaders provide effective support for those teaching outside their main areas of expertise and standards in books across the curriculum will improve.</p>
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<p>Objective</p> <p>QE6: JW/KW To ensure that disadvantaged pupils and pupils with SEND</p>	<ul style="list-style-type: none"> Whole school provision map is reviewed and updated regularly. Graduated pathway is used to identify the needs of the children. P-standards are used to assess SEND children and to identify their next steps - Basic skills are used to inform planning and interventions – REFLECTIN covic GAPS. 	<p>JW/KW</p> <p>JW/KW/CT</p> <p>Staff meetings/coaching</p>	<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about. Catch up monies SEN extra support till Christmas: £2925.</p> <p>Termly Milestones</p> <table border="1"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Autumn	Spring	Summer				<p>Money coming in (including COVID catch up) will be adequately reported on and have in impact on 'the</p>
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acquire the knowledge and cultural capital they need to succeed in life.	<ul style="list-style-type: none"> Ensure all staff can produce a high quality passports (PP) and provision mapping (PM) through specific training in staff meeting. Pupil passports written and reviewed regularly with SMART targets for all children on SEN register. Personalised interventions are in place after PIXL assessment analysis that have smart and achievable targets. TAs are trained and skilled to deliver interventions effectively. Staff use assessment of SEND to plan and teach the next steps. Ambitious target setting, practical provision and effective resources are employed with ongoing support for all staff. Learning journey for children with SEND is personalised and meets the needs of the learner. These are monitored by SEN leader at pupil progress meetings against basic skills Wider curriculum is developed and adapted to meet the needs of all SEN children and we monitor the impact of the curriculum on most disadvantaged pupils: SEND, PP, CLA, adopted children. Core subject leaders monitor the SEN provision in their subjects and identifies impact 	<p>JW – TA Training</p> <p>JW/KW</p> <p>KW</p> <p>JW/KW</p> <p>Subject leads + KW</p> <p>LJ/RR</p>	<p>SEND documents, reports are up to date and shared with Govs and a graduated pathway is used to identify the needs of the children and understood by all stakeholders.</p> <p>SEN slots each day accounted for and evidenced.</p> <p>Accurate assessment of SEND children are in place providing baseline scores show progress from starting points.</p> <p>After support, staff accurately identify and meet the needs of all SEND children.</p> <p>QFT strategies are used to support children with SEN.</p> <p>Feedback to parents regarding PP and PM at parents' evening with PM and PP that are joint collaborations and SMART.</p> <p>Specific interventions commenced after assessment (PIXL)</p>	<p>Track spending V needs and progress – especially in light of COVID action plan.</p> <p>Bespoke teacher TA meeting KW regarding target setting and data analysis of groups via PIXL and AR.</p> <p>Ensure staff familiarisation with interventions, evidence of timetables and monitoring. Add to QAC.</p>	<p>Improved progress and attainment for all groups of SEND</p> <p>End of year report to show spending V needs V progress and achievements.</p> <p>Engage in scrutiny and back in QAC PP/SEN funding and marry to assessment expectations and individual provision across the school</p> <p>Action plan written to support September start. Teachers given time for quality handovers of PP and SEN children in particular.</p>	<p>whole' child' evidenced during pupil reviews and focus weeks. Data will identify catch up points and progress to whole class comparisons.</p>
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QE 7: KW To embed the use of PIXL assessment throughout school	<p>KW to attend any training initially</p> <p>KW to launch PIXL resources to whole teaching team</p> <p>KW meet with Y6 and then Y2 team to complete impact tracker</p> <p>Core team Y6 and KW to attend training provided.</p> <p>KW to analyse impact via pupil progress</p>	<p>KW</p> <p>KW – PPT</p> <p>KW LJ CM KB RR</p>	<p>All teachers will be using PIXL by July 2021 to help target gaps and outcomes will reflect the positive impact of this. Process of DTTR (Diagnosis, Therapy, Testing and Review) will be embedded in school and work alongside Accelerated Reader</p> <table border="1"> <thead> <tr> <th colspan="3">Termly Milestones</th> </tr> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td> <p>Y6 impact tracker will have been set up</p> <p>Therapy intervention sessions will be used to address gaps in Y6</p> <p>Y2 impact tracker will have been set up</p> <p>Therapy intervention sessions will be used to address gaps in Y2</p> <p>Other classes will use the therapy resources to address gaps addressed</p> </td> <td> <p>Continued meetings with Y2 and Y6 to narrow the gaps</p> <p>Monitoring of interventions using therapy materials across school.</p> <p>Analysis in Pupil Progress meetings to assess impact</p> </td> <td> <p>Impact trackers to be launched across school ready for September</p> <p>Analysis of impact of PIXL to be undertaken by Y2 and Y6 team with KW to ascertain value added</p> <p>PIXL will be ready to launch school wide</p> </td> </tr> </tbody> </table>	Termly Milestones			Autumn	Spring	Summer	<p>Y6 impact tracker will have been set up</p> <p>Therapy intervention sessions will be used to address gaps in Y6</p> <p>Y2 impact tracker will have been set up</p> <p>Therapy intervention sessions will be used to address gaps in Y2</p> <p>Other classes will use the therapy resources to address gaps addressed</p>	<p>Continued meetings with Y2 and Y6 to narrow the gaps</p> <p>Monitoring of interventions using therapy materials across school.</p> <p>Analysis in Pupil Progress meetings to assess impact</p>	<p>Impact trackers to be launched across school ready for September</p> <p>Analysis of impact of PIXL to be undertaken by Y2 and Y6 team with KW to ascertain value added</p> <p>PIXL will be ready to launch school wide</p>	<p>% of chn reaching Combined with increase in both Y2 and Y6</p> <p>Positive progress scores in all subjects in both key stages.</p> <p>Impact will be seen via end of year test outcomes to show good progress from previous year or KS and that COVID gaps have been closed.</p> <p>SEN and PP chn will show positive impact of PIXL therapy sessions in their outcomes</p>
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Behaviour and attitudes **GOV: AH /GD**

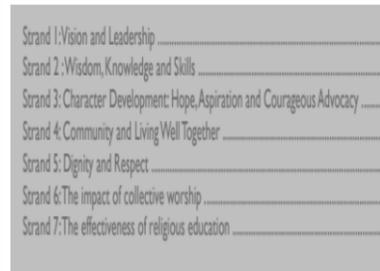
Overview of Behaviour and Attitudes	SEF Grade: Good
Strengths:	<p>Areas for Development: (in no order of importance)</p> <p>OBJ: throughout – provide updated RAs at all times that are read and understood by staff.</p> <p>SIP Priority Code</p>
<p>Behaviour is good in school during lesson times, when learners are working with teachers, or members of staff with high expectations; in very isolated cases, where particular staff have lower expectations behaviours can effect learning but these are rare. Behaviour in unstructured times can on occasions still require improvement; at break and lunch. Safeguarding needs have continued to be met and improvements have been made following the school's safeguarding section 8 inspection and Navigate review Feb 2020. Work in this area is improving, but again there are still some inconsistencies which need to be addressed especially with new staff. Attendance is monitored daily with safeguarding priorities at the fore. These are immediately followed through and procedures adhered to. Attendance is tracked by the pastoral team. We have an attendance cup, attendance data is shared in our entrance hall and class figures are produced weekly in out newsletter and each individual has their attendance reported – and discussed – at parents' evening – 3 times a year. (COVID SENSITIVITY) Even with the return to school and the impact of COVID – attendance is still reasonable – only 2% lower than the same period last year (6 children). CPOMS is used by all staff but we are introducing specific tools within the system to ensure targeted intervention, specific staff allocation to cease and 'closed' cases where needed.</p>	<ul style="list-style-type: none"> Attendance needs analysis of last year's data to add to the so what? These are our figures but what more can we do – what are our next steps now that systems and processes are tight. To ensure behaviour policies are up-to-date, (COVID FRIENDLY) fit for purpose and applied by all members of staff offering training where needed. Ensure tolerance and equality are taken into account when writing these policies. <p>BA1</p> <p>BA2</p>
Objective GD	<p>BA1: KW/NH/SC ATTENDANCE – vulnerable groups – we need to see</p>
<p>Analysing absence and persistent absence rates for all pupils, and for different groups compared with national averages for all pupils; this includes the</p>	<p>NH – SIMS reports</p> <p>KW – BDAT workstreams</p>
<p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. Analysis of relevant data will demonstrate a strong focus on attendance and punctuality so that disruption is minimised. SLT will have support and be able to delegate authority to others – essentially upskilling them and freeing herself for other tasks. 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 through</p>	<p>We will have a strong focus on attendance and punctuality so that disruption is minimised.</p>

improvements compared to 2018/19 alongside a breakdown of all attendance in general. This will be a team effort with KW pulling the 'so what' together.	<p>extent to which low attenders are improving their attendance over time and whether attendance is consistently low.</p> <ul style="list-style-type: none"> Meetings in place for persistent absentees – with targets and parental engagement. Home School Agreement mentions absenteeism – ensure out A1. Ensure all paperwork for attendance is up to date, meets legal requirements and matches new policy. Ensure all website documentation is as mandatory requirements. Promote attendance on Website. Train SENDcO team accordingly to support. NH – attendance. 	KW/NH	<p>visible and shared policy obligations. Ensure all persons dealing with attendance are aware of COVID codes and expectations so that gov policy is secure. Ensure team let DB deal with COVID related absenteeism to fulfil our legal and well-being requirements.</p>	<p>Clear and effective attendance policies with clearly defined consequences that are applied consistently and fairly by all staff will be shared – throughout writing - and on Gov approval. Through sharing, 'the buy in' parents and pupils will be on board and attendance figures will improve.</p>
		KW/NH		
		KW		
		KW/AH		
		KW		
		KW/AH		
		KW		

Objective AH	Actions/Implementation	Evidence & Personnel	Success Criteria	Impact							
<p>BA4: KW/DB COVID relevant</p> <p>To review the behaviour policy used to ensure that both the policy and its implementation are consistent with practice during the main school day.</p>	<p>Look at behaviour policy and ensure consistency of use across school – pass out to all new staff and share policy with all staff ideas in light of COVID – IS IT STILL RELEVANT – NEEDING CHANGE? Sent to all staff: 21.09.2020 FOR CONSULTATION. Coming to 1st Gobs. Rotation of lunches and better use of school support staff through new lunchtime rotas. Pastoral support will be fluid and lunchtimes will be set up in the nurture room for those children with extra needs. All rotas as bubble secure with separate published RA per class. SLT one always on duty at lunchtime – SLT to oversee end of breaks. Training for lunchtime staff around higher expectations – FC through appraisal. Audit – staff and pupils – is it working as we wish it to?</p>	DB – induction day	By October 2020, the behaviour policy will have been reviewed and updated where necessary and the quality of behaviour in clubs/lunchtimes and when under TA supervision will be in-line with that seen during the school teaching day. A calm and orderly environment will be 'normal' in the school and the classroom, as this is essential for pupils to be able to learn. Throughout the school we will clearly see clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.	<p>Behaviour in and around school will be judged good or better. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, 'behaviour and conduct that reflects the school's high expectations and their consistent, fair implementation' are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of the individual circumstances of the school.</p>							
		KW	Termly Milestones								
		SLT/DB	Policy to all new staff and stakeholders in school voice listened to. KW to implement and oversee new rotas for bubble drop off and lunch and breaks where staff enforce the policy. SLT – always on a lunchtime duty and monitor staff expectations at break time. FC line manage LSA x 2 – higher expectations and appraisal set.		<table border="1"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Begin to pull back – SLT – become observers in BEH around school NOT the doers. Introduce restorative practise to chn. LEAF- restorative group set up – 2 per year group. See summer – up and running. Children own the behaviour within school and can talk about practitioners.</td> <td>Listen Empathise Affect Follows a friendship</td> <td>KW audit behaviour in school through LEAF group. Pupil voice surveys</td> </tr> </tbody> </table>	Autumn	Spring	Summer	Begin to pull back – SLT – become observers in BEH around school NOT the doers. Introduce restorative practise to chn. LEAF- restorative group set up – 2 per year group. See summer – up and running. Children own the behaviour within school and can talk about practitioners.	Listen Empathise Affect Follows a friendship	KW audit behaviour in school through LEAF group. Pupil voice surveys
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KW											

Personal development GOV JB

Overview of personal development	SEF Grade: RI – with elements of good						
Strengths:	Areas for Development: (in no order of importance) OBJ: throughout – provide updated RAs at all times that are read and understood by staff.		SIP Priority Code				
<p>We gained the Silver School Games in 2018/19 and effective and engaging extra-curricular activities give children the opportunity to pursue areas of interest. We have increased the coverage of after school clubs to engage a wide range of children, many are sporty but we also offer recorder, science and before school boosters in Y1, 2 and 6. As a whole school we have worked hard to improve the lunchtime experience for our children so that they have healthy and happy lunchtimes. Clubs include, hula hooping, basketball, art and film club. Nurture Room lunches promote independence. Pupils share their views through our school council, pupil voice surveys and informal pupil interviews during focus weeks and as part of SLT monitoring. E-safety is taught throughout the school and our local constabulary provide information workshops for our children and evening events for our parents. BUT MUCH OF THIS HAS CEASED DUE TO COVID as did the accreditation to Gold. Our curriculum helps children to develop safe and healthy lives. We have a newly equipped ICT suite this year and ESBM is working with a group of parents to ensure our Forest School area is becoming safe and fit for purpose. We have a PSCE recovery Curriculum in place and this is evidences by lead MS. Our PSCE curriculum is taught consistently throughout the school so children are taught how to safeguard themselves and develop appropriate and respectful relationships. Music is taught by LA providers in Y5 – trumpets and Y2 glockenspiel, but we also learn ocarina in Y3, Xylophone in Y4 and recorders in Y6.. Educational visits and workshops are an important part of our curriculum. (NO – COVID) . We undertake residential in Y4, 5 and 6. Children are given the opportunity to take the lead through CW council, being prefects and lead as playtime buddies. We engage in local competitions and events and in BDAT primary events. Our OBON day was a huge success and one pupil won a local competitions initiated by a local PM – winning tickets to the Hoses of Parliament. CW's are daily and British Values drip feed into these with an ever-changing BV area in the main corridor. RSE has seen a new policy emerge, ratified by Governors after parental consultation and currently being implemented by staff.</p>	<p>Artsmark recognition and School Games gold</p> <p>Fully embed PHSCCE with links to CofE status and BV and ensure RSE implementation meets the statutory requirements and the needs of our community.</p> <p>Ensuring seamless links between SMSC, PHSCCE and CW.</p> <p>Playtime buddies – developed to restorative practitioners</p> <p>Mental health and well-being of children at the fore and use of PPG may be used to support this for these chn.</p>	<p>PD1</p> <p>PD2</p> <p>PD3</p> <p>PD4</p> <p>PD5</p>					
Objective (RI)	Actions/Implementation	Evidence & Personnel	Success Criteria	Impact			
<p>PD1 CF/EP/RH</p> <p>To ensure that, the school provides learners with the very best cultural opportunities available through</p>	<ul style="list-style-type: none"> Sports granting spending document writing and qualifying. Engage local group artist - selected children (free) 	EP/RH/FC	By July 2021, the school's strong cultural curriculum will have been recognised through accreditation at platinum level by both Artsmark and School Games. Children will get the chance to enhance their personal development thorough new initiatives and support with mental health.	<p>More chn/specific groups attending clubs and entering competitions. (COVID may prevent) Analysis of</p>			
		CF	Termly Milestones				
			<table border="1"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Autumn	Spring	Summer
Autumn	Spring	Summer					

<p>accreditation at ground level with Artsmark and Gold School Games and ensure Sports Grant is spend sustainably. Ensure art and PE provide 'head space' for children in COVID related times.</p>	<ul style="list-style-type: none"> Engage MHC through Kanga – select children (free) Games Marks: Investigate requirements – action plan Arts mark – as above. Commence series of action that supports accreditation. Purchase resources if required. Audit/review/action plan 	<p>EP/RH CF/RH/EP CF/EP CF/EP/RH CF/EP KW/CF/EP</p>	<p>Art wellbeing group and coaching MH well-being group – chn identified and set up by end of A1. RH/EP/FC – sports grant funding document will be written and on website. Meeting SEPT to write/update/governors and publish – mandatory Marks - All paperwork investigated –applications in place by Dec 2020 Share expectations with staff and support needed from them. Art/PE- meet FC regarding budgetary needs.</p>	<p>P.E: Speak to BDAT/KANGA for support when needing criteria when we cannot compete against other schools at the moment. Arts competition set up – in house and LA based. TH report to govs – what are we doing about 'the wider community?'</p>	<p>Ensure all requirements are implemented to gain accreditations. Match thes 2 select groups to data and attendace – any patterns? Pupil voice feedback on events. Take a poll on who has done what – is there a trend to chn who have not taken opportunities presented?</p>	<p>attendance at clubs and entries will present new targets for cohorts next year – sustainability of funding. Poll—will show groups to target come September – if a trend emerges.</p>						
Objective (GOOD)	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact						
<p>PD2 MS Facilitate the implementation of a recovery curriculum. To ensure that the intent, implementation and impact of our PHSCE curriculum meets the SMSC needs of all learners and is at the heart of the school' s culture and ethos, including the way in which RSE is delivered. The PHSCE curriculum will be rich in knowledge, skills and cultural capital, ensuring learners are resilient to setbacks and take pride in their achievements and independence.</p>	<ul style="list-style-type: none"> Inset to be delivered to teaching staff re SMSC and the recovery curriculum. CPD focusing on new RSE curriculum and LGBT. Pupil Voice to canvas opinion from chn about effectiveness of PHSCE/Recovery. QAC includes sampling of observation of PHSCE lessons and feedback to be given. MS to conduct a scrutiny of PHSCE Big Books – NC statements to be seen. Inset time to focus teaching staff on how their lessons have met the NC criteria/coverage and to follow up on BV training and how we are promoting SMSC in school alongside new PSCH LTP/Recovery curriculum. Whole school activity day/week to focus on SMSC – displays and Big Books to be populated. Continue to take part in local events such as BV Hero by T& A and OBON Spiritual aspects to be shown below as part of SIAMs and shard work with RR Measured use of PIXl wellbeing 	<p>MS – training on LGBT A1 MS MS MS MS MS/TH – community link work. MS/TH MS /RR KW</p>	<p>Our PHSCE curriculum will commence with a Recovery Curriculum evidenced by MS. By December 2020, the quality of teaching and learning in PHSCE will be good in all year groups and fully meet the SMSC needs of all learners. A new RSE policy/scheme of work will be implemented although not now statutory until 2021. The range, quality and take-up of extra-curricular activities, (COVID may knock on) the promotion of British Values, the development of pupils' character, the quality of debate and discussions that pupils have and the pupils' understanding of how equality and diversity are promoted and celebrate will be evident throughout all of school. Deliver cultural capital defined as 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</p> <p>Termly Milestones</p> <table border="1" data-bbox="1080 1079 2297 1289"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>A1: New RSE policy in place – agreed – shared with staff RSE in practise and LGBT training. PSCHE part of A1/2 QAC Updates for parents – whole school</td> <td>Clear policy and guidelines – visible and shared. Inset day training for all staff – link to SIAMS and OFSTED framework. KW – cascade PXL wellbeing area to staff.</td> <td>Full PSCHE day in school – thematic. CPD in place to support this at all levels – including pastoral support for parents.</td> </tr> </tbody> </table>			Autumn	Spring	Summer	A1: New RSE policy in place – agreed – shared with staff RSE in practise and LGBT training. PSCHE part of A1/2 QAC Updates for parents – whole school	Clear policy and guidelines – visible and shared. Inset day training for all staff – link to SIAMS and OFSTED framework. KW – cascade PXL wellbeing area to staff.	Full PSCHE day in school – thematic. CPD in place to support this at all levels – including pastoral support for parents.	<p>We are developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We are promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. We are promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. We are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.</p>
Autumn	Spring	Summer										
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Objective (GOOD+)	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact						
<p>PD3 RR To ensure high quality Collective Worship is maintained and monitored for its effectiveness to help promote SMSC in school. To move our SIAMS judgement into EXCELLENT whilst promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation</p>	<ul style="list-style-type: none"> New CW Council to be set up & CW monitors to be selected and operational – re align due to COVID preventing of late. CW will deliver a CW and write prayers. Teachers to provide CW evaluation slips each staff briefing which will populate" Our reflections of Collective Worship" board for each year group to show a willingness to reflect on their experiences. All CW / Christian Values boards to be up to date to reflect impact of CW including emphasis on our liturgical calendar and colours RR to deliver SIAMS Inset with MS + PSCHE Governor to be invited to observe CW this half-term. (Along with JT?) RR to attend relevant BDAT training RR to meet with Janet Tringham to review SIAMS effectiveness. Contact will be made with other Christian denomination churches.(COVID) Quality of teaching RE to be monitored via one observation per Key Stage per term and book scrutinies as part of focus weeks. Faith Assemblies will continue to develop awareness of <i>different people's faiths, feelings and values.</i> The website will be kept up-to-date and promote our Cof E status effectively. 	<p>RR and CJ RR and CJ CJ to lead RR, CJ RR/MS RR RR RR RR RR/CJ RR RR/AH</p>	<p>The spiritual development of pupils will be met by developing their:</p> <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning and their willingness to reflect on their experiences. <p>Termly Milestones</p> <table border="1" data-bbox="1418 1640 2415 1925"> <thead> <tr> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>RR – handover to take place. RR to take stock and marry provision to SIAMS framework. Further CPD from RR. All staff invited to 'take a CW' in school. Informal drop ins Meetings with Diocese and JT.</td> <td>Mothering Sunday service by CW council @ St Paul's (with DB) One set of drops cross Keystages. to have been conducted.</td> <td>2nd round of drop ins – observations – by now everyone will have had a RE drop ins. Action pan written RR. JT back in school for support as summer term ends.</td> </tr> </tbody> </table>			Autumn	Spring	Summer	RR – handover to take place. RR to take stock and marry provision to SIAMS framework. Further CPD from RR. All staff invited to 'take a CW' in school. Informal drop ins Meetings with Diocese and JT.	Mothering Sunday service by CW council @ St Paul's (with DB) One set of drops cross Keystages. to have been conducted.	2nd round of drop ins – observations – by now everyone will have had a RE drop ins. Action pan written RR. JT back in school for support as summer term ends.	<p>RR will be in a position to complete SIAMS SEF in relation to: How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? Using 2019 document:</p> 
Autumn	Spring	Summer										
RR – handover to take place. RR to take stock and marry provision to SIAMS framework. Further CPD from RR. All staff invited to 'take a CW' in school. Informal drop ins Meetings with Diocese and JT.	Mothering Sunday service by CW council @ St Paul's (with DB) One set of drops cross Keystages. to have been conducted.	2nd round of drop ins – observations – by now everyone will have had a RE drop ins. Action pan written RR. JT back in school for support as summer term ends.										

Objective (RI)	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact
<p>PD5 KW/MS/JH To develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. For children to be able to access resources: people, resources and strategies in order to feel mentally healthy.</p>	<ul style="list-style-type: none"> To ascertain a baseline for current levels of pupil understanding of MH and WB. To audit PHSCE planning for MHWB agenda and ensure that strategies are being taught and practiced regularly. Develop a 'Happy to Help' Board for MHWB 'Wellbeing at Wycliffe'. To develop a MHWB policy and a section on the website. To provide regular opportunities for children to learn self-help strategies to reduce anxiety, aggression and improve well-being for example breathing exercises, relaxation, yoga. To introduce GREAT DREAM throughout school. Half termly family homework on MHWB – family activity to promote family cohesion and school links. 	MS	Information from baseline to be used to prioritise areas for curriculum planning and development. For children to be able to access resources: people, resources and strategies in order to feel mentally healthy. Children and parents will know who they go to for help and advice.			<p>Policy will support all stakeholders and link to work being done in SIAMS. Audits will show evidence of baseline, actions, and improvements. Wycliffe will be seen to be taking MHWB seriously. We can evidence and celebrate that we do all we can collectively to ensure:</p> <p><i>Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)</i></p>
		MS	Termly Milestones			
		KW/JH/JW	Autumn	Spring	Summer	
		AH/MS	<p>Pupil questionnaire and pupil voice. Make it quantifiable. (OCT with SLT) – Action plan. Use AH _ survey</p> <p>Share responses with SLT. Clearly stating steps for action.</p> <p>PSCHE audit done – action MH if it needs addressing.</p> <p>JH – Resilience training – dropped into interventions.</p> <p>Display will be done by Xmas – CW sharing.</p>	<p>Policy written.</p> <p>Website will be MHWB friendly</p> <p>MHWB policy developed using template for Leeds Diocese</p> <p>https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections</p> <p>Set up a MHWB lunchtime club in school (COVID) – respond to analysis of pupil questionnaire analysis.</p>	<p>GREAT DREAM acronym to be a structure for work with children and parents.</p> <p>EEF and Action for Happiness research on evidence based steps to support MHWB agenda for children</p> <p>Great dream group work to commence.</p>	
JW/MS	MS/JH					

Leadership and management GOV GD/AH

Overview of Leadership and Management	SEF Grade: RI +		
Strengths:		Areas for Development: (in no order of importance) OBJ: throughout – provide updated RAs at all times that are read and understood by staff.	SIP Priority Code
<p>The high turnover of both school leaders and staff in recent years has led to a lack of consistent processes and accountability systems – expectations have steadily risen but last year saw reduced capacity of expertise with 2 leaders absent through maternity. A new temporary leadership team worked hard last year to raise these expectations and to develop consistent processes and systems which ensure the smooth running of the school. Staffing in general has stabilized with no new teachers this year. As a result of strong leadership, there has been rapid then sustained improvement in the robust moderation of assessment and teaching and learning. Relationships between all members of the school community are very good and are often commented on positively by visitors to the school. Numbers in school have risen from 308 on the HT arrival to 334 at present and a full Reception cohort. Governors are effective at holding senior leaders to account through full governor's meetings. They challenge and question outcomes. Effective appraisal, which focuses on improving teaching, learning and leadership at all levels, supported by regular and frequent line management of all staff, has led to rapid improvements across the school. Although newly developed and being fine-tuned with BDAT support, our curriculum is broad, balanced and enriched and has continued its journey – not halted through COVID implications. Leadership is being developed at all levels, not just at SLT and middle leader level but in our support staff, our admin team and our main scale teachers. All teachers deliver Collective Worship – this will lead to <i>inviting</i> support staff to do likewise. Class teachers line manage some TAs, senior admin manage those they are accountable for. Our school's Christian Values are closely linked to social, moral, cultural and spiritual development and British Values. They were developed in collaboration with pupils, staff and the school community and are at the centre of all we do. During COVID times well-being of all has been at the fore for all and leaders put a recovery curriculum in place for our children, developed a 'what can we do to help' attitude to support staff well-being. Many staff were challenged emotionally on their full return in September and senior leaders have been at the fore in supporting BUT – holding a tight rein on standards alongside.</p>	<p>Support two returning staff from maternity as they not only return but return to the regime of COVID.</p> <p>To ensure all policies/website are up-to-date and compliant and that DFE expectations are met.</p> <p>Link governor visits.</p> <p>Business manager to ensure all conversion grants, COVID monies, PP grants and Sport grants are written up, used and published as legally required.</p>	<p>LM1</p> <p>LM2</p> <p>LM3</p>	

Objective GD	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact
<p>LM1 FC: COVID To review school policies and procedures to ensure that whilst striving for excellence, staff well-being and mental health remains a significant priority.</p>	<ul style="list-style-type: none"> Review all school policies and procedures and their impact on staff with a view to reducing potential stress and improve well-being. Communicate with all stakeholders. Ensure staff have time – outside of directed time to access SSLE online learning packages and such like. Create folders with hard copies of all policies for staff to access and refer to and ensure updates are staggered – no work overload. Roll out a stress survey for staff, collate results and present to governors with an action plan which mitigates the risks as much as possible. This will form the basis of a mental health at work plan Explore the feasibility of securing support from local business etc. to produce a range of benefits/loyalty schemes for staff to improve morale and community engagement. Promote communications and open conversations, by raising awareness and reducing stigma. 	DB/FC	By December 2020, absence analysis, RTW interviews, staff surveys will demonstrate that staff well-being and mental health are a priority for school leaders.			<p>By taking action on work-related stress, either through using the HSE Management Standards or an equivalent approach, employers will meet parts of the core standards framework, as they will understand/appreciate:</p> <ul style="list-style-type: none"> Demands – this includes issues such as workload, work patterns and the work environment Control – how much say the person has in the way they do their work Support – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues Relationships – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour Role – whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles Change – how organisational change (large or small) is managed and communicated in the organisation
		FC	Responses to the staff: these will be particularly useful for judging the culture that has been established in the school by leaders and managers – moving forward – not only in light of COVID.			
		FC	Termly Milestones			
		FC	Autumn	Spring	Summer	
FC	<p>Where policies and procedures have direct impact of staff these have been explored and restated to reduce potential impact on staff health and well-being.</p>	<p>Stress audit given to all staff and results reported back to governors.</p> <p>BDAT Commence a round of staff questionnaires/well-being group.</p>	<p>Engage local community to create a mutually beneficial loyalty programme for local shops and services.</p>			
AA/FC						
DB/FC						
SLT/FC						

	• Provide a mechanism for reporting concerns. Monitoring actions and outcomes.		Copies of policies in folders in staff room.			
Objective GD	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact
LM3 FC To ensure that the Governing Body are involved in a hands on capacity in school life and go beyond simply turning up at meetings to challenge and support.	<ul style="list-style-type: none"> Parents' evening – meet the governor teams session? At 1st Gov's meeting – arrange dates for specific Gobs to visit school – e.g. open morning - part of Virtual Tour? Ask teachers to invite link governor to any specific trips. Ensure Gobs fill out a monitoring visit form each time and verbally feedback during meetings Evaluate these and gather a body of evidence. Ensure PP funding is challenged and understood by named governors and documents are shared within the BDAT timeframe. 	FC FC FC/Teachers FC FC/DB	Those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.			Evidence for visits and Gov minutes will show Gobs can articulate: clarity of vision, ethos and strategic direction can hold leaders to account for the educational performance of the school and its pupils, and the performance management of staff oversee the financial performance of the school and making sure that its money is well spent, including the pupil premium.
			Termly Milestones – COVID dependent			
			Autumn	Spring	Summer	
			At least 2 governors have expressed a wish to attended parents' evening and/or open days' virtual tour. Monitoring visits will be recorded – visits declared at governors. Meetings –minute. Write EEF Pupil premium strategy statement. Write spending strategy – for 2020/21 – both of the above check against website compliance	Introduce a cycle of governor visits – if possible. Add class events to the hub. An all about us page with the Gobs section of website. PP: PIXL and Consult EEF guidance.	Governors linked to their specific areas can clearly articulate the journey of our school. The work of governors is supporting the school to provide a high-quality education for its pupils. To track PP chn attendance and their progress using tools that show whether the designed intervention/QFT is having impact.	

Objective AH	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact
LM4 FC Business manager to ensure all conversion grants, BDAT funded bids, COVID monies, PP grants and Sport grants are written up, used accordingly and published as legally required.	<ul style="list-style-type: none"> BM to forecast and ensure receipt of funds SLT/Staff consulted to ensure spend is appropriate Reports produced to document spends Apply for new bids etc as appropriate. 	Income reported through management accounts FC Reports posted on website – EP/RH/KW/FC involvement Monies left/spent – FC Spend planned to maximise impact for school SLT Awareness of grants/top slice funding available etc.	Monies received are applied in accordance with statutory requirements and in a manner that best supports the school			Funding came/comes to support specific programmes/areas of the curriculum. These will have improved teacher's learning and improved the QFT we provide. % of T and L will go up – alongside attainment and progress. Staff well-being will be supported with CPD to scaffold their role.
			Termly Milestones Spending will marry to Bid			
			Autumn	Spring	Summer	
			SLT are fully aware of spending left from conversion monies Orders/resources placed to qualify – CPD in place for staff Sports Grant/PP strategy on website COVID action plan – supported	FC to inform SLT of sending left on conversions PP review – and published Sp 1	All new bids written etc and shared with SLT. Funding spare – informed and SLT allocated accordingly.	

Quality of Early Years Education **GOV SY**

Overview of Quality of Early Years Education		SEF Grade: RI (due to new staff)			
Strengths:		Areas for Development: OBJ: throughout – provide updated RAs at all times that are read and understood by staff.			SIP Priority Code
The EYFS leader recently returned from maternity leave in June 2020, joining an RQT who had moved newly to EYFS in Sept 2019. Prior to the EYFS leader taking maternity leave EYP was judged to be solidly good, it is expected that following the transitional period that EYP will continue to be good. Support from the central team will ensure the successful transition so that the recent improvements, prior to the EY lead's absence, are maintained. The EYs leader has a vision for the early years education and increasingly gives support to the EYs team so that they build on their knowledge about the teaching of early reading, phonics, mathematics and the wider curriculum. Areas of provision within the classroom provide a good environment for learning. Funding is available for new equipment, this will support the development of the classroom provision – giving a particular focus to the outdoor area. BDAT provide a range of early years CPD and moderation opportunities.		Transition for EYFS leader after returning from maternity; ensuring that the overall quality of early years education is at least good, with some elements of outstanding. EY team adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. They must follow the vision set by the rest of the school. Ensuring staff are adequately trained to manage the EYFS curriculum and pedagogy in relation to the learning needs and the assessment of their children. All areas of learning require careful budgeting to ensure new items are sustainable and fit for the long term vision for EY. Not just a one off topic. All staff need to be proficient and confident with the Early Years curriculum, in relation to assessment against the ELG and dev matters frameworks. This must be evidenced through questioning that extends and addresses misconceptions in learning and accurate assessment of purposeful observations of the children's.			EY1 EY2 EY3
Objective	Actions/Implementation	Evidence & Personnel	Success Criteria		Impact
EY1 RB/KW + MS To ensure the swift and successful transition for EY Leader returning to work following maternity leave	<ul style="list-style-type: none"> Complete Covid risk assessment for EYs BDAT training Up to date EYFS policy and action plan 	MS MS/CJ MS/RB BDAT/RB	By July 2021, both the returning EYs leader will have successfully returned to work, having a clear vision and expectation of how EYs education at Wycliffe.. as a result the quality of teaching, learning and provision in EYFS will be at least securely good and the EY lead will be able to confidently articulate the 3Is.		There is a curriculum that is inclusive and care practices meet the needs of the range of children who attend, particularly any children with SEND. Children's
			Next steps: COVID:		
			Autumn	Spring	

	<ul style="list-style-type: none"> RB to provide support for MS where required Ensure the EYs curriculum 3Is supports the ethos and vision set by the school 	RB/MS	<p>EYP policy and Covid risk assessment – amended – read and grasped by staff.</p> <p>Action plan 20/21 complete following rag rating of 3Is document (RB/MS)</p> <p>BDAT CPD sessions</p> <p>Monitoring in line with QA calendar – next steps acted upon</p> <p>TA training put in place if identified training need.</p> <p>Accurate baseline assessments and target setting</p>	<p>Action plan items being addressed.</p> <p>BDAT CPD sessions</p> <p>Monitoring in line with QA calendar – next steps acted upon</p> <p>TA training put in place if identified training need.</p> <p>Accurate spring assessments, pupil progress discussions and target setting</p>	<p>Action plan items being addressed.</p> <p>BDAT CPD sessions</p> <p>Monitoring in line with QA calendar – next steps acted upon</p> <p>TA training put in place if identified training need.</p> <p>Accurate spring assessments, pupil progress discussions and data analysis</p> <p>Preparation for the new curriculum Sept 21</p>	<p>personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy.</p> <p>The curriculum is ambitious and carefully sequenced, ensuring ensure that children benefit from meaningful learning and can develop detailed knowledge and skills across the seven areas of learning in an age appropriate way.</p>
Objective	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact
<p>EY2 RB/DB + MS/CJ</p> <p>Funding secured must be spent bearing in mind that that Early Years provision must be equipped and managed in such a way that children are ready for the next stage of education. Thus making EYs provision at least good.</p>	<ul style="list-style-type: none"> Continued review, audit and purchase resources. Seek the advice of successful practitioners / work alongside RB Budget resources carefully – quality over quantity Plan provision around best use of new and existing equipment Ensure FC is informed of all orders before LS (BDAT) 	RB/MS/CJ	Children have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.			<p>The new equipment will provide a learning environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children’s needs and promote learning.</p>
		RB/MS/CJ	Next steps: COVID:			
		RB/MS/CJ	Autumn	Spring	Summer	
		CJ/MS	<p>Audit complete – feed into Action Plan</p> <p>Advice sought</p> <p>Monies spent</p> <p>Provision becoming of better quality and pitched correctly to the needs of their new curriculum.</p> <p>Tweak environment and teaching.</p> <p>Attend network meetings</p>	<p>Visit and outstanding provision</p> <p>Tweak environment and teaching.</p> <p>Attend network meetings</p> <p>Monitoring – provision, teaching and learning</p>	<p>Begin some transition work with Y1 teacher.</p> <p>Attend network meetings</p> <p>Monitoring provision, teaching and learning and B11</p>	
Objective	Actions/Implementation	Evidence & Personnel	Success Criteria			Impact
<p>EY2 RB/DB + MS/CL</p> <p>To ensure sufficient training and support is given all staff (including support staff) so that they can confidently and accurately record, extend, assess and moderate learning using the Dev Matters and ELG.</p>	<ul style="list-style-type: none"> Ensure observation forms have assessments on Time with RB to moderate together Sample some independently – RB oversees Attend all LA and BDAT moderation events (inc Network meetings) 	CJ/MS	Overtime – accurate recording, assessment and supportive curriculum opportunities make sure that the progress all children make in their learning and development is relative to their starting points and their readiness for the next stage of their education.			<p>Evidence of good teaching: children’s achievements at the end of Reception over time, by the proportions reaching a good level of development.</p> <p>Going beyond the data we will be able to marry this to ascertain how well the curriculum is meeting children’s needs. This will be evident in how well children know and remember more.</p>
		RB/MS /CJ	Next steps: COVID:			
		RB/MS/CJ	Autumn	Spring	Summer	
		MS/CJ	<p>Obs forms to match frameworks</p> <p>MS to give observation training</p> <p>RB to moderate baselines</p> <p>MS to support CJ with assessing baselines and setting targets.</p> <p>Attend BDAT events.</p> <p>Pupil progress meetings in place – RB.</p>	<p>LA moderation events.</p> <p>Track chn progress – amend teaching accordingly.</p> <p>RB to moderate spring data</p> <p>Pupil progress meetings in place – RB</p> <p>Data analysis and pupil performance reviews to target and inform planning and teaching</p>	<p>Data analysis and pupil performance reviews to target and inform planning and teaching</p> <p>Data will match or exceed targets. Moderated data will be consistent with in house comparison</p>	