

School Development Plan



Abbey Meads Community Primary School

Swindon

Introduction

SDP 2022-2023 - Overview

1) The Quality of Education

Pupil Progress remains a driver with individual children identified within Year Group and Class Progress Targets. These are no longer displayed in the SDP to protect the identity of individual children, and allow us to publish the full plan without redaction.

1a) Phonics - Monitor the impact of teaching and learning of Phonics across the school, especially for our lowest 20% of learners. Emphasis on training for intervention support and parental engagement alongside monitoring impact of StoryTime Phonics.

1b) Maths - teaching and learning is good, this is supported by data across the school. Subject monitoring has identified fluency teaching is a strength and there are good opportunities for reasoning across the school. We need to ensure that reasoning skills are taught as part of a progression for all children and that lessons meet the needs of all learners. Ongoing review alongside CPD and use of assessment.

1c) Greater Depth Writing - Although work last year focused on the assessment of and teaching of greater depth writing, end of year data is lower than greater depth in other areas of the curriculum. We aim to develop specific teaching strategies, which will improve children's writing as a result.

1d) Spelling - National curriculum spelling objectives are covered across the school and all classes follow the school spelling policy. Children learn spellings for homework, but application of spellings does not have the same high standards as spelling test scores. We aim to improve the standard of spelling in children's written work across the whole curriculum.

1e) Year 1 Assessment - To review and improve the assessment tools used to support teacher assessment at the end of Year 1. Ensure these are appropriate and progressive for end of Year 2 attainment.

1f) Curriculum - Last year, the curriculum was reviewed again - and some changes were put in place. The curriculum has vocabulary and knowledge planned in across the school, as well as skills, and a focus on communicating understanding in a variety of ways. This year, we need to ensure this has been implemented in planning and teaching and methods for helping children know more and remember more are in place. *(Additional Performance management Target of Knowledge and Vocabulary)*

1g) Reading - Last year, a new strategy for the teaching of reading was developed and implemented. Monitoring and data showed early positive signs of its impact. This year, the strategy needs to be embedded to ensure there is further positive impact.

1h) Times tables - Evidence has shown that some interventions have given children accelerated progress within KS2. We aim to develop a whole school intervention system and create a robust identification checklist to identify those who are underperforming and target appropriate interventions.

2) Behaviour and attitudes

2a) Policy - review and refine Behaviour Policy - linked to NPQML work within school on behaviour.

2b) Child on Child Abuse - reviews of policy and practice alongside participation in Trust wide work on this area of concern.

2c) Attendance - focus on improving attendance including a specific look at persistent absence.

3) Personal development

3a) At AMCPS we pride ourselves on including all children irrespective of their gender, race, religion, academic ability, financial situation or disability. We make reasonable adjustments to the curriculum to ensure all can take part in a range of activities including residential trips. Our positions within school, such as School Councillors, House Captains and sports teams, are highly sought after by the children. We aim to review how our diverse groups are represented across the school.

3b) Cultural Capital - an audit of what we explicitly identify as activities aimed at Cultural Capital. An extended link to local studies within our geography and history curriculum studies.

3c) Child on Child Abuse - reviews of policy and practice alongside participation in Trust wide work on this area of concern. (same as 2b)

4) Leadership and management

4a) Safeguarding - Review of Safeguarding teams - including DSL operational work. Review of CPOMS and its use (especially categories) - Review induction procedures and training schedule. Review support offered to families about online safety

4b) Governance - Continue to grow and succession plan within the LGB. We have previously developed a successful Governing Body and allowed some to progress to Trustee roles within the Trust. This, coupled with a forecast of others coming to the end of term after lengthy time with the LGB (and predicted movement of others) means proactive succession planning is essential. Focus on growing the group through targeted advertising linked to skills audits - and development of existing members to take on leadership roles with SDP/SEF Group and Financial Monitoring.

4c) Curriculum Leadership - continue to work with curriculum leaders to ensure all procedures and policies align with revised curriculum schemes of work and programmes of study. Ensure monitoring schedule is effective and monitoring tools feed into Evidence Trails effectively. Link curriculum leaders together to create effective teams for support and challenge.

5) Foundation Stage - EYFS

5a) Teaching and learning in EYFS is good and the new curriculum is established across the Foundation Stage. The implementation will continue to be monitored to ensure standards remain good and we meet the end of EYFS standards.

Focus this year is on the more effective inclusion of maths and writing within continuous provision and improved data of those achieving Expected in Specific Areas or Maths and

Writing.

Additional focus on reviewing Outdoor Provision and effective use of this resource alongside continuous provision developments.

Additional Information:

Areas for development from the previous inspection

Improve teaching and raise pupils' achievement further by making sure teachers and other adults:

- improve pupils' ability to solve mathematical problems - *changed way maths is taught- White Rose as guidance, focus on mastery of key skills. Guided Maths to focus on reasoning- 'I do, we do, you do' approach*
- ensure pupils make effective punctuation, word and sentence choices in their writing and understand what impact these have on the reader, particularly in Years 1 to 4 *stepped up moderation of writing both within the school and Trust. Guided Grammar sessions increase frequency of exposure to direct teaching of grammar. Whole class Teaching of Reading incorporates understanding why an author makes particular word choices.*
- check pupils' understanding precisely by using their responses to questions to progress their achievement rapidly where learning starts to falter *SLT constantly look for this in monitoring cycles- maths observation Summer 22- now focus Sept 22 - Refined curriculum 3 times since last inspection*
- continue closing the gaps in achievement between all pupils nationally and a small number of pupils eligible for pupil premium funding. *Constantly ongoing mirrored by national data. In some years, cohort specific data looks better or worse than others.*

Improve leadership and management by:

- making sure the school's monitoring, evaluation and development planning link directly to improving pupil outcomes and can be precisely checked by the governing body. - *monitoring, Pupil Progress Meetings, Pupil progress, SDP sheets all track both cohort, groups and individuals. SDP evolved to include greater awareness for Governors of intended outcomes and internal structures transferred to Perspective Sept 2021.*

Quality of Education 1a: Phonics

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	GH
Team:	SLT	Monitor:	DW
		Dates:	01/09/22 - 31/08/23

Description: Phonics teaching in the school is good and this has been reflected in Y1 and Y2 phonics screening data over time. The school has a systematic phonics programme in place, which incorporates elements of Storytime Phonics, and we need to continue to monitor the impact of teaching and learning across the school, especially for our lowest 20% of learners.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Monitoring	● Not Completed	01/09/22 to 31/08/23	DW	Medium
<p><i>Observe phonics teaching across the school in both whole class sessions and interventions. Plan support as a result of observations.</i></p> <p><i>Planning scrutiny at three points during the year to ensure there is full coverage.</i></p> <p><i>Pupil interviews to ensure reading books match phonics level.</i></p> <p><i>Analysis of mock screening tests to ensure support is planned.</i></p> <p><i>Book looks to monitor the application into writing.</i></p>				

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Training</p> <p><i>Organise and run training for FS/KS1 TAs to support the teaching and implementation of the phonics programme. Specifically target and monitor TAs new to phonics and the Key Stage.</i></p> <p><i>Provide support for KS2 Teachers and TAs to implement appropriate programmes and interventions for those who did not pass the phonics screening check in Year 2.</i></p> <p><i>Provide appropriate training for other staff as a result of monitoring.</i></p>	● Not Completed	08/08/22 to 02/08/23	GH	Medium
<p>Parental Engagement and Support</p> <p><i>Reception to share information with parents about how to support children with their phonics at home.</i></p> <p><i>Year 1 to hold a weeks worth of open mornings in Term 2 to enable parents to come in and observe phonics teaching within the school. Information about the phonics screening check will also be shared and strategies/resources to support at home will be provided.</i></p> <p><i>Year 2 to provide information to those who did not pass the phonics screening check at the end of Year 1 to support them at home.</i></p>	● Not Completed	08/08/22 to 02/08/23	GH	Medium
<p>Accredited Systematic Phonics Schemes</p> <p><i>Whilst our performance in the Year 1 Phonics Check are inline or above national - we still have a small way to go to reach the 90% mark and on a regular basis. last year we had 14% of Year 1 and 12% of Yr2 who did not 'pass' the check. We include these (obviously) in the bottom 20% and ask if our processes have not worked for these children, what could we be doing differently? We will interrogate need and ensure provision in Years 2&3 whilst investigating an additional accredited resource to supplement our programme where needed and be used as intervention for those not progressing an an appropriate pace.</i></p>	● Not Completed	30/09/22 to 05/12/22	DW	Medium

Success Criteria

DESCRIPTION	COMPLETED
Y1 phonics screening result will be inline or above national.	<input type="radio"/> NO
Phonics teaching will be good and follow the school programme.	<input type="radio"/> NO
Lowest 20% of children have received additional support, appropriate for their needs, across the school.	<input type="radio"/> NO
Reading books match phonics level in EYFS and KS1.	<input type="radio"/> NO

Quality of Education 1b: Maths

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	JH
		Dates:	01/09/22 - 31/08/23

Description: Maths teaching and learning is good, this is supported by data across the school. Subject monitoring has identified fluency teaching is a strength and there are good opportunities for reasoning across the school. We need to ensure that reasoning skills are taught as part of a progression for all children and that lessons meet the needs of all learners.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>CPD</p> <p><i>Staff meeting</i></p> <p><i>Term 1 - Feedback on review of maths teaching from last academic year. Discuss how we know the amount of time needed for fluency for different children. Focus on how reasoning skills can be taught within units of work and within lessons. Decide on actions that all staff will incorporate into their maths teaching.</i></p> <p><i>Planning support - After the term 1 staff meeting, work with year group teams to implement agreed actions on weekly planning. Plan in team teach with SLT.</i></p> <p><i>Team teach - SLT work on breaking down lessons in different ways across the school.</i></p> <p><i>Learning walk - Term 2 - SLT review the action points (level of challenge and taught reasoning skills).</i></p> <p><i>Pupil voice - SLT - monitor the children's views on how they have been taught to solve problems.</i></p> <p><i>Staff audit - Term 4 - Are staff confident with teaching of the full range of maths skills.</i></p> <p><i>This work will all provide information that will be used in work in the second half of the year.</i></p>	<p>● Not Completed</p>	<p>01/09/22 to 31/08/23</p>	<p>JH</p>	<p>Medium</p>

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Assessment	● Not Completed	01/09/22 to 31/08/23	SS	Medium
<p><i>Staff meeting to discuss how we could develop pre-unit assessments. Monitor the implementation of these during the year as part of maths monitoring work.</i></p> <p><i>End of unit assessments</i> <i>Consolidate the use of these across the school and monitor how the information is built into planning and future lessons.</i> <i>Gather examples of unit assessments and, as an SLT, ensure pitch and expectation is in line with yearly assessment criteria.</i></p>				

Success Criteria

DESCRIPTION	COMPLETED
Assessments are being used as an integral part of maths teaching.	● NO
Maths lesson always challenge learners effectively.	● NO
Reasoning skills are taught to all within units of work.	● NO

Quality of Education 1c: Greater depth writing

RAG: ● Not set **Status:** Not Started

Priority: High **Responsible:** SS

Team: SLT **Monitor:** JH

Dates: 01/09/22 - 31/08/23

Description: Although work last year focused on the assessment of and teaching of greater depth writing, end of year data is lower than greater depth in other areas of the curriculum. We aim to develop specific teaching strategies, which will improve children's writing as a result.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Year 2</p> <p><i>Monitor greater depth writing to ensure the number of children achieving this at the end of the Key Stage is raised. Through learning walks, planning scrutiny, book looks and moderation, we will monitor and support staff to ensure children are being challenged in order achieve the greater depth statements on the assessment criteria.</i></p> <p><i>Ensure boys are targeted to close the gap between greater depth boys and girls. Identify boys with potential to achieve GD and target these within a target group across the year group,</i></p>	● Not Completed	08/08/22 to 22/08/22	GH	Medium
<p>Intervention</p> <p><i>By the end of term 1, SLT will agree with teachers the children who are going to be targeted to be greater depth by the end of the year.</i></p> <p><i>Early in term 2, staff meeting to develop understanding and ideas for writing interventions.</i></p> <p><i>Term 2 - SS work with staff to support planning and teaching of writing interventions.</i></p> <p><i>Term 3 - Book look to monitor the impact of the writing intervention.</i></p>	● Not Completed	01/09/22 to 31/08/23	SS	Medium
<p>Writing workshop</p> <p><i>End of term 2 - working groups to look at the work of children who have been part of the writing intervention. Discussion about progress and next steps. Review the impact of the interventions. The aim is for staff to be aware of greater depth levels across the school and within their own year group.</i></p>	● Not Completed	01/09/22 to 31/08/23	JH	Medium

Success Criteria

DESCRIPTION	COMPLETED
To raise the number of children achieving Greater Depth in writing at the end of Year 2.	<input type="radio"/> NO
All staff are clear about what greater depth writing looks like in their year group.	<input type="radio"/> NO
Greater depth writing intervention is in place across the school.	<input type="radio"/> NO
Skills taught in greater depth writing intervention sessions are clear on weekly plans.	<input type="radio"/> NO
KS2 greater depth writers show creative individuality in celebration pieces.	<input type="radio"/> NO
Greater depth writing percentages increase across the school.	<input type="radio"/> NO

Quality of Education 1d: Spelling

RAG: ● Not set **Status:** Not Started

Priority: High **Responsible:** JH


Team: SLT **Monitor:** SS

Dates: 01/09/22 - 01/08/23



Description: National curriculum spelling objectives are covered across the school and all classes follow the school spelling policy. Children learn spellings for homework, but application of spellings does not have the same high standards as spelling test scores. We aim to improve the standard of spelling in children's written work across the whole curriculum.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Spelling development	 Not Completed	01/09/22 to 31/08/23	JH	Medium
<p><i>Term 1 - Review teaching of spelling as a whole school in a staff meeting and also focus on children's application of their spelling. Find out how different year groups are teaching spelling and the strengths and weaknesses that staff have. Discuss the observations from book looks with regards application.</i></p> <p><i>Agree how the teaching of spelling will continue during the year and this will be monitored by SLT through learning walks and planning scrutinies. Spelling homework and teaching of spelling actions will be shared.</i></p> <p><i>Revisit the marking policy and the procedure for corrections - this will develop a process for if children consistently spell words incorrectly.</i></p> <p><i>Book looks to monitor the implementation of spelling expectations in children's books across the curriculum.</i></p> <p><i>Term 2 - Staff meeting to review work in term 1 and to develop the use of interventions for those children with a specific need.</i></p>				

Success Criteria

DESCRIPTION	COMPLETED
Children's books show evidence of the use of marking to improve spelling.	 NO
Additional spelling interventions are in place for children who are not working at age related expectations.	 NO

Quality of Education 1e: Assessment Year 1

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	JH
		Dates:	01/09/21 - 01/08/23

Description: To review and improve the assessment tools used to support teacher assessment at the end of Year 1. Ensure these are appropriate and progressive for end of Year 2 attainment.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Assessment of Writing at Year 1	● Not Completed	08/08/22 to 22/08/22	GH	Medium
<p><i>To review and improve the assessment tools used to support teacher assessment at the end of Year 1. Ensure these are appropriate and progressive for end of Year 2 attainment.</i></p> <p><i>Moderate across the Key Stage using new tracking tools.</i></p> <p><i>Moderate with other schools in the trust to ensure our judgements are robust and in line with other schools.</i></p>				

Success Criteria

DESCRIPTION	COMPLETED
Year 1 writing assessment tool will enable teachers to make accurate assessments at the end of Year 1.	● NO

Quality of Education 1f: Curriculum

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	JH
		Dates:	01/09/22 - 31/08/23

Description: Last year, the curriculum was reviewed and some changes were put in place. The curriculum has vocabulary and knowledge planned in across the school, as well as skills, and a focus on communicating understanding in a variety of ways. This year, we need to ensure this has been implemented in planning and teaching and methods for helping children know more and remember more are in place.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Vocabulary and knowledge</p> <p><i>Staff meeting - term 1</i> <i>Collaborate on ways to incorporate knowledge and vocabulary into lessons and how to help children remember this throughout the year.</i></p> <p><i>Monitor</i> <i>Monitor through planning, learning walks and pupil interviews the implementation of the vocabulary and knowledge.</i></p>	● Not Completed	01/09/22 to 31/08/23	JH	Medium
<p>Monitoring</p> <p><i>Coordinators will follow the monitoring schedule and SLT will follow up any actions from this work.</i></p> <p><i>SLT monitor planning and children's work in geography and history at three points in the year. This will also link in with our greater depth and spelling work.</i></p> <p><i>SLT carry out a planning and book scrutiny to monitor the range of ways children are given to communicate their understanding and the skills shown in the celebration pieces.</i></p>	● Not Completed	01/09/22 to 31/08/23	SS	Medium
<p>Assessment of foundation subjects</p> <p><i>Coordinators will ensure their assessment documents are in line with the revised curriculum and they will share these documents with all staff by term 3.</i></p> <p><i>SLT will review the documents before they are shared with staff.</i></p>	● Not Completed	01/09/22 to 31/08/23	JH	Medium

Success Criteria

DESCRIPTION	COMPLETED
All lessons follow the school progression of skills.	<input type="radio"/> NO
Staff use foundation assessment tracking sheets to monitor learning.	<input type="radio"/> NO
Foundation books show evidence of celebration pieces and a range of ways of communicating within a unit.	<input type="radio"/> NO
Monitoring shows the heightened importance of knowledge and vocabulary in lessons.	<input type="radio"/> NO

Quality of Education 1g: Reading

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	JH
Team:	SLT	Monitor:	JH
		Dates:	01/09/22 - 31/08/23

Description: Last year, a new strategy for the teaching of reading was developed and implemented and monitoring and data showed early positive signs of its impact. This year, the strategy needs to be embedded to ensure there is further positive impact.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Monitoring	● Not Completed	01/09/22 to 31/08/23	SS	Medium
<i>Learning walks, pupil voice and planning scrutiny will be completed by SLT as part of the monitoring schedule.</i>				
<i>Staff meeting in term 3 will focus on sharing good practice with regards recording and activities to develop reading skills.</i>				

Success Criteria

DESCRIPTION	COMPLETED
Vocabulary is a central part of reading lessons.	● NO
Children talk positively about reading.	● NO
Reading data remains a strength across the school.	● NO
The reading spine ensures the children are given a wide diet of literature.	● NO
Reading lessons are good and children are given a variety of ways to show their reading skills.	● NO

Quality of Education 1h: Times tables

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	SS
Team:	SLT	Monitor:	JH
		Dates:	01/09/21 - 01/08/23

Description: Times tables knowledge is an essential building block for children's mathematical development. We have a whole school times tables policy in place, but need to focus on children who are not keeping up with this. Evidence has shown that some interventions have given children accelerated progress within KS2. We aim to develop a whole school intervention system and to create a robust identification checklist to identify those who are underperforming.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Intervention <i>Term 1 - SLT develop identification checklist of those pupils underperforming in times tables across the school. Term 1/2 - TA training on how to implement times tables interventions in their year group. This will include start and end point assessments and activities. SLT monitor the progress of children on the interventions and its impact on their overall maths level.</i>	● Not Completed	01/09/22 to 31/08/23	SS	Medium
Review whole school policy <i>Term 3 - staff meeting to review and share strengths of whole school times table policy.</i>	● Not Completed	01/09/22 to 31/08/23	JH	Medium

Success Criteria

DESCRIPTION	COMPLETED
Times tables interventions improve children's times tables knowledge.	<input type="radio"/> NO
Times tables interventions take place across the school.	<input type="radio"/> NO
Policy is observed in practice through Learning Walks - SLT monitoring	<input type="radio"/> NO
Policy is seen in practice through SLT Monitoring Schedule reports	<input type="radio"/> NO

Behaviour and Attitudes 2a Behaviour

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	MC
		Dates:	31/08/21 - 01/08/23

Description: We are proud of the behaviour of our children at AMPCS. We have refined the Behaviours Policy and will monitor its implementation. This will have been shared with all Stakeholders in Term 1.
Children will be clear about the behaviour expected of them and this will be consistent across the school, both during lessons and playtimes.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Behaviour Policy <i>Behaviour Policy will have been amended and shared with all stakeholders.</i>	● Not Completed	19/08/22 to 01/11/22	LF	Medium
Monitoring of Policy <i>SMT will keep a login of serious behaviour incidences including 'child on child' and all other bullying instances. Sanctions will be applied in line with the Behaviour Policy.</i>	● Not Completed	19/08/22 to 28/12/22	BB	Medium
Reviewing the Policy <i>A review of the Policy to be held in Term 3. A selection of pupils will be interviewed to gather their views. Parental survey will be sent out and results analysed. School staff will also be consulted. Findings will be shared and any necessary adjustments made.</i>	● Not Completed	19/08/22 to 19/04/23	LF	Medium

Success Criteria

DESCRIPTION	COMPLETED
Behaviour Policy has been shared with all stakeholders so that everyone s clear of their roles and responsibilities.	<input type="radio"/> NO
Staff will adhere to the policy and SMT will be told of issues of 'child on child' and bullying instances.	<input type="radio"/> NO
A review of the Policy has been carried out during which views of Parents/Carers and children will be sought.	<input type="radio"/> NO



Behaviour and Attitudes 2b Child on Child Abuse

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	MC
		Dates:	01/09/21 - 01/08/23

Description: At AMCPS we recognise that children are capable of abusing other children and that this can take place inside or outside of school and on line. All staff are aware that children may not find it easy to report this and are aware of signs and changes in behaviour to look out for. Staff understand the child who is perpetrating the abuse may also be at risk of harm and needs appropriate support. There is a 'zero tolerance' towards abuse and regular staff training ensures that incidents of child on child abuse are never passed off as 'banter', growing up or 'boys being boys'.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Procedures to minimise risk</p> <p><i>Staff understand and follow the procedures in place within AMCPS in order to minimise the risk of child on child abuse. They recognise that the perpetrator may be as much in need of support as the victim. Staff undertake to read the School Safeguarding Policy and understand their responsibilities in that role.</i></p>	● Not Completed	25/08/22 to 31/07/23	MC	Medium
<p>Support</p> <p><i>Children are regularly reminded of ways they can report abuse and seek help. These are delivered through our Relationships Education and Health Education Curriculum and reinforced through assemblies where the concept of a trusted adult is promoted.</i></p>	● Not Completed	25/08/22 to 31/07/23	MC	Medium
<p>Blue Kite Child on Child Working Party</p> <p><i>Work as an integral partner of schools within the Trust to develop a cultural shift across all our schools that promotes awareness and positive practice.</i></p>	● Not Completed	05/09/22 to 10/08/23	BB	Medium

Success Criteria

DESCRIPTION	COMPLETED
All staff recognise incidents of 'child on child' abuse and it is not passed off as 'banter'.	● NO
All staff receive regular training on child on child abuse and are aware of the signs and indicators. they understand their roles and responsibilities to report to the safeguarding team as soon as possible.	● NO
children can identify a 'trusted' adult within school. There are systems in place for them to report any abuse, knowing their concerns will be taken seriously.	● NO

Behaviour and Attitudes 2c Attendance

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	MC
		Dates:	31/08/22 - 31/08/23

Description: In line with the document 'Securing good attendance and tackling persistent absence' (February 2022), we recognise the importance of regular attendance not only for the academic attainment of the child, but also in terms of keeping children safe. We promote this message to our children and families, reminding them that 'it's the child's right to attend, not their right to keep their child at home'. We encourage families to share with us difficulties they are having in order for us to support them. Attendance data is monitored termly and analysed to identify trends. We recognise that it is important to listen to and understand the needs of each family. these will be different and that we will need to provide individualised support.

We aim to reduce our persistence absentee percentage (21% for 2021-2022) and have identified families to work more closely with over this next year.

We will be working with Swindon's 3 year Strategic Plan for Attendance in order to raise attendance for all children.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Monitoring	● Not Completed	01/09/22 to 21/07/23	MC	Medium
<p><i>Attendance will continue to be monitored daily by the Office Staff. If a child is absent and we have had no contact, they will send an absence text to the family. If there is no response, they will follow it up with a phone call. Any concerns will be reported to the SMT to decide if further immediate action is required.</i></p> <p><i>Parents will be reminded of the need to call us if there is an absence, through the school newsletter and text messaging service. Data trends are analysed termly so that we can swiftly identify and action.</i></p>				

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Following up on attendance concerns</p> <p><i>At the end of each term, the attendance is collated and data analysed. Those children who are a concern are investigated so that we can understand the reasons for their missing attendance. Their attendance is monitored over the following term and if there is no improvement the parents are invited to meet with the SMT so that we can understand the issues the family is facing and look at what support is required. We recognise that the barriers for each family are different and that an individualised approach is vital. We will work with the family, including the child if appropriate, to provide practical strategies eg bringing the child in through a different door, creating a reward system, arranging for a preferred adult to 'meet and greet'. If necessary we will involve other agencies such as Lighthouse, Early Help Hub and the Education Welfare Officer.</i></p>	● Not Completed	01/09/22 to 21/07/23	MC	Medium
<p>Persistent absenteeism</p> <p><i>Last year, our persistent absenteeism was 22%. While there are reasons for some children we need to be more rigorous in challenging families whose children's attendance fall below 90%. From Term 2 onwards, parents of those children falling below 90% attendance, for whom there is no medical reason for, will be requested to meet with the SMT to discuss the barriers. Strategies by both the parent and school will be put in place, dependent on the individual need. Their attendance will be monitored over the following term and revisited if there has not been an improvement.</i></p>	● Not Completed	01/09/22 to 21/07/23	MC	Medium

Success Criteria

DESCRIPTION	COMPLETED
Unexplained absences are followed up on the day and concerns flagged to SMT	<input type="radio"/> NO
There is a reduction in the number of families whose children have low attendance.	<input type="radio"/> NO
Persistent absenteeism will have reduced from 22%	<input type="radio"/> NO
Monitoring will demonstrate an increase in the attendance of PPG and SEND children.	<input type="radio"/> NO

Personal Development 3a Inclusion

RAG: ● Not set **Status:** Not Started

Priority: High **Responsible:** MC

Team: SLT **Monitor:** MC

Dates: 01/09/21 - 01/08/23

Description: At AMCPS we pride ourselves on including all children irrespective of their gender, race, religion, academic ability, financial situation or disability. We make reasonable adjustments to the curriculum to ensure all can take part in a range of activities including residential trips. Our positions within school, such as School Councillors, House Captains and sports teams, are highly sought after by the children.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Targeted intervention</p> <p><i>All class based staff are aware of the needs of the children within their class. Interventions are targeted to their individual needs to ensure they make at least expected progress from their starting points. Adaptations are made depending on the needs of the individual child and their progress is discussed and monitored at Progress Meetings with the SLT and SENDCo</i></p>	● Not Completed	25/08/22 to 31/08/23	MC	Medium
<p>Visits and Residential</p> <p><i>No child will be prevented from attending any trip or activity due to financial hardship. Support is available for children in receipt of PPG funding and this is communicated to parents on the trip letter. This is also followed up by the School Office who will set up a payment plan for individual families.</i></p> <p><i>Meetings are held with families to consider adaptations to trips for those with SEND or medical needs in order that they can be included in the experiences.</i></p>	● Not Completed	05/09/22 to 31/07/23	MC	Medium
<p>School Clubs and roles of responsibility</p> <p><i>Monitor the take up of teacher led clubs among children from vulnerable groups. Teachers are aware of the different vulnerable children within their class and will ensure they have opportunities within school to complete tasks such as poster for School Councillor.</i></p>	● Not Completed	05/09/22 to 31/07/23	MC	Medium

Success Criteria

DESCRIPTION	COMPLETED
A range of children are represented in School Clubs and in positions of responsibility across the school.	● NO
To raise the number of SEND and PPG children achieving EX+ at the end of KS	● NO
No children is prevented from attending a visit or Residential because of financial hardship, SEND or medical needs.	● NO

Personal Development 3b: Cultural Capital

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	MC
		Dates:	01/09/21 - 01/08/23

Description: At AMCPS we want to give our children a wealth of experiences about the world around them. Within the curriculum, there are opportunities for trips to a range of places, both around our local area and further afield. We also bring visitors- including theatre/music performances, scientists- to enhance the experiences of the children. Alongside this, we have looked for opportunities to give a range of experiences/skills such as visiting a library, posting a letter etc

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Cultural experiences	● Not Completed	05/09/22 to 31/07/23	MC	Medium
<p><i>List of cultural activities and experiences for each year group has been shared with staff. These have been designed so that over the 7 years with us, all children have the chance to have a wide range of opportunities across a range of fields, including Sports and being active, Creative arts and DT. Recording of experiences will be kept in a class book so that they can be tracked across</i></p>				
Understanding of the local area	● Not Completed	05/09/22 to 31/07/23	MC	Medium
<p><i>Children will take place in visits to differing aspects of the local area. Each year group will have a different focus, starting with Welly walks in the local area for Reception, expanding to look at the sights of Swindon such as STEAM, Town Gardens Local Areas like Seven Fields etc. - then travelling out to places of interest such as Avebury and The Ridgeway. This will give the children an understanding of their local area and some of the important places around it.</i></p>				

Success Criteria

DESCRIPTION	COMPLETED
Children will access a range of cultural experiences	<input type="radio"/> NO

Leadership and Management 4a: Safeguarding

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	MC
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 01/08/23

Description: All staff recognise their roles and responsibilities in terms of safeguarding. Staff have read the school Safeguarding and Child Protection Policy and Procedures Sept 2022 and understand what they need to do if they have concerns about a child or an adult. There is regular training for all staff throughout the year.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Safeguarding Procedures</p> <p><i>All staff are familiar with the procedures for Safeguarding within AMCPS. They understand their responsibilities in this role and have read the relevant documents as laid out in the Safeguarding Reading List September 2022. This can be demonstrated in the Safeguarding Audit and Visit carried out by a Safeguarding Consultant annually.</i></p>	● Not Completed	05/09/22 to 31/07/23	MC	Medium
<p>Training for new staff</p> <p><i>A Safeguarding Induction is carried out with all new staff by the DSL. This is then revisited a couple of weeks in, to deal with any concerns or questions</i></p>	● Not Completed	05/09/22 to 31/07/23	MC	Medium
<p>Training for DSLs</p> <p><i>The role of DSL will be shared with HT & DHT. As HT moves to work more and more for Blue Kite - Day to Day DSL will be taken on by DHT - supervised by HT. The DSLs/Deputy DSL will meet monthly for supervision. This will help us ensure that we are making the best decisions for the needs of the children and challenging any that we are concerned about.</i></p>	● Not Completed	05/09/22 to 31/07/23	MC	Medium
<p>On-line Safety</p> <p><i>Through Parent Update meetings and Family learning events provide opportunity for families to understand better how to keep their children safe online. Work as an integral member of the Trust On-line Safety Brick to develop activities that assist in this outcome Liaise with Police educational opportunities through PCSO - to bring messages into school from a different angle to those taught in school via PSHE & Computing schemes of work.</i></p>	● Not Completed	30/09/22 to 19/07/23	KR	Medium

Success Criteria

DESCRIPTION	COMPLETED
All staff understand their safeguarding responsibilities and are confident in carrying these out.	<input type="radio"/> NO
DSLs have completed the required training for this academic year.	<input type="radio"/> NO
Operational Roles for DSLs are clear amongst staff and regular supervision provides both support and challenge for decision making - BB/MC/DW to attend monthly.	<input type="radio"/> NO
Training and advice activities are devised and delivered to families, to supplement those given in school as part of planned curriculum.	<input type="radio"/> NO

Leadership and Management 4b: Governance

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	BB
Team:	SLT	Monitor:	BB
		Dates:	01/09/22 - 31/08/23

Description: Continue to grow and succession plan within the LGB.
We have previously developed a successful Governing Body and allowed some to progress to Trustee roles within the Trust. This, coupled with a forecast of others coming to the end of term after lengthy time with the LGB (and predicted movement of others) means proactive succession planning is essential.
Focus on growing the group through targetted advertising linked to skills audits - and development of existing members to take on leadership roles with SDP/SEF Group and Financial Monitoring.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Recruitment <i>With the resignation of our Vice Chair and potential movement of others on the LGB - identify skills gaps and target invitations to express interest from those known to work closely already with the school, whom may have a vested interest.</i> <i>Cast the net wider within specific business community should step one fail.</i> <i>Try and identify at least 2 potential governors. These are not parent governors but may be parents.</i> <i>Elect a replacement staff governor.</i>	● Not Completed	01/09/22 to 30/09/22	BB	Medium
Training and Development <i>Ensure members of the LGB have received sufficient training to carry out key roles within</i> <i>Child Protection (currently the Chair and up to date)</i> <i>Financial Monitoring</i> <i>School Development Planning</i> <i>School Self Evaluation Group</i> <i>Understanding Data / Assessment</i>	● Not Completed	05/09/22 to 30/06/23	BB	Medium

Success Criteria

DESCRIPTION	COMPLETED
Governing Body will have at least the required number of members by the end of meeting 1.	● NO
Induction procedures will be in place for all new member of the LGB by October 2022	● NO
SDP/SEF Group will meet to review July's work and agree SDP and SEF - 30th September 2022	● NO
Additional training for financial monitoring will have been provided by BKAT and attended by at least 2 key governors from our LGB. by April 2023	● NO

Leadership and Management 4c:Curriculum Monitoring

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	BB
Team:	SLT	Monitor:	BB
		Dates:	01/09/22 - 31/08/23

Description: Ensuring all monitoring schedules and procedures are effective and align with any changes to revised areas of curriculum map.
Ensure Foundation Subject Assessment tools are updated and align with revised areas of curriculum map and are fully understood and utilised by teaching staff.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
Reviews and Revisions	● Not Completed	05/09/22 to 18/07/23	BB	Medium
<i>Using allocated time in Staff Meetings and TDDs - ensure this piece of the jigsaw is well fitting by reviewing current practice - improving systems to align with curriculum and ensure all completed by end of academic year.</i>				

Success Criteria

DESCRIPTION	COMPLETED
Foundation Assessment procedures are reviewed and agreed by end of Term 2 2022	● NO
All Assessment documentation is effective and completed July 2023	● NO
All ongoing end of unit assessments and double page spreads are effective and demonstrate a degree on consistency across the school	● NO
All formal Foundation Subject assessment sheets are accurate and effective - July 2023	● NO

Foundation Stage 5a: EYFS Development Plan

RAG:	● Not set	Status:	Not Started
Priority:	High	Responsible:	DW
Team:	SLT	Monitor:	BB
		Dates:	01/09/21 - 01/08/23

Description: Teaching and learning in EYFS is good and the new curriculum is established across the Foundation Stage. The implementation will continue to be monitored to ensure standards remain good and we meet the end of EYFS standards.
Focus this year is on the more effective inclusion of maths and writing within continuous provision and improved data of those achieving Expected in Specific Areas or Maths and Writing.

Monitoring \ Evaluation: -

Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<p>Continuous Provision</p> <p><i>Invest in resources to continue to provide the best quality continuous provision to ensure that we maximise learning in these areas when an adult is not present. These resources will reflect progression of skills and provide children with challenge. Monitoring will take place through learning walks.</i></p> <p><i>We will provide maths in all areas of learning in response to last year's monitoring where children were not accessing specific maths tasks or areas.</i></p> <p><i>Writing opportunities will be provided throughout all areas of learning to encourage children to confidently mark make independently.</i></p>	● Not Completed	08/08/22 to 22/08/22	DW	Medium
<p>Writing</p> <p><i>Reception will start Squiggle Wiggle and Dough Disco in September to improve fine motor and early writing skills. DW to run Talk Boost intervention starting Week 3 in September. By Christmas, the children will have completed a high quality speech and language intervention and will include PPG children.</i></p> <p><i>Look at moderation of girls on entry and discuss within Blue Kite how we make accurate judgements at such an early stage based on fine motor control and communication.</i></p>	● Not Completed	08/08/22 to 22/08/22	DW	Medium
<p>Outdoor Area</p> <p><i>Nursery staff to work in Reception outside area during afternoons Sept-Dec. Help develop and promote the use of the outside area with both resources and staffing.</i></p> <p><i>Long term plan to resource and improve the environment which will require financial investment. See outdoor plan.</i></p>	● Not Completed	08/08/22 to 22/08/22	DW	Medium

Success Criteria

DESCRIPTION	COMPLETED
GLD to be inline with National Data.	<input type="radio"/> NO
Increase in number of children achieving expected in writing.	<input type="radio"/> NO
More children accessing maths and writing within the continuous provision.	<input type="radio"/> NO
Children observed in high quality learning in the inside and outside environments.	<input type="radio"/> NO