

Pattishall CE Primary School Development Plan 2020 – 2021

Inspirations

Vision	It is our mission is to build a happy, safe learning environment; where whoever you are, wherever you're from and whatever your starting point, we will nurture you, love you and work with you - so that you leave us knowing that you can change the world, as we grow together in God's love.			
Values	<ul style="list-style-type: none"> • THINK – thoughtfulness • SEEK – persevere with courage • CARE – kindness • BUILD – cooperation • RESPECT – respectfulness • LOVE – let everything we do be done with love. 			
Ofsted 2016	<ul style="list-style-type: none"> • the teaching of writing, from the early years upwards, captures boys' interest more and encourages them to develop a love of writing. • the rate of boys' progress in writing at key stage 1 accelerates so that it is at least broadly in line with that of girls. • teaching provides the most able pupils with sufficient challenge in writing and mathematics. 			
SIAMs 2016	<ul style="list-style-type: none"> • Undertake a whole stakeholder evaluation of the school's Christian values so they can be articulated and lived out by everyone to strengthen this church school. • Routinely involve children in the planning and leading of collective worship so that it is enhanced and owned more by the whole school community. • Ensure robust systems are established for governors and senior leaders to monitor the school as a church school so that the Christian life of this church school can be routinely improved, and progress celebrated. 			
External data	2017	2018	2019	2020 (TA)
EYFS GLD	77% 0%	78% 0%	77% 6%	75% on track (6% Ex)
Phonics Screening	85%	90%	88%	87.5%
KS1 SATs	R 92% 28% W 64% 16% M 76% 20% Current Year 5	R 68% 18% W 67% 9% M 73% 18% Current Year 4	R 80% 20% W 75% 20% M 75% 20% Current Year 3	R 73% 15% W 69% 15% M 73% 12% C 62%
Boy vs girl writing gap	-	KS1 gap – 52% vs 82% KS2 gap – 40% vs 100%	KS1 gap – 50% vs 86% KS2 gap – 82% vs 90%	KS1 gap – 63% vs 80% KS2 gap – 85% vs 70%
Year 4 Times Tables	-	-	17%	68%
KS2 SATs Attainment	R 65% 5% W 75% 5% M 10% 0% C 10% 0%	R 73% 18% W 64% 27% M 55% 0% C 55% 0%	R 65% 25% W 86% 34% M 85% 20% C 65% 10%	R 83% 61% W 78% 17% M 83% 30% C 75% 20%
KS2 SATs Progress from KS1	- - -	R 56% W 56% M 33%	R 50% W 95% M 80%	R 91% W 100% M 91%
Subject leader monitoring	You, as subject leader, have identified an area for development through your monitoring and evaluation of books, data (class track), lessons and parent / pupil voice.			
2019 Ofsted framework	Areas of inspection: <ul style="list-style-type: none"> • Quality of education – all learners are motivated and make good progress • Behaviour and attitudes – bullying is tackled overtly and children are positive about their learning, taking <i>pride</i> • Personal development – resilience, confidence, independence and British Values: pastoral support 			

	<ul style="list-style-type: none"> Leadership – ambitious and inclusive vision, CPD, engaged with the community, safeguarding, workload <p>QoE - Curriculum:</p> <ul style="list-style-type: none"> Well thought through and carefully planned (intention) Knowledge rich High and equal expectations for all learners Cultural capital – to learn from the best that has ever been thought, said or done. Must be broad and balanced Should provide a wide range of subjects Should have a clear sequence of progression in each subject <p>QoE - Subject leadership:</p> <ul style="list-style-type: none"> Deep dives – subject leader knowledge of their subject throughout the school Focus on early reading and phonics
2018 SIAMs Schedule	<ul style="list-style-type: none"> Strand 1: Vision and Leadership Strand 2: Wisdom, Knowledge and Skills Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy Strand 4: Community and Living Well Together Strand 5: Dignity and Respect Strand 6: The impact of collective worship Strand 7: The effectiveness of religious education
Whole school Self-evaluation of our curriculum	<ul style="list-style-type: none"> Through self-evaluation against the new framework and stakeholder surveys, we have identified that our curriculum should equip our children with the cultural diversity that their community lacks. Our curriculum should also celebrate the community's farming history and the families who have settled here for many decades. Our curriculum should also equip the children with the wisdom that they can glean from the best that has been thought, said and done, so that they can apply that to future challenges or concepts.
Other CPD or research	From any training relevant to you or your subject area, you have seen evidence that a particular scheme, initiative or intervention that would support and further our progress towards our vision.

School Priorities	
	Covid-19 recovery: To promote wellbeing and recovery in reading, writing and maths
	Curriculum design: To be outward facing and courageous advocates - BLM and diversity, cultural capital, global neighbours
	Curriculum design: Using metacognition to establish the language of learning to empower the children to be able to identify their areas for development and be active in seeking support.
	Reading: To increase progress between KS1 and KS2, focusing on reading across the curriculum, targeted teaching, metacognition, intervention and reading for pleasure.
	SEND and PP: To ensure that our most vulnerable learners are at the heart of our school and our planning.
	Curriculum: To develop consistency, quality and clear progression of all subjects across the curriculum.
	Maths and Writing: To continue to challenge those with the potential for mastery and lessen the gap between boys and girls.

	Subject / Area	Inspiration – the reason for doing it...	Intention – how it will look in the end.	Implementation – how will we get there?	Cost	Mid-year impact (March appraisal)	End of year impact - how will we know it has worked?	RA G
1a	COVID-19 Recovery Plan	We have all experienced an extended period of time away from school, in isolation from friends and family.	To ensure the mental health, physical health and wellbeing of all pupils by supporting them through the reintegration process into school life.	Zones of Regulation training for all staff. Restructured Rainbow Club to accommodate more children.	MHFA CPD – HB and RS time Zones CPD – HJB time Whole class ELSA – HB and RS planning support	All children and adults require support have received support. Boxall profiles Pupil voice Staff survey	Improved feedback in: Boxall profiles Pupil voice Staff survey	
1b	COVID-19 Recovery Plan	To help close gaps and move all children closer to ARE. To formulate an agreed approach and timeline for formative / summative assessment. To make good use of the £80 per pupil catch-up funding (£12,400 in total).	To provide the opportunity for all pupils to reach their full potential in reading by assessing and targeting the core skills: <i>decoding, fluency, accuracy, speed and comprehension</i> . To provide all pupils the opportunity to achieve their full potential in writing by assessing and targeting the core skills: <i>upper body strength, fine motor and grip, letter formation and pressure, fluency, accuracy, speed, stamina,</i>	Small group baseline assessment to establish gaps: groups to work with an adult in a similar way to the Reception Baseline; action plan to be written 'live' during the assessment. Grouping of children with similar gaps. Use of the Support Team in class to help mitigate gaps. Use of Class Dojo to set homework. NELI for EYFS language acquisition YARC and Lexplore reading assessments Accelerated Reader (?) Hertfordshire Framework for writing from the previous year group NECTM 'Ready to Progress' for Maths Precision monitoring for SEND and those children with lower starting points	Time to assess and standardise. Cost of 1:1 work (National funding?) £300 YARC assessment £600 Lexplore assessment Salary of 1:1 tutor We are exploring Accelerated Reader (£5k approx)	All children to have an action plan sharing KSU&W gaps on which they are working. This is also shared with parents at their Zoom evening. 80% children broadly in line with their March 2020 end points.	All children broadly in line with their March 2020 end points.	

			<p><i>spelling, comprehension, grammar and composition.</i></p> <p>To provide all pupils with the opportunity to achieve their full potential in Maths by assessing and targeting the core skills: <i>accuracy, fluency and speed in calculation, computation, measuring, problem solving and reasoning.</i></p>					
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Quality of Education

		Inspiration	Intention	Implementation	Costs	Impact mid-term	End of year impact	
2a	Curriculum design	<p>Following God and the Big Bang CPD at the diocese.</p> <p>SIAMs schedule.</p>	To teach our children how to think, not what to think: wisdom .	<p>P4C – through peer support</p> <p>Enquiry based curriculum – use of Big Questions.</p>	This CPD was delivered in the last financial year.	<p>Learning studies to focus on developing and supporting the P4C style of teaching, with Big Questions are the heart of learning.</p> <p>Some evidence of this pedagogy being used in some areas.</p>	P4C approach being used as part of pedagogy as seen in learning studies.	
2b	Curriculum design	<p>EEF research shows that metacognition accelerates progress by up to 7 months.</p> <p>Teaching, Learning and Assessment Policy 2020.</p>	<p>To empower our children with an awareness of how they are thinking and how they learn: metacognition.</p> <p>Our Metacognition Masters demonstrate:</p>	<p>High Performance Learning (HPLs) - chn making links and recognising those links</p> <p>Helping hands</p> <p>Zones of Regulation</p> <p>Refresh Growth Mindset</p> <p>AfL CPD</p> <p>Reduction in cognitive load</p>	<p>Cost of cover to visit a school (Caroline Chisholm / Bliss Charity School) using metacognition effectively: £50</p> <p>Zones training: staff meeting with Hannah: £480</p>	<p>Evidence of metacognition is ALL classrooms – on display and being referred to in learning studies.</p> <p>Pupil voice – children are using HPLs and Helping hands under direction.</p> <p>Pupil voice reflects a shift in motivation and linked learning.</p>	<p>Pupils are seen to be using HPLs and Helping Hands independently across the curriculum.</p> <p>Most children are broadly in line with their point in time assessment at the time of lockdown.</p> <p>Y6 cohort on track to reach 70% combined, with 10% GD combined.</p>	

			CURIOSITY SELF-REGULATION COOPERATION PERSEVERANCE COURAGE WISDOM CREATIVITY	<p>Big questions – chn talking about the skills that they are going to be using for a given task (accuracy, fine motor, processing, etc, etc).</p> <p>Talk partners 1:1 teacher conferences Hot marking Group by regulation / motivation CPD & time</p>	<p>AfL refresher: staff meeting with Emma: £480</p> <p>Introduction and follow up of HPLs and Helping hands: £400 staff meeting</p>	<p>Children are able to identify learning skills and which they need to work on.</p> <p>Presentation in books is improved due to heightened pride in their work.</p>		
2c	Curriculum design	<p>Whole school SEF</p> <p>BLM 2020 movement</p>	<p>To develop an anti-racist curriculum with cultural diversity embedded.</p>	<p>Cultural affinity groups: open discussions about race – partnered with another school?</p> <p>RE curriculum</p> <p>Worship curriculum</p> <p>Black History Month Using Black role models and role models from all races.</p> <p>Involvement in culturally diverse events.</p> <p>Global Neighbours Project</p>	<p>£100 for NREC staff training</p> <p>Plus pay for 26 members of staff for 1.5 hours.</p> <p>£100 for NREC training follow up in Spring</p>	<p>BLM focus through assemblies and PSHE curriculum. Celebrating the way other cultures have contributed to British Values and traditions.</p> <p>SLT to complete NEU audit on Race and building an inclusive curriculum.</p>	<p>BME representation across curriculum – texts studied, people learned about. Clear in planning.</p> <p>Participation in Northampton Carnival (assuming it happens!)</p>	
2c (i)	Curriculum design	<p>Global news – in particular in response to COVID and the waste produced.</p>	<p>To stand up and take note of global issues - in particular the plastic crisis.</p>	<p>Global Neighbours project (SB)</p> <p>Use of Newsround to engage children in current affairs and global issues.</p>	<p>Cost of Global Neighbours accreditation</p>	<p>Planning to demonstrate at least one global issue linked to Literacy/topic/science</p>	<p>Each new topic planned to have some link to a current global issue.</p>	
2d	Curriculum design	<p>2019 Ofsted framework</p>	<p>A clear road map for each subject showing progression.</p>	<p>Staff training on simplifying planning – start with the NC objective (not a scheme or online plan) and what the end goal will be, focussing on SEND and PP chn, then plan sequentially backwards: not stretching topic out to fit the term, but to meet the objectives and deepen learning.</p>	<p>£500 staff meeting time</p>	<p>Learning Studies demonstrate clear direction in planning and deep teaching of the National Curriculum objectives.</p>	<p>All curriculum policies updated with clear objective progression included within.</p>	
3a	SEND COVID recovery	<p>To identify SEN needs/ gaps in learning</p>	<p>To procure assessments to track progress and identify specific learning difficulties</p>	<p>Roll out whole school assessments</p>	<p>£2000</p>	<p>Learning skills and monitored closely</p>	<p>We will have a detailed understanding of learning needs showing progress over time.</p>	

3b	SEND COVID recovery	To develop personalised SEN curriculum (link to Pattishall Curriculum Design)	To work collaboratively with all SEN stakeholders to develop 'big picture' of our aspirations, hopes and dreams for SEN children	Learning plans for include all voices (parent, child, teacher) and to act as indispensable planning tool for class teachers.	-	Learning walks show embedded differentiation and personalised learning	Children will have made clear progress (WOW books)	
3c	SEND	To ensure consistency of SEN practice across the setting	To establish provision planning meetings with all TAs.	SENCO to hold a TA provision planning meeting once a fortnight. This will ensure good communication and also include safeguarding updates.	SENCO and TA time.	SEN toolkits will be used effectively to record all interventions. Any barriers to good practice (i.e. time pressures result in some interventions not going ahead) can be addressed.	Learning walks/ opportunities to observe interventions will consistently show good or outstanding practice.	
3d	SEND	To ensure high quality teaching for all	To identify whole class differentiation and planning as a key agenda item in weekly SEN meetings.	On a rolling basis once a fortnight, SENCO to meet with year groups to discuss the progress of SEN children. These meeting will focus on learning which has taken in the classroom and the effectiveness of the support (helping hands)/ differentiation in place	SENCO and TA time.	Learning walks demonstrate carefully mapped progression structure for children with SEN and complex needs. 'Helping hands' used effectively along with pupil toolkits in all year groups.	80% of SEN children making at least expected progress	
3e	SEND	To improve the provision of SEN and SEMH	To apply for gold TAMHS award. To review criteria for Inclusion Quality Mark.	To establish whole school measures of well-being as well as tools to monitor the needs of SEMH children (boxall SDQ)	SENCO and TA time.	School to have applied for TAMHS gold (Wellbeing Wednesday to be continued) To have begun the IQM application process.	Whole school well-being scores to average 44.	
3f	SEND	To develop the role of the pupil voice and share SEN planning with children	Children will play an active role on reviewing targets and will have contributed their views.	Pupil voice conferences once a term and targets reviewed with children	SEN and teacher time	Targets and learning plans in place	Evidence of a rolling review of targets Children able to discuss in detail the things they need to do to be effective learners	
4a	PE	To ensure all pupils are accessing quality PE teaching in line with their abilities	To implement a new scheme of work which will ensure progression.	Chris Quigley whole school PE curriculum objectives New scheme tested and evaluate by Sports Lead	Cost of new scheme Sports Lead time	Sports Leads deliver training on new scheme to ensure all staff can implement it effectively	Learning walks to compare before scheme has been implemented and after	
4b	PE	To embed a culture of healthy lifestyle and activity across the school	To achieve Gold Award from School Games.	Intra School Competitions School Games Competitions School Games Day Rewarding values	Cost of competition entries and transport Equipment (Sports Premium Funding)	Half termly intra school competitions have been held Meeting with School Games to evaluate Gold award progress	Gold award has been achieved and awarded	

5a	EYFS	For all children to enjoy mark making/writing with a particular focus on boys	To develop the learning environment outside of the classroom which will encourage boys writing.	The boys in particular, are using the writing resources independently	Cost of writing cupboard for outside. Additional writing resources.	Boys are showing active interest in independent writing as seen in Learning Studies.	No % gap between boy's and girl's writing	
5b	EYFS	To provide more themed weeks linked to new experiences.	To continue to enhance the experiences and opportunities available to children, with cultural capital in mind.	Visitors from different backgrounds to be invited in.	Teacher/TA time	Pupil voice – chn are able to speak about a variety of experiences they have had and how it made them feel.	Learning study evidence – evidence of rich experiences through meaningful links to topic themes.	
6a	Maths	To embed Mastery Maths	To continue to develop teachers understanding of the principles behind a mastery approach to maths teaching	CPD during staff meetings Feedback from TRG's	Staff meeting time to share observation sheet outlining principles then use to observe lesson from nctm website Set up own in house TRG.	Focus on use of correct mathematical vocabulary, stem sentences and rules.	Focus on small steps within lessons.	
6b	Maths	To develop effective assessment and responsive planning in maths	To introduce the Ready to Progress criteria for each year group	CPD during staff meeting using the NCETM materials	Staff meeting time	Teachers to begin to use criteria as part of their assessment. NCETM materials used in small group interventions.	95% making expected or better progress in Maths	
6c	Maths	To embed the use of CPA in the maths curriculum throughout the school	To enable children to be more positive about bar modelling and see it as a powerful problem-solving tool.	CPD during staff meetings Children and staff taking part in White Rose Barvemember	Staff meeting time Subject lead planning time	Bring a book staff meeting to share use of bar modelling	Pupil voice survey in October and July to assess impact	
7a	RE	To deliver an effective and engaging RE curriculum that develops self-reflection, tolerance and understanding	To continue to embed the new SOW.	Staff meeting time to revisit the rolling topic plan in light of adaptations for previously taught units.	£480 staff meeting	Book look to match planning and teaching.	Learning walk and pupil voice meetings.	

7b	RE	To enrich the RE curriculum, particularly with visits to places which contrast our local church.	To arrange visits to/from school eg. Jo Elijah for KS1 Judaism, visit for KS2. To review and update resources.	Subject lead to use topic plan to identify resource needs and visit timings	Cost of visits and resources.	All children to have explored a religion other than Christianity, including the global context of that religion. Learning studies (planning and books).	All children in the school to have had at least one education visit to a place of worship or religious significance.	
8a	Computing	Need for a record of tracking children's progress in Computing	To see progress in the children's assessments or to use assessments to help evaluate the effectiveness for the new curriculum.	Staff to log on class track after each project	Teacher time - part of PPA allowance	Subject lead can see all staff are using class track and some progression is evident and offer support and CPD where needed	Subject lead to carry out learning walks and analyse data from class track.	
8b	Computing	To inspire children to use programming creatively and to build critical thinking	To use Raspberry Pis to create physical projects around the school e.g wildlife camera.	Through Pi Club initially. The moving into more able challenges during lesson time.	Cost of resources	Pi Club to create a wild life camera or a time chick coop door.	Chn in UKS2 who have mastered the computing basics, to have moved on to physical programming.	
9a	Reading	2019 KS2 SATs Subject lead monitoring	To continue to embed book talk in years 2-6, ensuring differentiation/ progression between year groups and tweak as necessary.	Staff training if staff move year groups. Further improve strategy to the full 2 week cycle including demonstration comprehension so we are TEACHING not just questioning. Use new Book Talk assessment records to show differentiation between year groups for each "lens" and generate whole school map.	£ cover for subject lead	A clear differentiated approach – differentiation and progression across the school can be well articulated All staff are confident in new year groups – learning walk	Learning walks and planning records show a clear differentiated approach and progression across the school.	
9b	Reading	Subject lead monitoring	Continue to support teacher assessments.	Review reading frameworks for each year group – are these being used purposefully for teacher assessment? Share expertise if staff move year groups. Use new Book Talk assessment records for live assessment.	£ cover for subject lead Cost of Accelerated Reader (approx £5k)	Pupil progress meetings after each data capture	Aim for 100% of children making expected progress Moderation shows assessments are accurate Book Talk assessment records are used to form summative judgements – reflected in moderation	
9c	Reading	2019 Ofsted framework	To develop a long-term curriculum plan (including texts that ensure cultural diversity and	Monitor/plan/rearrange text use both within Book Talk and Writing sessions – ensure coverage of poetry, classics, non-fiction and modern fiction in all year groups.	£ cover for subject lead	Whole school map generated that meets the needs of the NC and our community.	Learning walks and planning records show a broad and balanced curriculum approach and progression across the	

			cultural capital) for all years.	Create a "map" of the whole school by term.			school that meets the needs of our community – providing children with diverse experiences and cultural capital.	
9d	Reading	School Development Plan	Continue to promote reading for pleasure.	<p>Completion of the outdoor reading snug.</p> <p>Reading events regularly throughout the year – book fair, author visits, WBD, Share a story month, family ERIS</p> <p>Raise profile of Book Squad – literary festival, look for a book community hunt, leading story time for each class etc.</p>	None – resources ready, funded by FOPS last year.	<p>Children LOVE reading – reflected in pupil voice surveys.</p> <p>Outdoor snug open</p> <p>Regular reading events delivered</p>	Increased number of children making accelerated progress with their reading bookmarks.	
10 a	Writing	2019 Ofsted framework Subject lead monitoring	To develop a long term curriculum plan (including texts that ensure cultural capital) for all years.	<p>Monitor/plan/rearrange coverage of NC objectives within Writing sessions – ensure coverage of poetry, classics, non-fiction and modern fiction in all year groups.</p> <p>Create a "map" of the whole school by term – what objectives are covered and when? Can we see how similar strands progress up each year group?</p>	£ subject lead time	Whole school map generated which can then be reviewed year-on-year	<p>Learning studies and planning records show a broad and balanced curriculum approach and progression across the school that meets the needs of our community – providing children with diverse experiences and cultural capital.</p> <p>Pupil work in books matches the long term plan</p>	
11 a	Music	To enhance the musical experiences of the children, giving the chance to understand how it feels to perform in front of an audience.	To ensure all children have the opportunity to perform at an event.	<p>Using connections to NMPAT to find opportunities locally, plus returning annually to perform with the Young Voices choir and taking the opportunity to perform at Pattishall Picnic in the Park. Also, despite Covid restrictions, children should be able to perform their school plays/musicals to camera at least.</p>	<p>Varying – Local opportunities cost very little, but YV is £100 to enter, plus c.£600 for a coach.</p> <p>Time-wise, extra rehearsal time at lunch, once a week.</p>	Difficult to gauge, given lockdown restrictions, but YV should go ahead in approx. June, so we should at least be rehearsing for the events.	Covid notwithstanding, those children who wish to, have been able to perform at an event.	
11 b	Music	To inspire children to take up a musical interest/learn an instrument.	To bring performers/musical groups into school to enthuse the children/expose them to different styles/genres of music.	Using our music funding at NMPAT, bringing in a tutor to work with Y4 on an intensive course to inspire children to play guitar/ukelele. Taking opportunities to apply for professional musicians to do school workshops through BBC Ten Pieces.	Intensive course has a cost, but is offset by music funding, so is free, depending on the instrument taught. Professional musicians may or	Y4 children should have completed their intensive course, hopefully inspiring some to begin playing with our guitar teacher.	Covid notwithstanding, all school children have been offered the opportunity to join a musical group, or begin playing an instrument.	

					may not charge, depending on whether they are working as part of a scheme – case by case basis.			
12 a	Science	To enhance the curriculum	More practical activities are carried out in Science.	Teachers will include at least 2 practical investigations in each 6 week unit taught. (12 over a year)	Subject lead time – Book Scrutiny and Learning walks. Resources? Science lead to ensure that all year grps have access to the necessary resources to teach practical investigations.	Book scrutiny and learning walks will show at least 6 practical investigations have been carried out in all year groups.	Book scrutiny/learning walks Pupil's voice – are they enjoying science?	
12 b	Science	To ensure the level of GD chn in Science is similar to that of English and Maths.	The number of GD science students at Pattishall is similar to the number of GD chn in maths and English.	Training by Subject lead into what a GD Science pupil looks like and how we get chn there.	Cost – Staff meeting on what a GD science pupil looks like.	The gap between GD chn in Science and GD chn in maths and English is closing by Spring End assessments.	The number of GD Science pupils is now in line with that of Maths and English.	
13	MFL	To enrich the curriculum and meet NC requirements for KS2. Learn a new language and about other cultures - the wider world.	Children have confidence to speak another language (French), continuity across KS2.	Consistent planning and teaching across KS2.	None	KS2 completing units set, one hour of MFL taught each week.	Teacher survey – confidence check. KS2 year groups have completed units for year group and progression is building across KS2.	
14 a	PSHE	Whole school approach to PHSE – bring school together after extended period away, support all children.	Children feel safe and confident to share and contribute to sessions.	All year groups follow Jigsaw scheme including assemblies and whole school displays.	None	Jigsaw pieces being completed, one hour of PHSE taught each week.	Teacher/pupil survey – improvements or resources needed.	
14 b	PSHE	RSE 2020	To ensure that all year groups are meeting the statutory requirements of teaching RSE.	All staff to familiarise themselves with the Jigsaw element relating to the new RSE framework.	None – part of the jigsaw update.	RSE planning ready for summer term, parents informed.	Possible development of RSE? Monitoring of RSE shows that it is being taught well according to the statutory framework.	
15 a	Art	Milestones & plans are for	To show clear progression	Introduction of Enquiry Based Curriculum for more open-ended tasks.	Subject lead time	P4C activities to inform planning.	Difference in finished work b/w paired year	

		paired years. How do we justify same tasks/paired plans & ensuring progression?	between paired year groups	Evidenced in Book Looks & finished work.		Open ended tasks evidenced (photos)	groups, showing older year has 'dived deeper' even though objectives are the same.	
15 b	Art	Previous Pupil Voice conference identified children didn't always understand subject names covered in topic	For children to understand and talk about the discrete elements of topic.	Staff to use topic boards to show which element being covered in each lesson. Evidenced in next pupil voice conference and class room displays.	Subject lead time	Pupil voice survey – evidence that children understand discrete subjects and their contents.	Further embedded. Children to be able to set themselves targets/next steps in discrete subjects, as well as discussing how they learn.	
15c	Art	Introduced new last year	For sketchbooks to be well embedded and to move up into next year group with the class to show progression.	Sketchbooks used regularly.	Subject lead time	Sketch books being used and clearly obvious that individual skills are being taught.	Children to be able to show sketchbooks and discuss their progress/explain what they will do next to improve.	
16 a	DT	Milestones & plans are for paired years. How do we justify same tasks/paired plans & ensuring progression?	To show clear progression between paired year groups	Introduction of Enquiry Based Curriculum for more open-ended tasks. Evidenced in Book Looks & finished work.	Subject lead time	P4C activities to inform planning. Open ended tasks evidenced (photos)	Difference in finished work b/w paired year groups, showing older year has 'dived deeper' even though objectives are the same.	
16 b	DT	Previous Pupil Voice conference identified children didn't always understand subject names covered in topic	For children to understand and talk about the discrete elements of topic.	Staff to use topic boards to show which element being covered in each lesson. Evidenced in next pupil voice conference and class room displays.	Subject lead time	Evidenced in next pupil voice conference and class room displays.	Further embedded. Children to be able to set themselves targets/next steps in discrete subjects, as well as discussing how they learn.	
16c	DT	Lack of consumable resources and tools for DT activities	To use newly purchased DT resources & tools to for practical activities, esp building and joining (hacksaws, wood, drills etc)	Practical DT lessons planned and artefacts produced.	Cost of replacing any consumables as they are used (currently well stocked so this is for next academic year).	Topic planning should show that all year groups have planned at least one practical DT activity using new resources & tools.	At least two activities covered with wide range of practical skills learned by children.	
17 a	History	Milestones & plans are for paired years. How do we justify same tasks/paired	To show clear progression between paired year groups	Introduction of Enquiry Based Curriculum for more open-ended tasks. Evidenced in Book Looks & finished work.	Subject lead time	P4C activities to inform planning. Open ended tasks evidenced (photos)	Difference in finished work b/w paired year groups, showing older year has 'dived deeper' even though objectives are the same.	

		plans & ensuring progression?						
17 b	History	Previous Pupil Voice conference identified children didn't always understand subject names covered in topic	For children to understand and talk about the discrete elements of topic.	Staff to use topic boards to show which element being covered in each lesson. Evidenced in next pupil voice conference and class room displays.	Subject lead time	Evidenced in next pupil voice conference and class room displays.	Further embedded. Children to be able to set themselves targets/next steps in discrete subjects, as well as discussing how they learn.	
17c	History	Need for greater chronology and understanding how history units 'fit together'	To create greater understanding of chronology and progression	Create whole school timeline display where classes can mark on photos etc of their learning	Subject lead time (most resources in school)	Time line up and scale measured. Photos/pictures up from 1st history topic	Photos etc up from 2nd history-based topic.	
18 a	Geography	Milestones & plans are for paired years. How do we justify same tasks/paired plans & ensuring progression?	To show clear progression between paired year groups	Introduction of Enquiry Based Curriculum for more open-ended tasks. Evidenced in Book Looks & finished work.	Subject lead time	P4C activities to inform planning. Open ended tasks evidenced (photos)	Difference in finished work b/w paired year groups, showing older year has 'dived deeper' even though objectives are the same.	
18 b	Geography	Previous Pupil Voice conference identified children didn't always understand subject names covered in topic	For children to understand and talk about the discrete elements of topic.	Staff to use topic boards to show which element being covered in each lesson. Evidenced in next pupil voice conference and class room displays.	Subject lead time	Evidenced in next pupil voice conference and class room displays.	Further embedded. Children to be able to set themselves targets/next steps in discrete subjects, as well as discussing how they learn.	
18c	Geography	Mapwork/atlas skills need to be developed. Using as well as marking.	To increase mapwork skills in Geography as well as finding out about places.	Evidenced in books. Greater understanding of geographical terms. Milestones used in their entirety rather than elements of.	Subject lead time	Broader range of geography skills and vocabulary used in books	Milestones covered in entirety by end of two-year cycle.	

Behaviour and Attitudes

		Inspiration	Intention	Implementation	Cost	Mid-term impact	End of year impact	
19 a	Anti-bullying	SEF: Due to low rates of bullying, we have a non-bullying environment, as opposed to an	To raise awareness of bullying and drive forward challenge and change.	Set up Anti-Bullying Ambassadors. Clear, professional signage. Communication with parents – like with online safety. Regular, child-led, assemblies highlighting the signs and the steps to take.	Badges for the ambassadors Posters	More consistent recording of behaviour incidents, including bullying. Records can be easily accessed and referred to.	Raised awareness – children, staff and parents can talk through the steps to take to stamp out bullying: pupil voice.	

		anti-bullying stance.		STOP (several times on purpose) Set up a more effective and consistent way of recording incidents of bullying / behaviour.	Time to meet and work with the ambassadors			
19 b	Anti-racist LINK TO OBJ 2c – curriculum design	SEF: Due to our demographic, we have historically had a non-racist environment, as opposed to an anti-racist approach, spurred on by the BLM movement in June.	To raise awareness and eliminate systemic racism.	NEU / The Key curriculum audit tools Keep website and socials up to date Regular collective worship and assemblies promoting equality leading to child led work PSHE lessons celebrating the diversity within our walls Consider how our Global Neighbours work can dovetail with work on courageous advocacy surrounding the subject of anti-racism.	Books for the library Global Neighbour accreditation	BAME representation across curriculum – texts studied; people learned about. Clear in planning.	BAME representation across curriculum – texts studied; people learned about. Clear in planning. Participation in Northampton Carnival (assuming it happens!)	
20 a	SMSC – extended curriculum beyond academic, vocational or technical.	Ofsted framework	To further the development of The Arts, with a focus on cultural capital.	The curriculum is driven by ‘Topic’ subjects, the calendar as well as the children’s interests - this is to continue. Develop the environment to be immersive within the topic. Link topic work to people who help us or who have influenced global history are talked about e.g. Neil Armstrong, Rosa Parks Visitors and trips to enhance the curriculum in a COVID secure way.	Books, trips	All children are able to speak about a person who has enhanced the world for the better: pupil voice.	All children are able to articulate the wisdom gleaned from someone who made a difference in the world: pupil voice.	
20 b	SMSC – extended curriculum beyond academic, vocational or technical. Link to 2c	Ofsted framework Vision and values: love FBV	To continue our curriculum work on diversity and cultural awareness, in line with our audit on anti-racism.	Follow the global calendar – exploring and investigating festivals and other culturally enriching events that tie in with our topics.	Books, trips	All children to be able to talk about a festival or event outside of the Christian calendar.	School diversity displays to be full of evidence.	
20c	SMSC – extended curriculum beyond academic, vocational or technical.	Ofsted framework SIAMS framework Ethos – wellbeing	To embed our work on spirituality, following our 2019 INSET with Liz Youngman.	Development of the mindfulness courtyard Staff to plan in moments for reflection, quiet and time in nature as per our spirituality statement e.g.: wellie walk.	FoPs funding for the courtyard	Pupil voice reflects a recognition of the importance of spending time in nature for wellbeing.	Children can articulate the spiritual feeling they get when involved in prayer or spending time in the quiet spaces around school.	

Leadership and Management

		Inspiration	Intention	Implementation	Costs	Impact mid-term	End of year impact	
21	Improving teaching and learning	Leaders are focused on improving teacher's subject knowledge, including the appropriate use of assessment.	To ensure that CPD is targeted and focussed based on the appraisal process.	Staff to be proactive in seeking and evaluating CPD Further work on AfL planned. Effective evaluation forms developed to record the success of training, including how it impacts practice.	Cost of CPD £400 for staff meeting	AfL CPD completed and evidence seen in Learning Studies CPD linked to personal or SDP targets and impact seen in practice.	Comprehensive evidence of the impact of CPD collected by the office and collated by EM.	
22	Promoting opportunities for middle leadership (subject leadership)	Development of the middle leadership team has been fast-paced and strong; however more time to embed their monitoring and evaluation is needed to ensure that all subjects have the same focus.	To ensure that the middle leadership team have the time to monitor their subject and have capacity to ensure that progress is being made through the school.	Providing time for subject leaders to evaluate their subject during the school day through learning studies: book looks, pupil voice, data and learning walks. Governor monitoring visits.	HLTA class cover for the time required: £10 per hour, (additional £2 per hour on top of salary).	Staff will have comprehensive SLAPs and will be able to demonstrate the progress made so far in their subjects at their mid-year review and in Governor monitoring visits.	Staff will be able to talk with confidence about the progress within their subject(s) and will have supporting evidence to support their knowledge at their appraisal. Data on OTrack reflects that progress in all subjects is taking place.	
23	Community engagement	EEF research that schools where parents are engaged perform much better.	To engage parents in training on online resilience and online safety.	Regular online safety updates. Zoom training Sharing updates from the LA (Simon Aston) Responding to national and local issues and communicating any risks to parents. Promote the online safety and safeguarding pages on the website.	Cost of Simon Aston training	All parents to know where to find support on our website (parent questionnaire).	Families to have completed the online resilience challenge.	