



Aspire, Believe, Achieve!

School Improvement Plan

2021-2022

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Section 1 - Purpose

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that, '**we can do all things through Christ who strengthens us**' Philipians 4:13.

Our Motto

Aspire, Believe, Achieve

'We can do all things through Christ who strengthens us.'
Philipians 4:13

Our Core Values

Love and **Compassion**
Friendship and **Forgiveness**
Endurance and **Hope**

Our Mission

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Have at our heart collective worship that will provide all with opportunities for spiritual awareness and development.
- Provide high quality RE that develops religious literacy and a deeper understanding of the rich diversity of our world, recognising that all have been created in the image of God.
- Give our children the confidence to develop **endurance** in times of difficulty and have **hope** for their future.
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.
- Develop a PSHE and RSE curriculum that prepares our children for the challenges of modern Britain.
- Encourage **love** and **compassion** in our children **believing** all have equal worth and dignity in God's eyes

Foreword

The purpose of this plan is to enable the school:

- To move forward
- To manage change
- To solve problems
- To raise standards

All staff and Governors have worked together to formulate the plan and will continue to work together to put it into effect and evaluate its success. We are committed to improving the quality of teaching and learning, thereby raising standards for all pupils including those with Special Educational Needs. This will be done through:

- More effective leadership and management
- Improved communication and co-operation between Governors, Headteacher, Staff, Pupils, Parents and all who promote the work and progress of the school.

Aims of School Improvement Plan

- To give clear leadership so that our school gives the highest quality education.
- To promote a culture in our schools which is focussed on teaching and learning and ensures that each child reaches his / her potential.
- To continuously review and monitor our practise to raise standards, to provide the best quality teaching in a stimulating environment.
- To work in genuine partnership with parents and the wider community respecting cultural diversity.
- To maintain an ethos where staff and children feel valued, secure, confident and positive about their role.

St Luke's School Improvement Plan (2021-2022)

Summary of Actions

Quality of Education

- Personalising our curriculum for our children
- Improving Vocabulary across the Curriculum
- Effective use of (AfL) Assessment for Learning
- Developing Memory & Retention skills
- Revisiting the benefits of Collaborative Learning

Behaviour and Attitudes

- Review our Rewards & Discipline procedures to reflect St Luke's Learning Behaviours (Learning Me's) and to incorporate Class Dojos.
- Raise aspirations and increase levels of motivation for life-long learning
- Revisiting metacognition, introduce zones of regulation and self-regulated learning and the impact this has on retention and memory

Personal Development

- Provide opportunities within our curriculum to develop pupils' character; their spiritual, moral, social and cultural development and understanding of British values
- Provide opportunities within the curriculum and the wider school to promote pupil and staff mental health and wellbeing, ensuring that this remains a high priority for all staff and leaders.
- Ensure that children, parents and staff know the importance of maintaining a healthy active lifestyle, promoting positive physical, emotional, social and mental behaviours.

Leadership and Management

- To increase the effectiveness of all leaders in school
- To continue to develop the effectiveness of the Governing Body
- To ensure that Pupil Premium Grant (PPG) and Sports Premium Funding are used effectively across the school
- To ensure Safeguarding policies, procedures, CPD and record keeping are all outstanding

St Luke's as a Church School

- Identify opportunities to engage with church school networks—national level
- Ensure that the distinctive Christian vision is reflected throughout the school
- Re-establish collective worship across the school.

Quality of Education (2021-2022) Priority: Curriculum, Teaching, Learning & Assessment

To ensure that our school curriculum is ambitious and designed to give all of our children the knowledge, skills, vocabulary and cultural capital that they need to succeed in life.

To ensure that effective teaching and learning strategies are in place so that all children make expected or better than expected progress from their starting points.

End of Year Success Criteria:

- **Gaps in knowledge have been addressed and taught; our curriculum has been reviewed to reflect the time children were away from school in 2019-2020 / 2020-2021**
- Our **curriculum** is successfully designed and developed to be ambitious and reflective of our school community resulting in consistently high quality work across the curriculum.
- **Vocabulary acquisition** is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 2019 identified Next Steps)
- **Effective teaching and learning strategies** are in place ensuring that all pupils, including the most able, continue to make strong progress (Ofsted March 2019 Identified Next Steps)
- All prior attainment groups across the school have made strong, accelerated progress in reading, writing, SPaG, mathematics and science, showing a narrowing of the gap on their groups nationally (see specific action plans for statistics)

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
<p>Personalising our curriculum</p> <p>To have a clearly designed curriculum where:</p> <ul style="list-style-type: none"> • The curriculum is reflective of our school population and backgrounds • The curriculum improves our children's cultural, moral, social and spiritual development • The curriculum drivers support the pupil understanding of diversity 	<p>Subject leaders to continue to review and monitor the impact on the children's learning and our progress in the development of a well sequenced curriculum which was disrupted by the Covid pandemic.</p> <p>Year Group staff (in conjunction with subject leaders) to:</p> <ul style="list-style-type: none"> • Review termly topics. • Identify opportunities to tailor our curriculum to reflect our school population • Introduce related texts, activities, resources, visits which reflect the children, the cultures and languages represented in our school. 	<p>Subject leaders Autumn 2021 Management time</p> <p>Prior to new term Planning (Jul 21; Dec 21; Mar 22)</p> <p>Subject Leader Management time & Release time and cover for Yr group staff</p> <p>Budget for resources</p>	<p>Subject leaders to report to AG - skills/aspects of their subject which needs to be prioritized > plan forward on how to address this.</p> <p>Subject Leader monitoring to ensure that NC requirements are still being covered; progression of skills and knowledge and vocabulary.</p> <p>Subject Leaders report to Curriculum Committee and give examples of how our curriculum has been changed to reflect our school community.</p> <p>Feedback from staff & children</p>	<p>Curriculum updated to reflect the time had away from school in the 2019-2020 / 2020-2021 academic years</p> <p>Children are engaged and motivated by curriculum content. Children have a deeper knowledge and understanding of their heritage and that of their peers, and how this relates to our present day multi-cultural society.</p> <p>Staff and Governors understand how our curriculum has been designed and what drives our curriculum decisions</p> <p>Staff are able to assess the wider curriculum subjects accurately and justify their judgements</p> <p>Gaps in subject knowledge, understanding and vocabulary identified and prioritised have been taught</p>	<ul style="list-style-type: none"> • What are the curriculum drivers for the St Luke's curriculum? • How has missing parts of the 2019/20 and 2020/21 academic year affected the curriculum and children's knowledge and understanding? • How does our school curriculum set out the knowledge and skills that children will gain at each stage ('Intent')? • How is the curriculum developed or adopted taught and assessed in order to support children to build their knowledge and to apply that knowledge as skills (Implementation)? • What outcomes do our children achieve as a result of the curriculum they have received (impact)?
	<p>St Luke's (AG & CW) being part of the CLL Widening the Curriculum Working group and disseminate information to staff</p>	<p>Beginning Aut term C Fereday, CLL team</p>	<p>Subject Leader monitoring— planning trawl, work scrutiny and pupil voice</p> <p>Subject Leaders report to Curriculum Committee</p>		
	<p>St Luke's participate in a range of activities to celebrate Black History Month</p>	<p>All staff M Smith (LA)</p> <p>October 2021</p>	<p>Subject Leader monitoring— planning trawl, work scrutiny and pupil voice</p> <p>AG/KA > share outcomes with parents/carers > Sway</p>		

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>Vocabulary within the Curriculum</p> <p>To increase the breadth of children's vocabulary through:</p> <ul style="list-style-type: none"> • Cascade the Word Aware strategies and introduce the Vocabulary Ninja approach across the curriculum • Teaching and activating of vocabulary. • Introducing activities and resources to support the development and extension of vocabulary • Promotion of Speaking & Listening activities • Effective modelling from staff across the school 	<p>Vocabulary Ninja CPD > all staff to attend and plan to enhance current provision.</p>	<p>03.09.21 £500.00 (inc access to VN website) Autumn term > Phase meetings 06.10.21</p>	<p>CPD Evaluations Phase discussions re. strategies to be adopted; resources to be used Feedback given to English Subject team / SLT</p>	<ul style="list-style-type: none"> • Effective CPD and Vocab Ninja strategies and resources used to supplement our 'Word Aware' approach. • Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 19) • Increased % of middle & high attaining children achieving the higher standards (Ofsted March 19) • Children have opportunities to expand their use and knowledge of vocabulary for communicating, both verbally and in writing. • Progression of subject-specific vocabulary developed across the school, linked to Curriculum Learner Profiles. • Parents/Carers have a greater understanding of the breadth of our curriculum (Knowledge, Skills and Vocabulary) and can therefore support their child with their learning. 	<p>What are the issues relating to vocabulary which impact on the children's progress and learning? Is there evidence of strategies such as Word Aware and Vocab Ninja in learning environments? Are children's speaking and listening skills developing as they move throughout the school?</p>
	<p>Subject teams/year group staff to devise, introduce, embed vocabulary activities and resources for all areas of the curriculum.</p>	<p>Subject teams CPD Budget</p>	<p>Lesson Study approach: Evaluation & Feedback shared with SLT & Governors > next steps shared with Subject Leaders</p>		
	<p>Speaking and Listening Opportunities in place across the curriculum (Frayer Model in Maths; Talk Topics; Picture News Resource; Talk Less Teaching Strategies)</p>	<p>EP: Staff meeting 22.09.21; Aut 2 2021</p>	<p>Subject Leader / SLT monitoring (including Talk Topics) Spring Term 2022 Next steps shared with staff & Curriculum Committee</p>		
	<p>Pre-teaching Vocabulary: Phase leaders to identify targeted children and staff to plan and deliver interventions</p>	<p>Beginning Autumn term 2021 Phase Leaders</p>	<p>Provision Map to measure impact SENCO - part of monitoring cycle Informal monitoring by Phase Leaders of delivery of interventions > feedback provided and next steps identified</p>		
	<p>Talking partners used across school as an intervention strategy for support staff to use > pre teaching speaking and listening skills</p>	<p>C Sumner Autumn term 2 Support Staff meeting</p>	<p>Analysis of children's progress > ongoing and at data drops</p>		
<p>Practitioners model and extend vocabulary: listen, model, repeat; not simplifying language but providing meaning and context; speaking frames; sentence starters</p>	<p>All staff : Ongoing AG > remind staff in HT Weekly Hymnsheet SLT > Phase meetings GF > Lunchtime staff meetings</p>	<p>Informal Learning Walks— Subject Leads / SLT Pupil Voice</p>			

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>Assessment for Learning (AfL)</p> <p>To ensure that (Af L) Assessment for Learning is being used effectively, across the school, to plan next steps in teaching and learning and challenge all pupils</p>	Subject Leaders to revisit assessments programme in Maths, Reading and Writing, i.e. weekly; half-termly; termly; midline, end line and expectations of all staff	Staff meeting : EP 22.09.21 (Maths) Assessment Overview (EP, LD, NH, KA) Autumn term	Subject Leaders to monitor assessments (weekly, half-termly, termly) SLT > Analysis of termly data AG > report to Governors	<ul style="list-style-type: none"> Regular assessment is in place to inform planning in order to tailor teaching and learning to the specific needs of our children in class Quality first teaching and planned interventions in place Children make consistently strong progress in Reading, Writing and Maths, developing secure knowledge and understanding, considering their starting points Staff confident in utilising reviewed 'end of term assessment' procedure, being able to identify expectations for RWM for data points for children to be deemed 'on track' or working towards/exceeding Improved progress in Reading and Mathematics compared to March 2020 -July 2021 (based on Education Endowment Fund Research which stated that due to Covid-19 and Lockdown, children experienced a learning loss of 2.0 and 2.3 months of progress in Reading, and between 3.1 and 3.6 months in Mathematics, although it is greater for Disadvantaged Pupils) Increase in percentage of children on track to achieve EXS+ / GDS in comparison to previous Key Stage Pupil outcomes compare favourably against local and national data, particularly the performance of different groups, closing the gap as children move throughout the school 	<p>What kinds of assessments are in place?</p> <p>Do the assessments have impact on the children's learning and progress?</p> <p>Are staff confident in using the assessments and able to identify next steps?</p> <p>How are interventions organized?</p> <p>What is the engagement on the online platforms? Pupil and parent/ carers feedback?</p> <p>Do books show 'Story on a Page' approach?</p> <p>Is there evidence of children self-assessment and peer assessment? How effective is this?</p>
	CPD for Support staff re. use of weekly assessment data analysis to plan next steps, addressing greatest area of need and misconceptions – Arithmetic, Reasoning, Spelling and 'scanning', intervening, addressing misconceptions and providing challenge.	Support staff meeting; EP and LD to deliver (Autumn 1 2021) Release time	Staff Appraisals		
	Reviewed termly tracking system, using agreed terminology, considering ARE expectations at different points in the year is implemented	Subject Leaders meeting (Aut 2021 > prior to 10.12.21 Management time Layered assessment criteria	EP/LD/NH to monitor end of term assessment data submitted SLT > Analysis of termly data AG > report to Governors Staff Appraisals		
	Phase Leaders to analyse Termly tracking to inform wave 2/3 intervention for those pupils with SEND / children identified as not on track	Data Drops Phase Leader > Management time: Progress Matrices / Intervention timetables	Provision Map to measure impact: SENCO - part of monitoring cycle Informal monitoring by Phase Leaders of delivery of interventions		
	Monitor engagement and progress of pupil online platforms and plan for 'catch up' when needed – Go Read, Bug Club, My Maths, TTRS	All Staff Go Read: £480 Bug Club: £1678 My Maths: £339 TTRS: £131.40	Monitoring statistics of online programs Subject Leaders to monitor 'Apps' related to their subjects > report to Governors Parents/Carers Evaluations		
	Revisit 'Story on a page' approach: check & challenge; have a go; main teaching (flexible according to starting points); independent / group (differentiated / chilli challenges).	Staff meeting : EP 22.09.21 (Maths)	Subject Leader monitoring > Planning; Learning Walks, Work Scrutiny; Pupil Voice; Staff Appraisal		
	Revisiting children use of self-assessment and peer assessment	Staff meeting Spring 2022	Subject Leader monitoring > Learning Walks, Work Scrutiny; Pupil Voice		
	SLT > Data CPD / work with SIA or other schools re. data systems	Ongoing SIA Workshops (Termly)	SIA termly report shared with Governors > identified next steps		

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>Teaching and Learning</p> <p>To improve children's memory and retention skills and recall of knowledge across the curriculum by revisiting metacognition, long-term memory and self-regulated learning.</p>	<p>CPD for all staff > practical metacognitive strategies and metacognitive vocabulary (used to support accelerated progress and a closing of attainment gaps)</p>	<p>CPD time AG / JWT / LS > Sway Growth Mindset Lessons: Every Child a Learner</p>	<p>Feedback from staff > next steps Evidence includes pupils voice/ children's books, planning, learning walks Metacognition displays in learning environments</p>	<p>Metacognition is integrated into lessons, which is highly effective in providing an average of eight months' additional progress" each year. (EEF's Teaching and Learning Toolkit) Teachers implement metacognitive strategies in children's learning and this is demonstrated by the children More able children use independently use metacognitive strategies and achieve GDS across more subjects – increasing numbers of children identified as working at GDS as a result of the practical application of the strategies Children can retain and recall more key knowledge across the curriculum using cognitive load theory, long term memory and metacognitive skills, making links between previous learning and future learning</p>	<p>What issues are affecting children's memory and retention skills? What strategies are staff using to help children recall knowledge? Is metacognition an integral part of learning?</p>
	<p>PSHE focus day / Talk Topics / PSHE sessions: opportunities to develop children's metacognitive knowledge and skills so that they are able to plan, monitor and evaluate their learning</p>	<p>A Smith Phase Leaders Resources</p>	<p>Phase meetings > pupil progress (Termly)</p>		
	<p>Revisit strategies introduced to help develop memory skills, i.e. memory charms; flashback tasks, rhymes, songs, visual aids.</p>	<p>Staff meeting SENCOs (CB / VB), Maths & English Leads (EP, LD & NH)</p>	<p>Evidence includes pupils voice/ children's books, planning, learning walks</p>		
	<p>Standardise strategies such as Thinking Frames / mind maps used as a tool across the school</p>				
<p>Teaching and Learning</p> <p>To revisit the benefits of Collaborative Learning (following restrictions of Covid-19)</p>	<p>Staff to revisit 'Talk Less teaching', Collaborative Learning Strategies AG & KA to deliver CPD</p>	<p>Staff Hymn Sheet CPD > Staff Meetings (Spring 1) Powerpoints / Smartnotebook My Content</p>	<p>Subject area team leaders / SLT via Learning walks / Lesson Studies (Spring 2021) Governors Learning Walk</p>	<p>Staff being 'the guide at the side' rather than the 'the sage on the stage?' Staff using more interactive strategies to support encourage collaborative learning More good-outstanding practice is evident Data improvements</p>	<p>During Governors Learning Walks, is there evidence of children working collaboratively together? How has Covid-19 affected children working collaboratively? How are staff approaching any issues raised? What is the impact of children working together ? How does it affect their learning and progress?</p>
	<p>Following CPD, Lesson Studies > Staff to plan collaboratively for opportunities to promote collaborative Learning strategies in their own lessons</p>	<p>Lesson Studies Cover</p>			
	<p>Extra-curricular activities with a focus of teamwork to promote children working together collaboratively.</p>	<p>Sports Premium Funding Wolves Foundation OAA Visits</p>	<p>Staff & children attending complete Evaluation form of visits / visitors Pupil Voice Photographs / video</p>		

Subject/Area: English

2021-22 Priority: Ensure that effective teaching strategies recently introduced in English are built on to ensure all pupils, including the most able, continue to make strong progress (Ofsted March 2019 Identified Next Step)

End of Year Success Criteria:

- Evidence of 'closing the gap' in attainment following whole school closure Covid19 2019/2020 and 2020/2021
- 2022 Key Stage 2 outcomes in Reading, Writing and SPaG increase compared to the cohort's KS1 2018 results = Reading and Writing progress score being above the National average.
- 2022 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to KS1 2019 results (>%), narrowing the gap with National (%)
- The proportion of pupils at the expected standard and greater depth in Reading and Writing at the end of KS1 indicates an increase of **10%** the proportion that exited EYFS at EXP+ and EXC+
- The percentage of children passing the Y1 Phonics screening test is comparable or an improvement upon 2019 (>78%), narrowing the gap between school and national.
- Progress from baseline indicates that all prior attainment groups made good progress in Reading and Writing
- 2021 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones
- All prior attainment groups across the school have made accelerated progress in Reading and Writing showing a narrowing of the gap on their groups nationally.
- 100% of English teaching is judged to be consistently good or better > no inadequate English teaching across the school.

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors	
Children's language, including communication, vocabulary development, and phonics, is developed effectively through expert and engaging teaching, supported by an environment that meets children's needs and promotes learning	To improve the early language skills of listening, vocabulary awareness and knowledge and application	All EY staff From September 21	Monitoring Schedule by English Leader: Learning Walks, Work Scrutiny, Pupil Voice, Staff interviews Regular Phase meetings for Early years staff to review assessments > target children Pupil Progress meetings—identify target children for Speaking, Listening, Understanding, Reading: EXP+	<ul style="list-style-type: none"> • Majority of children at ARE in the prime area of communication and language • Analysis of performance and targeted interventions used to accelerate progress of children on cusp of ARE in specific area of literacy • Go Read app creates regular, ongoing parental engagement with reading 	<p>How are staff going to improve Early Language Skills?</p> <p>What is playful learning?</p> <p>How are the children progressing with phonics?</p> <p>During Learning Walks, can Governors see evidence of practitioners activating vocabulary?</p> <p>Do children like reading stories and hearing stories?</p> <p>What is the impact of the ELKLAN training and SALT sessions?</p>	
	To immerse pupils in playful learning, alongside practitioners, to activate vocabulary.	All EY staff Ongoing				
	Focused Phonics sessions: auditory discrimination; visual discrimination; initial sound work; blending CV words; blending CVC; auditory discrimination; incorporating kinaesthetic approach using Jolly Phonics songs	All EY staff Ongoing—nursery to begin with Phase 1 YR to begin with whole class Set 1 sounds				
	Explore a wide range of stories through action, sound and senses > children become the story creators and share the stories through multi-sensory experiences.	EY Staff				
	Reading > Daily stories read to groups > families encouraged to take books to read at home > levelled/decodable books sent when reaching Ditties +	EY Staff Go Read app				
	Identify children not on track to achieve EXS and target through interventions. Consider any groups that may need support ie Summer Born/PPG/EAL	AS/LC/LB				Analysis of data by Phase Leader/ AG > key messages / balance of assessments representing all areas
	Multi-agency advice, IEP targets etc used to plan, resource and support specific SEND communication and language development.	AS/LC/LB to support, manage and oversee the SEND provision				SENCO to monitor planning and delivery of IEP support sessions with identified children
	KL to continue to use ELKLAN training to support the delivery of SALT for identified pupils	AS/LC/LB to support, manage and oversee the SEND provision				SENCO to monitor delivery of SALT sessions with identified children

Objective (intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Progress Made & Next Steps
<p>Reading:</p> <p>To embed the values of the New Reading Framework (2021)</p> <p>To embed reading strategies across the curriculum</p> <ul style="list-style-type: none"> • choral/echo reading/whole class reading • Retrieval/inference skills used cross curricular • Foster a love of reading across the school <p>To improve standards of Reading across the school to sustain the end of KS2 reading outcome (above National) through:</p> <ul style="list-style-type: none"> • Increasing the percentage of children achieving EXS+ at the end of KS1 • Ensuring both boys and girls in KS1 make at least expected progress from EYFS • Increasing the % of children across the school achieving GDS in Reading • Early identification of children & groups who are potentially vulnerable to not achieving their attainment & progress scores • Continuing to focus on improving children's reading fluency and reading stamina. 	<p>Y2-6 to participate in LA Common Wolverhampton Primary Baseline Assessments (Reading and Maths)</p>	<p>Starting Sept 2021: M Smith All teaching staff in Y2-6 <u>Autumn Term</u> 8/9/21—29/9/21 Y2-6</p> <p><u>Spring Term:</u></p> <p><u>Summer Term: SATS 2019</u></p>	<p>Staff to implement and send completed Baseline data to LA to establish baseline.</p> <p>LA produce reports.</p> <p>Identification of focus areas.</p>	<ul style="list-style-type: none"> • Increase in % of children on achieving EXS+/ GDS at the end of KS1 • Increase in % of children on track to achieve GDS in comparison to previous Key Stage • All staff using eading domain targets for medium term planning and all staff to use reading excel tracker to track progress across reading assessments. • Every classroom to have a reading area and display taught texts • All staff monitoring the progress of children on comprehension cards with particular focus on children answering retrieval questions correctly • Online reading websites used every week in each year group if adhering to the two week timetable (epic books/oxford owl/bug club) • Increased usage of online reading in school and at home. All staff to monitor usage using GoRead • Increased confidence of support staff to use GoRead • School website used to advertise Bug Club, Oxford Owl, RWI YouTube, Epic Books, GoRead • More children are able to complete the KS2 Reading test in the given time through the use of more stamina reading challenges across the school • GDS children are able to read >100 words a minute in each year group • More children in each year group achieving GDS in reading • All year groups to take part in whole school reading events • Interventions put in place for children reading less than 90 words per minute - reading fluency intervention/choral/echo reading strategies • Book areas/library/classroom book areas used to promote reading for pleasure and link to GoRead 	<p>What are the key messages from the Reading baseline assessments? How does this compare with other schools in the City? Is there a particular Reading aspect across the school which needs addressing? How are staff approaching the 'gaps' in Reading and comprehension skills? Which Reading assessments are the most effective? Impact of CLL CPD? Key messages from English Subject monitoring?</p>
	<p>All staff/pupils to gain confidence in the use of GoRead to assign books and record reading. Staff to monitor children's engagement of reading at home and at school. Weekly.</p>	<p>GoRead Staff Meeting Time — Autumn Term 1 L.Skywalker</p>	<p>English team to monitor usage within reading groups Staff/support staff to monitor the usage within their reading groups weekly</p> <p>Half-term GoRead champion for celebrate and praise</p>		
	<p>To embed and monitor the teaching of retrieval and inference skills within English and across all subjects linked to fiction and non-fiction texts</p>	<p>N Holding Class teachers Support staff</p>	<p>Reading Leader—Triangulation of monitoring Learning walks Monitoring of planning Book scrutiny</p>		
	<p>Actively participate in the LA CLL Literacy CPD including Subject Lead Meetings via TEAMS targeting GDS, EAL, LA learners; reading fluency > each year group to attend CLL CPD provided by the LA</p>	<p>N.Holding Target staff in each year group Staff or phase meeting for feedback</p>	<p>English team to gain feedback from staff attending > monitor impact</p> <p>Reading lead to monitor and share information</p>		
<p>To promote the use of GoRead App/website by parents and children at home.</p>	<p>Meet the teacher meetings Y5/6—09.09.21 Y3/4—15.09.21 Y1/2— Reading Leader Computing Lead All staff to promote – ongoing</p> <p>Reading book vouchers purchased half-termly?</p>	<p>Parental engagement</p> <p>Staff/support staff to monitor the usage within their reading groups</p> <p>GoRead—half termly reader of the term</p>			

Objective (intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Progress Made & Next Steps
<p>To improve standards of Reading across the school to sustain the end of KS2 reading outcome (above National) through: (cont'd)</p> <ul style="list-style-type: none"> Continuing to focus on improving children's reading fluency and reading stamina. Continuing to ensure that children across the school are exposed to a variety of texts including non-fiction and texts from a range of cultures and backgrounds 	<p>Continue focusing on reading stamina and speed across the school in particular with focus on GDS achieving above the 90 words a minute</p>	<p>N. Holding Phase leaders All Staff</p> <p>Mis-cue analysis texts created for each home reader</p>	<p>Staff/support staff to monitor reading stamina progress within their reading groups each term</p> <p>NH monitor reading analysis groups for each year group and feedback to staff</p> <p>Each year group to target GDS readers</p> <p>Interventions in place for readers reading less than 90 words a minute</p>	<ul style="list-style-type: none"> More children are able to complete the KS2 Reading test in the given time through the use of more stamina reading challenges across the school GDS children are able to read >100 words a minute in each year group More children in each year group achieving GDS in reading All year groups to take part in whole school reading events Interventions put in place for children reading less than 90 words per minute - reading fluency intervention/choral/echo reading strategies Book areas/library/classroom book areas used to promote reading for pleasure and link to GoRead 	<p>What are the issues impacting on children's reading stamina and speed of reading? How is this going to impact them in their learning?</p> <p>During Learning Walks, do Governors see evidence of whole class reading?</p> <p>Are children reading for pleasure at school and at home? How is this measured? If the children are not reading for pleasure, what is preventing them? What are the barriers?</p>
	<p>To trial Microsoft Teams reading progress as a form of AfL</p>	<p>Year 5 staff and pupils</p>	<p>Year 5 staff to feedback to reading lead and senior management</p>		
	<p>To increase the amount of whole class reading within lessons</p>	<p>CS to share strategies of echo/choral reading strategies Staff meeting - Autumn 2</p> <p>All FS and KS1 staff—story time sessions</p> <p>KS2 staff KS2 reading for pleasure sessions half-termly</p>	<p>Staff to implement in planning.</p> <p>AS/KA to informally monitor story time sessions daily in FS/KS1</p> <p>NH to informally monitor KS2 reading for pleasure sessions</p>		
	<p>To promote reading for pleasure at school and at home</p>	<p>Reading Leader All staff and lunchtime staff</p> <p>Reading for pleasure sway/staff meeting time Roald Dahl Focus National Poetry Day Black History Month World Book Day Ethiopia link with CLL team</p> <p>Half-termly reading for pleasure session for every reading group (drinks/treats)</p>	<p>Staff to monitor engagement of pupils regarding reading more often</p> <p>Variety of texts used linked to cultural backgrounds—informally monitored</p>		

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Progress Made & Next Steps
<p>Phonics</p> <p>To sustain the percentage of children passing the Phonics Screening Check in Year 1/ Autumn Year 2 in comparison to previous years</p> <p>To support children in Year 2 with phonics due to not completing the phonic check June 2021</p> <p>To implement the revised order of teaching sounds beyond set 1.</p> <p>To provide access to training for staff who need it.</p>	<p>Complete a sampling of Phonic checks to aid comparison with children at the beginning of Year 1, Y1 endpoints and previous year 2 cohort</p> <p>Identify target children; common misconceptions etc.</p>	<p>KA sampling during initial weeks' phonics sessions Aut 1</p>	<p>KA Analysis of check > target children identified and grouped. Interventions implemented where required.</p>	<ul style="list-style-type: none"> • Sampling completed and analysed in comparison with previous cohorts • Target children have completed interventions and are more confident to identify set 1/2 and 3 sounds in words, real and alien • At least 80% of target children pass their phonic check • Sounds are being taught in the revised order with success • Core elements of RWI observed consistently across all phonics groups: visual discrimination; initial sound work; blending CV words; blending CVC; auditory discrimination; kinaesthetic approach using Jolly Phonics songs; highlighting sounds within words—spotting the special friends. • All staff are trained to deliver RWI sessions 	<p>What did the baseline phonic check show for Y1 and Y2?</p> <p>What percentage of Y2 children passed the Phonic check in Autumn 2020? Was this in line with national?</p> <p>Was there any significant differences in groups between children?</p> <p>What are the key messages from monitoring?</p> <p>Progress of EAL children at Emerging at the end of Reception?</p> <p>What is the new order of teaching sounds beyond Set 1? What is the impact of this?</p>
	<p>Interventions implemented and Phonics tutoring for identified children from Baseline Phonics check/Y1 endlines — Year 2</p>	<p>KA Provision mapping Aut 1</p> <p>HR interventions 3-3:30 daily for 5 weeks Aut 1</p> <p>SK tutoring Aut 1/2</p>	<p>KA Analysis of progress made> next steps identified</p>		
	<p>To introduce staff to the new order of teaching sounds beyond set 1</p>	<p>KA to share new order with staff in EYFS and KS1 Aut 1</p>	<p>KA to gather regular feedback from staff regarding new order of teaching sounds</p> <p>NH/KA Learning walks to observe impact of teaching the sounds in the new order for fast-tracking the sounds</p>		
	<p>Embed the teaching of nonsense (alien) words in all phonic groups</p> <p>KA to provide random generator sets of nonsense words to be used</p>	<p>KA remind staff about including alien/nonsense words Aut</p> <p>KA provide random generators Aut/Spr</p>	<p>KA/NH Learning walks and planning scrutiny</p>		
	<p>Daily focused Phonics sessions delivered with core elements of RWI</p> <p>Staff new to RWI to receive training in order to understand the programme and the core elements</p>	<p>Training TBC ASAP due to availability</p>	<p>KA/NH Learning walks and planning scrutiny</p> <p>CPD monitored through appraisal process for individual staff</p>		

Objective (intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>Writing: To improve standards of Writing across the school to sustain the end of KS2 outcome (above National) through:</p> <ul style="list-style-type: none"> Increasing the percentage of children at Exp+ and Exceeding in comparison to 2020 in Reading. Increasing the percentage of boys achieving GDS at the end of KS1. Increasing the percentage of girls achieving EXS at the end of KS1 Increasing the percentage of pupils who were WTS in Reception to reach EXS at the end of KS1. Increasing the percentage of boys achieving EXS at the end of KS2. Increasing the percentage of girls achieving GDS at the end of KS2 Increasing the percentage of pupils with lower prior attainment at KS1 by the end of KS2.- 	Embed Writing sessions introduced in 2018-19 including opportunities for teaching, modelling and application, i.e. Helicopter Stories, directed writing sessions	LC/LB: beginning Aut term 2021	Peer monitoring within year group bubbles. Report any issues to English Team who will provide support if required.	<ul style="list-style-type: none"> Learning Environment provides a range of opportunities for writing during independent learning At least 70% of children achieving Expected+ and 8% Exceeding in Writing at the end of Reception (increase compared to 2019 data) At least 75% of children working within 30-50 months in Writing at the end of Nursery, with at least 25% working at 30-50S+ (increase compared to 2018 data) Increase in percentage of Summer born children meeting Expected in Writing compared to 2019 (45%), therefore narrowing the attainment gap between Summer born children and those children born in Autumn (74%) & Spring (78%) All staff using Word Aware scheme and Vocabulary Ninja to teach vocabulary across the curriculum. Staff are more confident when making judgements in writing. All staff using E/D/S targets for medium term planning and secure or EXS assessment grid to assess independent writing. 2022 Writing progress score being above the National average. 2021 Key Stage 1 outcomes (EXS) and greater depth (GD) is an improvement in comparison to KS1 2019 results (>%), narrowing the gap with National (%) > increase of 10% the proportion that exited EYFS at 2+ (54.1%) and 3+ (0%) Increased percentage girls achieving EXS and boys achieving GDS at the end of KS1. Increased percentage of boys achieving EXS and girls achieving GDS at the end of KS2. Quality cross-curricular writing evidence compiled for ICT 360 internet safety quality mark. 	<p>What is the impact of Covid-19 on the standard of writing across the school? How is this going to be addressed? Any catch up plans in place?</p> <p>Is there any specific aspect of writing which is an issue across the whole school?</p> <p>What is the impact of CPD?</p> <p>Did children and staff enjoy utilising the CLL resources for Black History Month? How was this celebrated and shared with the local community?</p> <p>What is the termly data showing? Are we on track to meet targets?</p>
	Continue to identify opportunities for contextual writing during independent learning, i.e. supporting, modelling, scaffolding, extending and showcasing writing linked to play.	LC: beginning Aut term 2021	AS/LC/LD/JA to complete audit of Learning Environment > complete provision for writing opportunities		
	Identify summer born children, ensure all staff are aware of target children > plan interventions accordingly.	AS to lead All staff made aware of children	LD/JA/AS/LC to monitor progress and attainment of Summer born children.		
	AG to update staff on the use of PAG/FFT for target setting > staff identifying target children for EXS+/ GDS	All staff Termly	Pupil Progress meetings > analysis of progress data by SLT		
	Each year group to plan/deliver English units focusing on non-fiction writing in preparation for Black History Month (CPD from CLL in 2020).	All staff L Dinardo October 2021	English team to monitor impact		
	Embed and monitor the impact of Word Aware across the curriculum. Including the use of Vocabulary ninja.	All staff, Subject leaders—Ongoing	Subject leaders to monitor.		
	Y6 & Y2 cohort taught in smaller groups for English and Reading	LD / SH / EP LC/ AM / KA	Regular Data Analysis by NH, LD, EP, KA: Analysis of progress made> next steps identified		
	Subject Leaders to attend LA TEAMS meetings	L Dinardo N Holding Ongoing	AG to liaise with English leads re. LA support & CPD		
	Staff to plan/deliver English unit with an outcome based around internet safety providing evidence for the 360 internet safety quality mark.	L Dinardo L Skywalker All staff	English team & ICT team to monitor. Evidence collected for ICT 360 internet safety quality mark.		
	Introduce new proof reading and editing resources. Staff to implement in reading/English session	L Dinardo All staff	LD to create Sway to share at staff meeting introducing new resources. LD to monitor impact.		

Objective (impact)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (impact)	Questions for Governors
<p>English in wider curriculum:</p> <p>To provide opportunities to support parents and pupils in English, extending their subject knowledge and understanding,</p>	<p>Reviewing the provision of Home learning (Homework and Remote Learning provision)</p>	<p>Phase leaders</p> <p>English team</p>	<p>Staff to monitor homework/ Remote Learning > Subject leaders to evaluate half termly record keeping</p>	<p>Children are accessing and completing homework tasks on a regular basis.</p> <p>Parents/carers are more effectively able to support their child's learning in English</p> <p>Improved standards of attainment and progress in English by providing additional support for identified pupils > Increase in % of children on track to achieve EXS+/ GDS in comparison to previous Key Stage</p>	<p>Which programs are in place to support children's knowledge and understanding of children's English at home?</p> <p>What is the uptake by the children of the different sites and programs purchased to support children's home learning?</p>
	<p>You Tube tutorials uploaded to school website for home viewing</p>	<p>English team</p>	<p>English team to monitor YouTube content on school channel.</p> <p>Views of you tube videos on school website</p>		
	<p>Ensure that home learning system is accessible by all children by ensuring pupils have all subscription passwords / access / logins etc. (Teams; Bug Club; Ed City; Study Ladder ; TT Rockstars; Go Read</p>	<p>LS / SLT</p> <p>Remote Learning Policy / Action plan</p>	<p>Class teachers to monitor progress of Bug Club, Education City, Study Ladder, TT Rockstars, Go Read.</p> <p>Subject Leaders to monitor usage of subject specific IT programs, measuring impact</p>		
<p>SPAG: To use assessment to identify any gaps in children's SPaG knowledge and understanding due to Covid 19 lockdown.</p> <p>To tailor teaching strategies to address the needs of the children:</p> <ul style="list-style-type: none"> Precision teaching Back Stitch approach Use of CPA 	<p>Years 1-6 to complete half termly Rising Stars GPS assessments and complete analysis spreadsheets.</p>	<p>End of every half term</p> <p>Staff yr1-6</p> <p>LD/JA</p>	<p>English Team to monitor assessments are being administered and spreadsheets are being completed.</p>	<ul style="list-style-type: none"> Higher percentage of pupils answering identified strands on KS2 SATS correctly compared to last year. Staff confident to teach SPAG including identified question strands. A variety of question types answered correctly in pupils books. Evidence of 'closing the gap' in attainment following whole school closure Covid19 2020/21 	<p>What are the key messages from the assessments?</p> <p>Are there any common areas of SPaG across the school?</p>
	<p>Analysis of Rising Stars GPS assessments: Staff to use findings to identify gaps within their own groups.</p>	<p>Half Termly— following completion of assessments.</p>	<p>JA to analyse whole school SPaG Assessment data. Any common areas of SPaG across school? Any additional support required or resources need to be purchased?</p>		
	<p>Use flexible teaching strategies to maintain the 'keep up' not 'catch up' approach</p> <p>Identify children who require specific intervention and plan delivery.</p>	<p>From Autumn 2021</p> <p>Resources</p> <p>Phase leaders</p>	<p>English team > Monitoring</p> <p>SLT / English Leaders</p>		

Subject/Area: Mathematics

2021-22 Priority: Ensure that effective teaching strategies recently introduced in Mathematics are built on to ensure all pupils, including the most able, continue to make strong progress (Ofsted March 2019 Identified Next Step)

End of Year Success Criteria:

- Evidence of 'continuing to close the gap' in attainment following the impact of Covid19 2019/20 and 2020/21
- 2022 Key Stage 2 outcomes in mathematics increase compared to the cohort's KS1 2018 results = maths progress score being above the National average.
- 2022 Key Stage 1 outcomes indicate that the proportion of pupils achieving the expected standard (EXS) and greater depth (GD) is an improvement in comparison to KS1 2019 results (>%), narrowing the gap with National (%)
- The proportion of pupils at the expected standard and greater depth in mathematics at the end of KS1 indicates an increase of **10%** the proportion that exited EYFS at 2+ and 3+ in number and SSM.
- 2022 EYFS outcomes for Numbers and SSM are an improvement in comparison to EYFS 2019 results, narrowing the gap between school and national expectations
- Progress from baseline indicates that all prior attainment groups made good progress in number and SSM.
- 2022 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones
- All prior attainment groups across the school have made accelerated progress in mathematics, showing a narrowing of the gap on their groups nationally.
- All pupils identified with special educational needs make accelerated progress in year showing a narrowing of the gap on their groups nationally.
- 100% of mathematics teaching is judged to be consistently good or better > no inadequate mathematics teaching across the school.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Progress made & Next Steps
<p>Fluency: To secure known and derived facts for addition and subtraction</p>	Use CPA approach to secure + and— facts (single digits)	KS1&2 Autumn term EP/VB to monitor	Subject team monitoring: Learning walks, planning trawl, work scrutiny, pupil views	<p>Increase in % of pupils showing secure knowledge of addition and subtraction facts</p> <p>Increase in % of children on track to achieve EXS+/ GDS in comparison to previous end of year / end of Key Stage</p>	<p>What is the CPA approach? During Learning Walks, can Governors see evidence of this approach? Do strategies such as bar models, cherry models and precision teaching impact on children's addition and subtraction skills? Is there any evidence in the children's books?</p>
	Rapid Recall (+and -) Probe tests 3x weekly, ensuring misconceptions are addressed for pupils to move on	Y2-Y6 (Y1 Spring) 3x weekly (every other half term) EP/VB to monitor	Monitor progress each term Random book selection monitoring of misconceptions being addressed		
	Use of bar models and cherry models to effectively teach addition and subtraction	KS1&2 EP/VB to monitor	Subject team monitoring: Learning walks, planning trawl, work scrutiny, pupil views		
	Use precision teaching Number fact Mats to teach known addition facts	KS1 Intervention groups AM to monitor	See SEND baseline and end line assessments		
	Investigate addition and subtraction facts through watching Numberblocks	KS1 AM to monitor	Learning walks		
<p>Reasoning: To develop the spoken word/vocabulary/ language</p>	Use of the Frayer Model to explore vocabulary: Definition; Key facts; Examples; Non-examples Display prepared Frayer models. Create own Frayer models.	KS1&2 Spring Term AM to lead	Subject team monitoring: Learning walks, planning trawl, work scrutiny, pupil views	<p>Increase in % of children demonstrating improved scores in Reasoning tests throughout the year. Increase in % of children on track to achieve EXS+/ GDS in comparison to previous end of year / end of Key Stage</p>	<p>What is the Frayer model? How does this impact on the children's learning and progress? How does this impact on vocabulary? During Learning Walks, can Governors see evidence of Frayer models and maths vocabulary in learning environments?</p>
	Play 'Fix the lie': Display a maths word with a definition that has to be edited so that it is correct	KS1&2 Spring Term AM	Subject team monitoring: Planning trawl		
	Play Kahoot: Vocabulary based maths quizzes (premade or created)	KS1&2 Spring Term AM	Subject team monitoring: Planning trawl		
	Activate maths vocabulary on classroom displays	KS1&2 Spring Term AM	Subject team monitoring: Learning walks		

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors	
Problem solving: To provide opportunities for application of mathematics to Science in real life contexts	Provide year groups with prepared cross curricular maths activities to use within science lessons.	Y1-6 Half termly tasks available (2 y e a r	Science & Maths team collaborative subject monitoring: Planning tawl, work scrutiny	Evidence of ARE Maths skills being used within the Science section of the Learning Journeys in KS1 and KS2. Improved % of children working at AREs in Maths and Science	Do children see the important link between science and maths? Evidence seen of maths skills being utilised in science and vice versa?	
	Classification and sorting: Promote use of Venn diagram, Carroll diagram, Decision trees and branching databases	Y1-6 EP&SH to monitor Autumn	Science & Maths team collaborative subject monitoring: Planning tawl, work scrutiny	Evidence of cross-curricular maths		
	Measurements: Promote practical measurement and comparing	Y1-6 EP&SH to monitor Spring	Science & Maths team collaborative subject monitoring:			
	Statistics: Promote various graphing ensuring appropriate scales (and graph paper)	Y1-6 EP&SH to monitor Summer	Science & Maths team collaborative subject monitoring:			
Assessment: To use data effectively to inform teaching and learning	Weekly arithmetic programme data analysis used to identify strengths (green) and areas for development (red). Address area of need <1x weekly as part of maths lessons. Adapt questions to challenge green areas further	Y2-Y6 ongoing Y1 Spring & Summer EP KS2b VB KS2a AM KS1	Maths Team half termly monitoring of data analysis grids	Improved scores in weekly arithmetic and reasoning tests across the school > more green areas resulting in less red areas > showing that areas for development are being addressed. Increase in % of children on track to achieve EXS+/ GDS in comparison to previous Key Stage > improved progress score in mathematics	What are the key messages from the baseline assessments? How does this compare with other schools in the City? Is there a particular aspect across the school which needs addressing? How are staff approaching the 'gaps' in Arithmetic, Fluency and Reasoning skills in maths?	
	Weekly Reasoning programme data analysis used to identify strengths (green) and areas for development (red). Address area of need <1x weekly as part of maths lessons. Adapt questions to challenge green areas further	Y2-Y6 ongoing Y1 Spring & Summer EP KS2b VB KS2a AM KS1	Maths Team half termly monitoring of data analysis grids			
	Formal assessments midline/endline data analysis used to identify strengths (green) and areas for development (red). Address greatest areas of need in future maths lessons.	Y1,3,4,5 EP KS2b VB KS2a AM KS1	Maths Team monitoring of data analysis grids and professional discussions with staff			
	Addressing prior learning: Provide plenty of opportunities for pupils to revisit learning from: last lesson, last week, last term, last year	Y1-Y6 EP KS2b VB KS2a AM KS1	Maths Team monitoring: Work scrutiny, planning tawl			

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
EYFS—Reception: To secure firm foundations in the development of good number sense	Participate in 'Mastering Number' work group, facilitated by Shaw Maths Hub, attending training sessions, contributing to an online community, sharing practice and engaging in critical reflection	L Craig See CPD calendar	Shaw Maths Hub/NCETM to converse with Maths Lead and AG as course progresses	<ul style="list-style-type: none"> • Maths Leaders have a greater overview of their subject from 'EYFS to Primary' leading to improved links/progression. • Reception staff actively participate and gain worthwhile support and resources in the Mastering Number group (Shaw Maths Hub) • A stronger focus of deeper understanding in maths and development of good number sense • Sufficient evidence collated to make judgements in Early Years Maths for all Reception pupils (Summer 2021) • Parents/carers aware of the maths being taught and able to support their children • Children experience 'playful learning' which impacts on their number skills and vocabulary. • Increase in percentage of children on track at the end of Reception. 	What is meant by good number sense in Reception? What is subitising and how does this impact on children's understanding of number? During Governors Learning Walks, do Governors see strategies, resources, songs and books being used? What is playful learning? How does this impact on the children's progress? Are practitioners using ongoing assessment to support and extend learning through play? Evidence seen during Governors visits?
	Provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson	L Craig Daily	Subject team monitoring: Learning walks, planning trawl, work scrutiny, pupil views		
	Provide plentiful opportunities for children to practise subitising	L Craig Daily	Subject team monitoring: Learning walks, planning trawl, work scrutiny, pupil views		
	Use appropriate manipulatives i.e. rekenreks, to support teaching of mathematical structures	Autumn 2nd half onwards NCETM to purchase rekenreks	Subject team monitoring: Learning walks, planning trawl, work scrutiny, pupil views		
	Share weekly learning in Maths with parents/carers via Tapestry, encouraging parents to engage in number based talk and/or replicate activities done in Maths at school	KA (technical assistance) Rec staff Weekly practice Spring term	EP&KA monitor content and engagement of parent/carers on Tapestry		
	Build a bank of number songs (prioritising counting forward) and share with parents/carers via Tapestry	Rec staff Weekly practice Spring term	EP&KA monitor content and engagement of parent/carers on Tapestry		
	Purchase and share Number based books with children and promote similar books using Tapestry to parents for home learning/story time opportunities	L Craig £150 budget	EP&KA monitor content and engagement of parent/carers on Tapestry		
	Embed 'Playful Learning' and the role of practitioners in using ongoing assessment to supporting and extending learning through play.	L Craig All Rec staff	Subject team monitoring: Learning walks, planning trawl, work scrutiny, pupil views		
CPD: To secure understanding of up to date teaching strategies and implement good practice in school	Shaw Maths Hub: Mastering Number: Reception and Key Stage 1 - Reception Lead Teacher, Year 1 teacher, Year 2 teacher	L Craig J Robinson A Mansell	SLT to monitor CPD timetable commitments	Completion of online courses Increased confidence of staff to teach aspects covered in CPD Increase in % of children on achieving EXS+/ GDS at the end of KS1 (2022) Increase in % of children on track to achieve GDS in comparison to previous Key Stage	Impact of CPD? Value for money? Feedback from staff? How has the training impacted on children's learning? Is there evidence in children's work of new skills learnt by staff being introduced?
	Local Authority Maths CPD: Number and Place Value Addition and Subtraction Multiplication and Division Fractions	N Holding—Sept C Williams—Oct J Attwood—Nov V Bryan—Jan	Impact of CPD—evaluation and feedback from staff; sharing good practice		
	Attend Local Authority Subject Leader meetings	EP Termly	EP to feedback to AG and subject team > feed into action plan		

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
Home links: To provide opportunities for pupils and parents to reinforce maths knowledge when at home	Share online homework expectations : My Maths—Set homework weekly. Times Table Rock Stars—staggered approach Share homework on Teams weekly.	Y1-Y6 Weekly practice	Class teachers to monitor engagement	Majority of children accessing home learning via programs / homework support club / Teams Parents/carers are more effectively able to support their child's learning in Mathematics Improved standards of attainment and progress in Maths by providing additional support for identified pupils > Increase in % of children on track to achieve EXS+/ GDS in comparison to previous Key Stage	How are parents/carers able to support their child's learning at home? What are the children & parents views to reviewed homework provided? What percentage of children are accessing work at home?
	Maths workbooks available to purchase from school each term (Microsoft form)	EP October February April	EP to monitor uptake		
	Share Maths Watch tutorials with KS2 parent/carers	Maths Team Spring/Summer	LB to ensure uploads are available		
EYFS—Nursery: to secure progress in maths for all children through sensory, child and adult led learning	Plan opportunities for child led exploration of mathematical concepts, bringing maths to life, making it real, relative and fun	S Watkins R Samuels	Maths Team Subject Monitoring: Learning walks, pupil voice, staff voice	Children experience a range of opportunities to bring maths to life A stronger focus of deeper understanding in maths and development of good number sense Increase in percentage of children on track at the end of Nursery Increase in % of Nursery pupils' attainment in mathematics (July 2022)	What is subitising and how does this impact on children's understanding of number? During Governors Learning Walks, do Governors see opportunities for making maths and number real?
	Plan opportunities for adult led activities exploring mathematical concepts, bringing maths to life, making it real, relative and fun	S Watkins R Samuels	Maths Team Subject Monitoring: Learning walks, pupil voice, staff voice		
	Plan opportunities for sensory activities, exploring mathematical concepts to excite and delight all children	S Watkins R Samuels	Maths Team Subject Monitoring: Learning walks, pupil voice, staff voice		
	Plan maths activities to engage all children, including those with additional needs, drawing on prior knowledge and experiences to enhance their understanding	S Watkins R Samuels	Maths Team Subject Monitoring: Learning walks, pupil voice, staff voice		
	Plan opportunities for subitising, gaining a deeper understanding of number sense and the number system	S Watkins R Samuels	Maths Team Subject Monitoring: Learning walks, pupil voice, staff voice		

Subject/Area: Science	2020-21 Priority: Ensure that effective teaching strategies in Science are built on to ensure all pupils, including the most able, continue to make strong progress (Ofsted March 2019 Identified Next Step)
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- End of Year Success Criteria:**
- Evidence of 'closing the gap' in attainment following impacts of Covid19 in 2019/2020 and 2020/2021 academic years
 - Progress from baseline indicates that all prior attainment groups made good progress in Science.
 - 2022 in school assessments indicate that the proportion of pupils at national expectations (EXS) and (GD) in all cohorts has increased from entry to the Key Stage and the previous NC year, so that the proportion of pupils in each cohort at expected and greater depth meets milestones
 - All pupils identified with special educational needs make accelerated progress in year showing a narrowing of the gap on their groups nationally.
 - 100% of Science teaching is judged to be consistently good or better > no inadequate science teaching across the school

Objective (Intent)	Action (implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors Progress Made & Next Steps
Vocabulary—All staff to be using precision teaching with targeted/all children order for them to become fluent in the appropriate scientific vocabulary relevant to their Topics, and that of the Topics they have previously covered. Linked to spellings.	Science Team to make precision teaching booklets for each year group's topics.	Science Team Autumn 2021 Management time	Learning walks / evidence collected of accomplishment using specific vocabulary.	<ul style="list-style-type: none"> • Gaps in subject knowledge, understanding and vocabulary identified and prioritised. • Progression of subject-specific vocabulary across the school, linked to Curriculum Learner Profiles / vocabulary progression. • Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 19) 	<p>What is the impact of the precision teaching in Science? How is this measured?</p> <p>During Governors Visits / Learning Walks, was there evidence of Scientific Vocabulary being used effectively? Resources and strategies in place to support those facing challenges understanding and recalling scientific vocabulary?</p>
	Regular updates as to how the children are adapting to this teaching, and if the spelling / vocabulary is effective.	Science Team Monitoring Spring 2022 Management time	Science Team—informal discussion and planning / book trawls to assess use of relevant vocabulary.		
	Staff to re-cap words from the previous year in order that learning is continuous and that a bank of knowledge is built, rather than stand alone vocabulary.	Staff Beginning Autumn 2021 Ongoing	Science Team / staff—monitored through pupil voice / interviews. Learning walks should highlight vocabulary that is being taught currently and show progression.		
To reintroduce, and embed vocabulary progression to implement correct scientific vocabulary, alongside Word Aware.	Science Team to reintroduce vocabulary progression to staff.	Part of staff meeting / Sway.	Science Team—monitoring and book trawl.	<ul style="list-style-type: none"> • Children will be confident in the use of relevant vocabulary. • Children will use learnt vocabulary across the curriculum. • Children will have access to different representations of the vocabulary. 	
	Provide opportunities for staff to access the year before and after in order to remind / challenge.	Science Team to monitor use of vocabulary progression.	Feedback from staff.		
	Staff / Science Team to provide SEND / EAL children with pictorial representations of vocabulary words.		Reports to Curriculum Committee		
To introduce Scientists into relevant Topics within the curriculum.	Add relevant scientists into the vocabulary progression as appropriate.	Science Team to add in relevant scientists. Subject/Area team	Science Team / SH: monitoring and evaluation cycle (Planning / book trawl, Pupil voice)	<ul style="list-style-type: none"> • Children are familiar with inventors / scientists relevant to their topics. • Children will be aware of science jobs available to them. • Children will be aware that there are both male and female role models in science. 	<p>Which Scientists have been included across the school?</p> <p>Are the scientists reflective of our school community?</p>
	Resource Topics with books relevant to these scientists.	Science Budget £250.00	Reports to Curriculum Committee > summary of progress made		
	To create links between science and future aspirations within lessons.	Staff to make links within lessons.			

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Progress made & Next Steps
Narrow the gap between attainment of boys and girls in KS1 Science.	To continue to provide opportunities for children to see female scientists as role models through images and visitors to school	Throughout the year as appropriate.	Termly data analysis. Pupil voice. LW—questioning girls.	<ul style="list-style-type: none"> • % of girls achieving ARE is in line with boys. • Monitoring will show a positive impact. • Increase in % of children on track to achieve EXS+/ GDS in comparison to previous Key Stage 	<p>Is there a significant gap between the progress and attainment of girls compared to boys? What do children say about science? Do they feel it is stereotypically a 'boys' subject?</p> <p>Is there evidence of 'science stereotypes' being challenged in children's learning, classrooms, displays, books etc?</p>
	To continue to audit science books and resource phases with appropriate science books.	From 2020-21 science budget /Edina Trust in consultation with EY staff.	Termly data analysis. Pupil voice. LW—questioning girls.		
	Incorporating girls interests into science activities in order to engage and promote deeper thinking.	Ongoing through planning and pupil voice.	Termly data analysis. Pupil voice. LW—questioning girls.		
	To implement 'Engaging Science'	SH	Termly data analysis. Pupil voice. LW—questioning girls.		
Cross Curricular Links: To practise Maths skills within Science lessons	Provide teachers with document specific to Year group Science, specifying maths activities to be done, directly related to science units of work	EP SH Autumn 2 introduction	EP and SH to ensure Maths and Science activities are relevant to Year group expectations.	<p>Evidence of ARE Maths skills being used within the Science section of the Learning Journeys in KS1 and KS2.</p> <p>Improved % of children working at AREs in Maths and Science</p> <p>Evidence of cross-curricular maths</p>	<p>Do children see the important link between science and maths? Evidence seen of maths skills being utilised in science and vice versa?</p>
	In conjunction with the Science team, support teachers in planning and implementing Maths activities	KS1: AM KS2a: VB KS2b: EP Spring 1	Informal monitoring of Learning Journeys and maths books , comparing standard achieved in both		
	Implement Maths activities within science lessons	All staff Autumn 2 ongoing			

Priority 1: Quality of Education (Outcomes for pupils 2021-2022)		Current pupils make consistently strong progress in Reading, Writing, Maths and Science, developing secure knowledge and understanding, considering their different starting points.							
On-Entry		December 2021		March 2022		EYFS Outcomes			
N		<ul style="list-style-type: none"> Majority can follow simple instructions and respond to simple questions Some can recite some numbers in order 		<ul style="list-style-type: none"> 40% Exp+ CLL 40% Exp+ reading; 40% Exp+ Writing 40% EXP+ Numbers; 		<ul style="list-style-type: none"> 65% CLL; 65% Reading; 65% Writing 65% Numbers 			
R		<ul style="list-style-type: none"> 33% working at Expected in CLL 33% working within Phase 2+ Phonics (Ditties) 33% working at Expected in Reading 33% working at Expected in Writing 33% working at Expected + in Maths 		<ul style="list-style-type: none"> 50% Expected in CLL 50% within Phase 2+ Phonics (Ditties) 50% Expected in Reading 50% Expected in Writing 50% Expected + in Maths 		Expected Standard <ul style="list-style-type: none"> Reading: 65%; Writing: 65% CL: 65% Numbers: 65% 			
Previous Key Stage Outcomes		December 2021		March 2022		KS1 Outcomes			
Y 1	EYFS 2021 TA (4-5D / 4-5S) CL: 48% Lit: 45% Maths: 43%	On track to achieve EXS+ Reading: 50% Writing: 45% Maths: 45%	On track to achieve GDS Reading: Writing: Maths:	On track to achieve EXS+ Reading: 52% Writing: 48% Maths: 48%	On track to achieve GDS Reading: Writing: Maths:	On track to achieve EXS+ (2023) Reading: 55% Writing: 50% Maths: 50% Phonics: 75%	On track to achieve GDS (2023) Reading: Writing: Maths:		
Y 2	EYFS 2020 TA (EXP+) Reading: 62% Writing: 54% Maths: 52%	EYFS 2020 TA (EXC) Reading: 1.6% Writing: 0% Maths: 0%	On track to achieve EXS+ Reading: 62% Writing: 55% Maths: 55%	On track to achieve GDS Reading: 1.6% Writing: 0% Maths: 0%	On track to achieve EXS+ Reading: 65% Writing: 60% Maths: 60%	On track to achieve GDS Reading: 5% Writing: 3% Maths: 5%	On track to achieve EXS+ (2022) Reading: 70% Writing: 65% Maths: 65%	On track to achieve GDS (2022) Reading: 10% Writing: 3% Maths: 5%	
Previous Key Stage Outcomes		December 2021		March 2022		KS2a Outcomes			
Y 3	KS1 2021 TA (EXS+) Reading: 66% Writing: 40% Maths: 63% RWM: 40%	KS1 2021 TA (GDS) Reading: 12% Writing: 1.6% Maths: 20% RWM: 1.6%	On track to achieve EXS+ Reading: 70% Writing: 45% Maths: 65%	On track to achieve GDS Reading: 12% Writing: 3% Maths: 20%	On track to achieve EXS+ Reading: 72% Writing: 55% Maths: 68%	On track to achieve GDS Reading: 15% Writing: 5% Maths: 20%	On track to achieve EXS+ (2025) Reading: 75% Writing: 60% Maths: 70% RWM: 60%	On track to achieve GDS (2025) Reading: 15% Writing: 5% Maths: 20%	
Y 4	KS1 2020 TA (EXS+) Reading: 70% Writing: 67% Maths: 72% Science: 72% RWM: 62%	KS1 2020 TA (GDS) Reading: 15% Writing: 10% Maths: 13% Science: 7% RWM: 5%	On track to achieve EXS+ Reading: 70% Writing: 67% Maths: 72% Science: 72% RWM: 62%	On track to achieve GDS Reading: 15% Writing: 10% Maths: 13%	On track to achieve EXS+ Reading: 75% Writing: 70% Maths: 75%	On track to achieve GDS Reading: 15% Writing: 10% Maths: 15%	On track to achieve EXS+ (2024) Reading: 78% Writing: 72% Maths: 75% Science: 75% RWM: 70%	On track to achieve GDS (2024) Reading: 20% Writing: 15% Maths: 18% Science: 10% RWM: 10%	
Previous Key Stage Outcomes		December 2021		March 2022		KS2b Outcomes			
Y 5	KS1 2019 (EXS+) Reading: 70% Writing: 67% Maths: 72% Science: 72% RWM: 62%	KS1 2019 (GDS) Reading: 15% Writing: 10% Maths: 13% Science: 7% RWM: 5%	On track to achieve EXS+ Reading: 65% Writing: 60% Maths: 68% Science: 68% RWM: 60%	On track to achieve GDS Reading: 10% Writing: 5% Maths: 10% Science: 5% RWM: 5%	On track to achieve EXS+ Reading: 70% Writing: 67% Maths: 72% Science: 72% RWM: 62%	On track to achieve GDS Reading: 15% Writing: 10% Maths: 13% Science: 7% RWM: 5%	On track to achieve EXS+ (2023) Reading: 75% Writing: 70% Maths: 75% Science: 75% RWM: 68%	On track to achieve GDS (2023) Reading: 18% Writing: 12% Maths: 15% Science: 10% RWM: 10%	
Y 6	KS1 2018 (EXS+) Reading: 63.3% Writing: 62% Maths: 67% Science: 65% RWM: 53%	KS1 2018 (GDS) Reading: 13.3% Writing: 10% Maths: 8% Science: 0% RWM: 7%	On track to achieve EXS+ Reading: 63.3% Writing: 62% Maths: 67% Science: 65% RWM: 53%	On track to achieve GDS Reading: 13.3% Writing: 10% Maths: 8% Science: 0% RWM: 7%	On track to achieve EXS+ Reading: 66% Writing: 65% Maths: 70% Science: 65% RWM: 65%	On track to achieve GDS Reading: 13.3% Writing: 10% Maths: 8% Science: 0% RWM: 7%	On track to achieve EXS+ (2022) Reading: 70% Writing: 65% Maths: 74% Science: 65% RWM: 65%	On track to achieve GDS (2022) Reading: 15% Writing: 10% Maths: 12% Science: 5% RWM: 8%	

Subject/Area: Creative Arts	2021-22 Priority: To ensure that there is effective teaching strategies in Creative Arts subjects enabling vocabulary acquisition is consolidated and deepened to allow all pupils, to understand, reason and communicate effectively across the Creative Arts subjects.
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- End of Year Success Criteria:**
- Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 2019 identified Next Steps)
 - All staff have good knowledge of the subjects they teach, presenting subject matter clearly, promoting discussion and checking children's understanding, identifying misconceptions and providing, clear, direct and effective feedback.
 - Children's work across the curriculum is consistently of a high quality.
 - Our curriculum is successfully designed and developed to be ambitious whilst also meeting the needs of our SEND children.
 - To promote children's mental well-being and enjoyment in the Creative Arts subjects

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To embed key vocabulary in all Creative Arts lessons.	Front topic and vocab sheets are in pupils' Learning journeys and vocabulary displayed in the classroom.	Class Teachers	Creative Arts team > monitoring and evaluation cycle (Planning and work scrutiny, work sampling)	Key vocabulary is modelled and activated by all staff. Children use and understand the vocabulary. A range of strategies and resources to scaffold learning are used in lessons e.g. mindmaps, vocabulary mats, pre-teaching, teach me tell me, reading books.	During Governors Visits / Learning Walks, was there evidence of Arts, D&T Vocabulary being used effectively?
	To plan and use key vocabulary in lessons.				
	Develop a range of strategies and resources to scaffold learning in lessons .				
To use 'sway' to share information to parents about the teaching and learning of the Creative Arts subjects.	To collate information electronically for Creative Arts subjects.	Creative Arts team	Staff to feedback to subject team. Parents to feedback to subject team.	School website used to 'showcase' the Creative Arts subjects. Parents/carers greater awareness of the creative art subjects in school Children's work showcased	Have Governors seen evidence of Creative Arts work being showcased? Do children enjoy celebrating their work and having their work showcased?
	To present Creative Arts information using sway and other media and inform e-learning team to upload on website.	Autumn 2			
To use Fipgrid and Teams to showcase pupils' work.	To include Creative Arts Subject tasks in the Weekly Homework.	Class Teachers On-going	Creative Arts team	Pupils' regularly upload their Creative work. WAGOLLs of pupils Creative work is showcased in the weekly SWAY newsletter. Teachers' actively share good examples to inspire others. Increase in number of year group performances on Flipgrid.	Is there evidence of a variety of work representing the Arts and DT?
	To share pupils work from Flipgrid and Teams to promote engagement of others.				
	Teachers upload pupils' work for every unit of work taught.				
To promote mental well-being through increased pupil engagement with the Creative Arts subjects,	To re-introduce and maximise opportunities for singing as part of our daily timetable.	Whole School Termly	Creative Arts team	Children sing with enthusiasm and join in with a range of songs. Opportunities for singing increase to pre-Covid levels. Increase in competition entries from across the school. Children independently access and use resources in a purposeful manner.	How do children and staff feel about the Creative Arts Subjects? How do they make them feel?
	To provide a range of equipment and resources for playtimes.				
	To offer a range of 'Creative competitions' through the year.				
	To develop the use of the 'amphitheatre area' on the playground.				

Subject/Area: Humanities and Foreign Languages	2021-2022 Priority: To ensure vocabulary acquisition is consolidated and deepened to allow all pupils, to understand, reason and communicate effectively across Humanities and FL subjects.
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- End of Year Success Criteria:**
- Evidence of 'closing the gap' in attainment following Covid19 (2019/2020; 2020-2021)
 - Evidence of one piece of written work in Learning Journeys relating to each topic.
 - Planning to include opportunities to activate key vocabulary.
 - Use of key vocabulary introduced into writing.
 - Key facts for topic to be included as appropriate in writing examples.
 - A range of genres to be covered within the year group reflecting the children's understanding of vocabulary relating to the topic.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
Recovery Curriculum: Review the impact of the Covid 19 Virus/ lockdown on our curriculum.	Ensure embedding of generic vocabulary across the school in each subject.	CW / CS with class teachers. Review July 2022	Generic Historical and Geographical vocabulary being used across the school and Wagolled in lessons.	Progression of subject-specific generic vocabulary across the school, linked to Curriculum Learner Profiles.	What are the curriculum drivers for the St Luke's curriculum?
	Plan and organize 'specific subject skills catch up' focus days across 2021-22 e.g. chronology of the monarchs / knowledge of the UK.	Spring 2022 Summer 2022 Time to plan Budget for resources	Subject area teams to gather evidence of skills covered: planning, children's work and feedback—evaluation of the days.	Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 19).	How has Covid-19 affected the children's acquisition of generic historical and geographical vocabulary? How have we reshaped our curriculum following Covid 19?
To use key vocabulary and facts in lessons.	Pre-teaching of Topic related vocabulary to EAL and SEND pupils prior to lessons (link to Talking Partners)	CS and support staff. Monitor termly.	Pre-teaching intervention timetabled and delivered by support staff.	Word aware posters / Vocabulary Ninja resources to be displayed in the classroom and activated during lessons.	How do the leaders ensure that there is a progression in the vocabulary across the whole school? How are the children able to communicate their understand of the language used in topic?
	Lessons planned to include vocabulary games and activities for children to activate key vocabulary.	CW / CS following monitoring cycle. Review each term and July 2022.	Check games and activities are delivered through termly monitoring cycle.	Identified generic vocabulary for History and Geography across the school.	
	Include key facts throughout topic planning.	CW / CS following monitoring cycle. Review each term and July 2022.	Ensure key facts are included and planned for through monitoring cycle.		
To produce written work using a range of different genres within Topic and FL.	Create Wagolls of writing.	CW/CS Management time July 2022	Identify Wagoll writing examples from learning journey sampling.	Wagoll writing portfolio available for new and existing staff moving to a new year group.	How will subject leaders check that the language is being included in the children's writing? How will leaders encourage a range of writing genres are covered?
	Class teachers to plan for a good standard of writing within Topic and FL.	Class teachers with CW/CS July 2022	Monitoring of planning / learning journeys to highlight examples of writing.	Variety of writing genres evidenced in Learning Journeys.	
	Use key vocabulary and key facts in writing .	CW/CS Management time—linked to monitoring cycle for each year group End of each term	Evidence of key vocabulary related to topic seen in monitoring learning journeys.	Key vocabulary and facts matching to Learner Profile, evident in children's written work.	
To consider the cultural background of our families within our curriculum.	Review Topics covered in Year 2 and Year 5 to reflect the cultural heritage of our families and children.	CW /CS Management time - support relevant class teachers.	New units planned and delivered including key facts and vocabulary using Knowledge and Language Learner Profile.	Engagement of children with new subject content to enhance their learning experience.	How are we reflecting and adapting to the cultural heritage of our families?

Subject/Area: E-Learning (Computing / ICT)
2021-22 Priority:

- Evidence of 'closing the gap' in attainment following whole school closure Covid19 2020
- To ensure that St Luke's is up to date with the latest E-Safety issues and has robust structures in place to ensure that pupils and staff have a firm understanding of how to stay safe when using digital devices.

End of Year Success Criteria:

- Evidence of 'closing the gap' in attainment following whole school closure Covid19 2020
- New Learner profile confidently being used by staff in all year groups
- Successful application for E-safety mark and ICT Mark
- Teams is accessible to all pupils, staff and governors at St Luke's and parents have received training on how to use
- Improved ICT infrastructure in place in school > positive impact on Teaching and Learning

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Progress Made & Next Steps
Recovery Curriculum: Act upon the E-Learning Priority Areas 2021-22 review, focusing support and resources on 'gap areas' that were identified. Link— E-Learning Priority Areas 2021-22 (Edit) Microsoft Forms (office.com)	E-Learning Subject Leader to ensure that all staff are confident to plan and deliver lessons using new learner profile 2021-22 Staff Meeting - 13.10.2021	Subject leader Autumn 2021 Management time	E-Learning team to monitor—lesson obs, team teaching, planning meetings, evidence of pupil work	<ul style="list-style-type: none"> • Gaps in subject knowledge, understanding and vocabulary identified and prioritised have been taught • Use of updated Learner profile across all year groups to ensure that the curriculum reflects the time had away from school in the 2019-2020 academic year • Progression of subject-specific vocabulary across the school, linked to updated Curriculum Learner Profiles. • Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 19) 	How have the new Learner Profiles for ICT changed? What support from Squirrel Learning has been put in place and what has been the impact? Impact of Covid-19 on the children's vocabulary?
	E-Learning Subject leader to co-ordinate support in each year group for main area of need—Squirrel to deliver sessions linked to these areas	Subject leader Autumn 2021-Summer 2022 (range of sessions delivered by Squirrel) Management time	Subject/area team leaders meeting to plan 'recovery curriculum for prioritized skills'. Share findings with staff - Aut 2 / Spring 2021 / Summer 2021		
	Distribute new key vocabulary progression document to all staff, ensuring that staff are referring back to any 'missed' vocabulary in their planning / lessons.	E-Learning Team Spring 2022 Management time	E-Learning team to monitor—planning, lesson obs, team teaching, evidence of pupil work		
<i>To review e-safety practice and implement actions to improve upon online / digital safety (to comply with Government & Ofsted guidelines / expectations)</i>	<ul style="list-style-type: none"> • Re-establish Online Safety Group • Appoint new members of Child Online Safety Group— Year 5 pupils 	E-Learning Team Autumn 2—w.b 8.11.2021	E-Learning team to plan and record progress / action from meetings LS to monitor Child E-Safety Group.	<ul style="list-style-type: none"> • Virtual Online Safety group meeting to take place in Autumn—with future meetings scheduled. • Child Online Safety group established—to meet in bubble and use teams to communicate • ICT Mark criteria and 360 safe online points addressed and application submitted by July 2021 • Safer Internet Day delivered on 8th Feb 2022 • 2 members of staff complete EPICT qualification 	What eSafety issues do you encounter? What is the feedback from the online safety groups? What are the key messages from the Safer Internet Focus Day? What is the impact of the CPD and EPICT qualification?
	<ul style="list-style-type: none"> • Review new ICT Mark criteria • Complete 360 degree safe online assessment tool and apply for e-safety mark 	E-Learning Team P Flynn & Squirrel Applications made by July 2022	LS to review new ICT Mark criteria and share with E-Learning Team. E-Learning team to monitor progress towards each standard and report online using self-review tool P Flynn and G Hawkins to monitor progress and put in place suggestions.		
	Safer Internet Focus Day	LC, LS 8th February 2022	LS to monitor / provide support and resources		
	Train Staff E- Safety Qualification(EPICT)	Jackie Robinson and TBC to complete EPICT by end of July 2022	P Flynn—Epicit facilitator 25		

Objective (Impact)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Progress Made & Next Steps
To ensure that staff continue to follow school procedures for recording of evidence and assessment of E-Learning	E-Learning team to work closely with Year groups to implement new learner profiles (including key knowledge/vocabulary/resources). Staff trained on how to store evidence of pupil work in new location on Teams (central location for evidence moving forward)	LS (KS2) LC (KS1) Staff training / Time to complete—staff meeting time tbd.	E- Learning team— part of monitoring cycle .	Staff are confident to use New Learner profiles and have adapted or planned new lessons as a result. Staff are continuing to use the learner profile as a means of assessment and have addressed gaps in learning. Central evidence bank being used by all year groups	How will leaders ensure that the new report format is being used for assessment purpose each term?
To develop online presence and improve parental involvement to increase learning opportunities at home.	Ensure that Teams logins have been set up for all pupils, with parents in FS and KS1 taking responsibility for engaging with content. Training to be provided to all parents (YouTube Video / Online Guide) Governor accounts to be created, used and link governors added to subject teams. GoRead training provided to both staff and parents. Staff—23. 9.21 staff meeting Parents— SWAY shared with all year groups- Go Read! (office.com)	LS Staff meeting 23.9.21 New starters (reception) user accounts created by 17.9.21 Other User accounts-ongoing	E-Learning Team / Class Teachers (report engagement) GoRead— satisfaction / confidence survey to be distributed by Spring 1	Parents and pupils from FS-Year 6 are familiar with how to engage with teams features Governing staff are familiar with Teams and are a part of subject area teams / leadership groups. Pupils, Staff and Parents / Carers are confident to use GoRead and are using consistently	How are parents/carers able to support their child's learning? What are the barriers parents/carers are facing? Is home learning having a positive impact? What are the children & parents views to home learning? Impact of creating Governors accounts on accountability, relationship between subject leaders and link Governors?
<i>To take full advantage of all digital devices in school, ensuring that each phase has access to functional equipment which is set up to the specific requirements of each phase</i>	Ensure that staff are familiar with reporting procedures to keep equipment working—training and 'roles and responsibilities' distributed New laptops (covid19 government devices) are distributed across the school where needed (either in year groups or individual families to use at home). New Azure system is rolled out to all	E-Learning Team eServices support / SLA	LS to monitor ticket system being used E-Services eServices to transition devices to azure and monitor upgraded infrastructure	Technical issues are recorded and addressed throughout the year by E-Services through ticketing system New improved infrastructure in place, improved connectivity in school All staff and pupils able to log in to laptops using new azure system	How are the devices utilised across the school? What is the impact of the new ICT equipment on teaching and learning, pupil progress and attainment?

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>Recovery Curriculum: Healthy active lifestyle</p> <p>To continue to Review the impact of the Covid 19 Virus/ lockdown on the general fitness level of children within our school.</p>	Staff teaching PE across the school to utilise the Fitness Unit within 'Get Set 4 PE' scheme of work	All staff £660 per year—Sports Premium Budget	Pupil view: HC to gather views from children regarding PE lessons and Get Set 4 PE Learning walks: HC & AG termly to monitor delivery of Get Set 4 PE PE Assessments	<ul style="list-style-type: none"> High quality lessons in place Children engaged and enjoy lessons Improved fitness levels of children 	How has Covid-19 affected the children's fitness? During Governor's Learning Walks, is there evidence of children (and staff) being active in their learning?
	PE & Sports subject team to refamiliarise staff across the school on the use of 'Active Literacy and Maths' and how this can be incorporated into Teaching & Learning	PE team Active Literacy and Maths resources Staff meeting (Spring 2022)	Staff meeting: Spring term 22 Learning Walks Monitoring of planning Pupil voice	<ul style="list-style-type: none"> Staff meeting for all staff demonstrating 'Active' activities and resources which can be used across the curriculum delivered Learning Walks evidence shows 'active lessons' Improved fitness levels of children 	Impact of CPD? Is 'Get Set 4 PE' value for money?
	Health and Sports week to promote fitness > stronger emphasis on active and fitness opportunities	Summer term 2022 wb 18.07.22 Sports Premium Budget	PE & Subject team plan a range of activities for the week. Pupil Voice Staff Evaluations	<ul style="list-style-type: none"> Children engaged and enjoy Health & Sports Week Improved fitness levels of children 	
	Extra-Curricular activities within each phase to promote fitness > timetable to promote active and fitness opportunities throughout the academic year	Soccer 2000 £50 per session Parental contributions £2 per session Wolves Foundation Other Sports providers Sports Premium Grant	Subject Area team & Phase Leaders monitor extra-curricular activities offered within the phase and take up of children Subject Area team to monitor clubs organised by outside agencies Pupil feedback	<ul style="list-style-type: none"> All children have the opportunity to participate Inclusion and opportunity for all promoted. Increase in the number of children participating in extra-curricular sporting clubs and activities Improved fitness levels of children 	What is the take up for extra-curricular activities, particularly the more active clubs? Impact?
	Develop play opportunities and model staff interaction at breaktime and lunchtime through the use of: <ul style="list-style-type: none"> Y5 and Y6 Play Leaders providing resources 	Wolves Foundation Identified member of KS2b staff Lunchtime Staff	IS / SH / KL to lead on the 'Play Leaders' & Lunchtime Staff project, liaising with Wolves Foundation Staff. PE team to audit resources for playtime and lunchtime	<ul style="list-style-type: none"> Children engaged and physically active during playtimes and lunchtimes Improved fitness levels of children Improved lunchtime staff provision > promoting activity 	Impact of W W F C Foundation on developing lunchtime staff and playleaders?
	Target children are accessing physical activity (low self-esteem, poor physical health, SEMH needs)	Wolves Foundation K Ling C Bannister H Ceresa	SEND monitoring by CB / VB / Phase Leaders / Staff delivering interventions	<ul style="list-style-type: none"> Increased levels of fitness Increased self-esteem and improvements seen in behaviour 	Impact of interventions?

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
CPD: To increase the knowledge, skills and confidence of all staff in teaching PE.	<p>Reintroduce the Wolves Wanderers Foundation School Sport & Education Partnership Mentoring of teachers programme with identified staff in Physical Education across the school.</p> <p>HC to liaise with WWFC Foundation Staff to identify staff and year groups working with (including lunchtime staff)</p> <p>HC/Phase Leaders/ G Ferguson to share opportunities for CPD through the WWFC Foundation programme with staff</p>	<p>B e g i n n i n g September 2021</p> <p>36 weeks of delivery — Monday p.m.</p> <p>SLA agreement £4680.00 (Sports Premium Budget)</p>	<p>HC / AS / LK to monitor the support provided to targeted staff through observation, staff discussions and regular meetings with WWFC staff.</p> <p>Subject team to gather feedback from staff receiving support is then used to monitor and evaluate the programme which enables schools to demonstrate the impact of their Primary PE & School Sport Premium</p>	<ul style="list-style-type: none"> Teaching of high quality PE lessons Each member of staff gains access to a personal development workbook, packed full of resources to use in lessons. A broad knowledge of the National Curriculum for PE, and how to implement it in lessons Effectively differentiate lessons to the needs of pupils Staff monitoring and tracking their learning. Utilisation of additional staff or support coach during a lesson 	<p>Impact of support, coaching and mentoring on staff delivering PE and supervising playground activity?</p>
	<p>Refamiliarise staff with 'Get Set 4 PE' - PE scheme (£660 per year—Sports Premium Budget), ensuring all staff are aware of the existing and new resources and are using them within PE lessons.</p>	<p>Autumn term 2021</p> <p>Subject Leader Management time</p> <p>Subject Leader Management time</p>	<p>HC to deliver staff meeting for staff delivering PE & Sport within school to share resources</p> <p>Pupil view: HC to gather views from children regarding PE lessons and Get Set 4 PE</p> <p>Learning walks: HC & AG termly to monitor delivery of Get Set 4 PE</p>	<ul style="list-style-type: none"> Staff feel confident using PE scheme. Staff had a greater awareness of additional resources and where they can find them. Online CPD organised for staff. High quality lessons in place Children engaged and enjoy lessons Children and staff observed using key vocabulary during lessons. 	<p>During Governor's Learning Walks, is there evidence of children (and staff) being active in their learning?</p> <p>Impact of CPD? Is 'Get Set 4 PE' value for money?</p>
	<p>HC/Phase Leaders to share opportunities for CPD through the PASS team / ConnectEd Partnership School Sports with staff</p> <p>https://teams.microsoft.com/l/file/16A6190E-0BC3-4000-931A-A15CE6A1F542?tenantId=adf0e99f-914b-450f-802c-7fd74ed5f60a&fileType=pdf&objectUrl=https%3A%2F%2Fcloudw.sharepoint.com%2Fsites%2FStLukesCEAidedPrimary%2FShared%20Documents%2FPE%2FPASS%20(ConnectEd%20Partnership)%2FPASS%202021-22.pdf&baseUri=https%3A%2F%2Fcloudw.sharepoint.com%2Fsites%2FStLukesCEAidedPrimary&serviceName=teams&threadId=19:d0cd11b913234725afd300601d4f91b1@thread.skype&groupId=d6f35b06-2b35-49f3-8951-d2333818324e</p>	<p>ConnectEd Partnership—Physical Activity, Well Being and School Sport Offer 2021-22 (part of ConnectEd membership £3643.00)</p>	<p>HC/LK to attend PE network meetings</p> <p>Subject team to gather feedback from staff receiving support/ attending CPD</p> <p>Staff Appraisals > Phase Leaders discussions with appraisees.</p> <p>Evaluation forms</p>	<ul style="list-style-type: none"> Working with National Governing Bodies, a vast menu of sports are offered and developed within school. Professional Development and 1:1 support in place for identified staff 	<p>During Governor's Learning Walks, is there evidence of children (and staff) being active in their learning?</p> <p>Impact of CPD? Is 'ConnectEd Partnership—PASS' value for money?</p>

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
School Sport: Organise opportunities for intra-school and inter school competitions.	Subject area team to use PASS PE & Sports Calendar https://teams.microsoft.com/l/file/6D7BAE3B-3B96-4541-83A4-FEBF68885C46?tenantId=adf0e99f-914b-450f-802c-7fd74ed5f60a&fileType=xlsx&objectUrl=https%3A%2F%2Fcloudw.sharepoint.com%2Fsites%2FStLukesCEAidedPrimary%2FShared%20Documents%2FPE%2FPASS%20(ConnectEd%20Partnership)%2FPE%20%26%20Sports%20Calendar%202021-2022.xlsx&baseUri=https%3A%2F%2Fcloudw.sharepoint.com%2Fsites%2FStLukesCEAidedPrimary&serviceName=teams&theadId=19:d0cd11b913234725afd300601d4f91b1@thead.skype&groupId=d6f35b06-2b35-49f3-8951-d2333818324e and also to: <ul style="list-style-type: none"> plan activities and opportunities practise skills for events develop teams to represent our school in competition. 	Year group staff/ staff teaching PE PE & Sports Subject Area Team Wolves Foundation Staff	PE & Sports team to attend meetings / events / competitions — keep achievements / scores and liaise with SGO & Wolves Foundation link staff PE & Sports team through activity monitoring system.	<ul style="list-style-type: none"> Staff and children are aware of PASS PE & Sports calendar and Wolves Foundation activity and competition calendar PE Long Term Plan & Extra-Curricular Activities link with timetable of competitions and events St Luke's participation in competitions at least half-termy. All children have the opportunity to compete. Inclusion and competition opportunity for all promoted. 	Has St Luke's participated in any competitions? Outcome? Did the children enjoy the experience?
School Sport: Celebrate sporting achievements and promoting participation of sporting clubs/ activities across the city.	Achievements celebrated within celebrate and praise and newsletter.	Classteachers PE & Subject Team C Bannister A Grennan / L Skywalker	Staff to send achievements to CB to upload to Celebrate and Praise PowerPoint and to AG/LS to include in weekly Sway. PE & Sports Link Governor (CC) to monitor Weekly Newsletter and Social Media posts.	<ul style="list-style-type: none"> All St Luke's stakeholders aware of children's (and staff) achievements and participation in Sporting Clubs, events and competitions Directory of Sporting Clubs, activities and opportunities created within the City and shared with parents/carers Increase in the number of children participating in extra-curricular sporting clubs and activities Greater emphasis within school recognising the achievements of our children outside of school Greater relationship between St Luke's & Bob Jones > leading to a wider range of activities on offer for our children, staff and families > increased levels of fitness and healthier lifestyles 	How does the school celebrate sporting achievements? How do staff make parents/carers aware that this is a priority? What links does school have with outside agencies, clubs being run in the community?
	Maintain physical display (in-school) and virtual display (on website) with photos and sports information of sports activities, competitions.	H Ceresa/L Kirk I Spooner K Ling S Glynn A Grennan R Greenaway	HC to monitor photo display within school AG & PE Link Governor (CC) to monitor website		
	Local sports clubs advertised in newsletter; Information to be given from local clubs and advertised on social media	J Shinton (Admin staff)	Subject Area team to monitor uptake by any children of external clubs advertised.		
	Explore developing a stronger relationships with the Bob Jones Community Centre - providing a wider range of activities to promote physical fitness of both children, staff and parents/carers	A Grennan H Ceresa/L Kirk	AG to report to Governing Body & PE/Sports team re. updates and progress—links with City of Wolverhampton Council		

End of Year Success Criteria:

- Gaps in knowledge have been addressed and taught; curriculum has been updated to reflect the time children were away from school in the 2019-2020
- Statutory curriculum changes to RSE (September 2020) embedded
- Statutory curriculum changes to Health Education (September 2020) embedded
- All policies reviewed to ensure they reflect the school vision and mission statement
- The curriculum map and expected outcomes for all aspects of statutory and non-statutory PSHE is agreed

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Progress Made & Next Steps
All staff have knowledge of the statutory requirements for RSE 2020 and Health Education 2020	Complete review and refocus action plan of changes required and introduce changes—actions delayed due to 19/20 Lockdown	Subject Team Autumn	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Curriculum complies with statutory requirements and the contextual needs of stakeholders • Staff updated and upskilled regarding agreed curriculum, resources, schemes of work ; how to access them; when to deliver them • Ongoing CPD needs identified 	
	Conduct skills and subject confidence audit with staff to identify key areas for CPD for curriculum changes in 21/22 and going forward into 22/23	A Smith Spring Term	Subject Team, SLT, Link and Foundation Governors		
Review and update all subject linked policies to ensure that they are driven by the school vision whilst reflecting statutory changes and the needs of all learners.	Complete consultation on subject area policies	Team / SLT & R EB Autumn	Curriculum & Standards Committee	<ul style="list-style-type: none"> • Revise and redraft policies • Policies complies with statutory requirements and the contextual needs of stakeholders • Policies are consulted on and presented to Curriculum and Standards committee for adoption • Agreed policies and curriculum documents are uploaded to website 	
	Final policies prepared for adoption by Curriculum & Standards Committee	Team / SLT & R EB Spring Term			
	Statutory Policies and information for parents is on the website	Team Ongoing	Compliance Governor		
Review and update the current curriculum and learner profile for all aspects of PSHE to ensure full coverage that is contextual and reflects the needs of the learners as well as meeting statutory requirements	AS attend LA PSHE events	A Smith Network SLA	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Attend network events • Future of LA Schemes Of Work established • Agreed Schemes Of Work in place • Required resources identified • Physical and e-resources checked and up-to date • Out of date resources disposed of 	
	AS liaise with LA PSHE regarding future LA ongoing support of RSE and Drugs Ed resources	A Smith Network SLA			
	Investigate available PSHE Schemes of Work and decide whether to buy in or create in-house SOW	T e a m i n consultation with staff (Autumn)			
	Audit HE/RSE/Safety Education Resources. <ul style="list-style-type: none"> •Dispose of out of date resources •Acquire any physical resources to support teaching •Delete out of date e-resources—focus on whether embedded links ie videos are still accessible •Create links to up-to-date e-resources 	T e a m i n consultation with staff Ongoing			
Review, audit and plan for inclusion of new PSED curriculum in Early Years	Staff attend PSED training	A Smith Network SLA	Subject Team, SLT, Link and Foundation Governors	<ul style="list-style-type: none"> • Attend PSED Training event • Curriculum agreed and curriculum map produced • Scheme of work selected and mapped onto curriculum plan for all year groups • Subject area resourced and curriculum ready for delivery Sept 2020 onwards 	
	Teachers attend PSED webinar and identify opportunities for support PSED learning across the curriculum, through Playful Learning and Adult led experiences.	EY Staff A u t u m n & Ongoing	SLT		

End of Year Success Criteria:

- Children on the SEND make good progress from their starting points.
- Range of interventions in place to support relevant area of need for all SEND pupils
- CPD for staff ensures they are confident to deliver an inclusive curriculum
- Increased parent/carer involvement in supporting their children at home.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To ensure SEND pupils are supported through quality first teaching.	Staff to become familiar with the SEND pupils in their class through transition meeting with previous teacher & documentation.	September 2021	Subject Leaders to feedback to SENCOs and SLT	Class teachers are confident to discuss SEND pupils during consultation sessions with SENCOs and Outside Agencies.	What kinds of SEND needs are children coming into school with? Has this changed?
	To plan appropriate interventions for targets recommended on IEP and class review sheet.	On-going x3 SEND cycle		Interventions are based on SMART targets and pupil need.	What interventions are in place? What is the impact? How is this evidenced?
	To implement recommendations from the 'Autism Friendly Schools Initiative'.	INSET: 3.9.21	Eve Griffiths to assess through a learning walk across the whole school.	Achieve the 'Autism Friendly Schools' Award	During Governor Learning Walks, is there evidence of SEND children being supported effectively? Is differentiation taking place in learning to cater for all needs?
	To share effective practice with regard to in-class support strategies.	Spring Term		Class teachers in the school identified as WAGOLLS.	What was the impact of the Autism CPD?
	To use 'Solution Circles' to discuss pupils' needs and explore possible strategies to support effectively.	LA (EYs) On-going Spring 2		Inclusion from the Early Years Project	Staff meet together to discuss SEND pupil needs & plan actions to support.
	To differentiate and/or scaffold learning when planning and delivering lessons.	On-going		Lesson observations confirm the use of effective strategies.	
	To take part in the 'Inclusion in Early Years Project'.	On-going TBC		Staff attend CPD and implement recommendations.	
To ensure interventions are delivered effectively and promote pupil progress.	To review intervention paperwork and share with all staff.	September 2021	Class teachers and Teaching Assistants to feedback to SEND team.	Proformas on OneNote are used appropriately and support the review process.	What interventions are in place?
	To deliver a support staff meeting to update TAs on their roles and responsibilities.	September 2021		Support staff carry out their roles and responsibilities independently and inform class teachers when tasks are completed.	What is the impact of interventions?
	To plan a baseline activity/task to assess progress prior and post intervention and use to inform evaluation.	September 2021	SENCOs to feedback to phase leaders.	Baseline activities are carried out and used to assess progress and impact of intervention.	How is this evidenced? How is this measured?
	To observe a range of interventions across the school.	Autumn 2		A good range of effective interventions to support pupil need and impact on quality first teaching.	
	To use SIMS as part of the Provision Mapping process.	September 2021	Data Staff to feedback to SLT.	Interventions are recorded on SIMS.	

To ensure parents and pupils are involved in decisions made about them through an effective graduated response.	Create a Parent Information leaflet or SWAY to inform parents/carers about what SEND is and how they are supported in school.	AUTUMN 2	Parents to feedback to SENCOs	Parents refer to the leaflet in SEND consultation meetings and access information on the website.	Do Parents/carers of SEND children feel supported and involved in the decision making processes regarding their child's learning? What are the barriers that parents/carers may face? How is parents/carers involvement and support evidenced in the child's SEND documentation?
	To organise informal coffee afternoons to provide parents/carers with up-dates and training to support their child at home.	AUTUMN 2		Attendance is good at coffee mornings and parents are visibly active in supporting their children at home.	
	To involve parents in the target setting process and providing resources for them to support at home.	On-going		Pupils access home learning tasks.	
	To meet with Higher Needs Pupil's parents to create a One Page Profile incorporating appropriate information.	AUTUMN 2 Class Teachers		One Page Profile for higher needs pupils.	
	To familiarise self with the 'MAP' process as a transition tool.	SUMMER TERM		Mapping is used as a transition tool for specific children.	
	Parent/pupil involvement in the 'Assess-Plan-Do-Review' cycle is evident on IEPs and informal intervention feedback.	On-going		SENCOs to feedback to Class Teachers & Phase leaders	
To support pupils with sensory needs to access the curriculum.	Incorporate 'sensory breaks' into the daily routine for all.	On-going	Phase leaders to feedback to SENCOs	Sensory breaks are evident across the school.	What sensory needs do children have across the school? What strategies are being used to address sensory needs? Have the staff delivering Sensory strategies and interventions had appropriate CPD? What is the impact of the Sensory provisions? How is this measured?
	Create a calm break-out space for pupils outside each year group to access during time out and emotional regulation.	September Class Teachers	Governors in their 'environment check'	Clear designated space with calming strategies available outside all classrooms.	
	Use 'Zones of Regulation' activities and strategies in the classroom.	On-going		Pupils' are aware of the Zones of Regulation and associated emotions.	
	Identify pupils in need of Sensory Circuits and implement the intervention.	AUTUMN 2	Class Teachers to feedback to SENCOs	Sensory circuits are timetabled across the school.	
	To create a resource base for sensory needs in the Sensory Dome.	Summer Holiday CB & VB	Lunchtime staff to discuss at meetings — Lunchtime supervisor to feedback to SENCOs	Sensory Dome is used on a daily basis for identified pupils and interventions	
	To identify pupils, plan interventions and timetable access to the Sensory Dome.	AUTUMN 2		Strategies for supporting sensory needs are implemented by lunchtime supervisors.	
	To support pupils with sensory needs during lunchtime.	AUTUMN 2			

Subject/Area: EAL	2021-22 Priority: To implement a variety of strategies and resources to support the learning and progress of children for whom English is an additional language
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End of Year Success Criteria:

- **Urgent Action: Gaps in knowledge have been addressed and taught; curriculum has been updated to reflect the time children were away from school in the 2019-2020**
- Pre-teaching of key vocabulary in Topic and Science.
- Raised awareness of School of Sanctuary across school
- School of Sanctuary ethos embedded in school through the SIAMS vision and core values.

Objective (Intent)	Action (Implementation)	Whom? When? Cost?	Monitored	Success Criteria (Impact)	Questions for Governors
<p>Recovery Curriculum: Review the impact of the Covid 19 Virus/lockdown on our curriculum and how we can ensure skills usually taught in Spring 2 and Summer are covered in new year groups</p>	<ul style="list-style-type: none"> • Phase leaders/class teachers & EAL staff to audit year group Maths, English & specific subject topics to identify key vocabulary and skills which EAL children would benefit from having additional targeted support. • CS to provide resources for identified EAL children for class teachers / TAs to use in class 	<p>All staff Beginning Autumn 2021 PPA C S u m m e r — Management time Resources Budget</p>	<p>Phase leaders to report to AG - skills/aspects which needs to be prioritized for EAL children > plan forward on how to address this. Subject/area team leaders meeting to plan 'recovery curriculum for prioritized skills'. Subject area teams to gather evidence of skills covered: planning, children's work and feedback—evaluation of the days.</p>	<ul style="list-style-type: none"> • Gaps in subject knowledge, understanding and vocabulary identified and prioritised have been taught • Vocabulary acquisition is consolidated and deepened to allow all pupils, including children in the Early Years, to understand, reason and communicate effectively across a wide range of subjects (Ofsted March 19) 	<p>What are the curriculum drivers for the St Luke's curriculum? How has missing the Spring term 2 / Summer term affected the curriculum and children's knowledge and understanding? How have we reshaped our curriculum following Covid 19?</p>
<p>To use and understand key vocabulary in Topic and Science.</p>	<p>Pre-teaching of Topic & Science related vocabulary to EAL prior to lessons (link to Talking Partners)</p>	<p>CS and support staff. Talking partners pre-teaching strategies CPD for all support staff. Monitor termly.</p>	<p>Pre-teaching intervention timetabled and delivered by support staff.</p>	<p>Word aware posters / Vocabulary Ninja resources to be displayed in the classroom and activated during lessons. Use of talking partners strategies to support pre-teaching and acquisition of key vocabulary for EAL learners</p>	<p>How do the leaders ensure that there is a progression in the vocabulary across the whole school? How are the children able to communicate their understanding of the language used in topic?</p>
<p>To consider the cultural background of our families within our curriculum.</p>	<p>Review Topics covered in Year 2 and Year 5 to reflect the cultural heritage of our families and children.</p>	<p>C S / C W Management time - support relevant class teachers.</p>	<p>New units planned and delivered including key facts and vocabulary using Knowledge and Language Learner Profile.</p>	<p>Engagement of children with new subject content to enhance their learning experience.</p>	<p>How are we reflecting and adapting to the cultural heritage of our families?</p>
<p>To review for re-assessment the School of Sanctuary ethos across school through the SIAMS vision and core values.</p>	<p>Embed School of Sanctuary through SIAMS vision & core values.</p>	<p>Spring 2022 CS / AS Beginning Autumn 2021</p>	<p>CW/RE/EAL team: Learning Walks, Work Scrutiny, Pupil Voice. SIAMS</p>	<p>School of Sanctuary ethos reinforced and embedded across school through the school / SIAMS vision and core values of love & compassion, friendship & forgiveness, endurance & hope.</p>	<p>How is this celebrated within school and the wider community? What are the next steps?</p>

Priority 2: Behaviour & Attitudes (2021-2022)

- To maintain the exemplary behaviour of the children and excellent relationships between children and adults so that positive attitudes continue to be developed.
- To ensure that St Luke's continues to be 'a caring and inclusive school where pupils are happy and confident and value their education' and leaders and staff maintain the positive culture of the school that encourages calm and orderly conduct and is aspirational for all pupils (identified as significant strengths in Ofsted; March 2019).

End of Year Success Criteria

- Exceptional behaviour and attitudes.
- Consistent approach to rewards and discipline across the school; Staff and pupils deal effectively with inappropriate behavior, low level disruption and disagreements.
- Decrease in number of entries in the School Behaviour Log / fixed term exclusions.
- Leaders support all staff well in managing children's behaviour.
- All create a positive environment in which bullying is not tolerated and any incidents are dealt with quickly and effectively.
- Children's attitudes towards their education are positive with children being committed to their learning, demonstrate resilience and take pride in their achievements.
- Children behave with consistently high levels of respect for others.
- Attendance continues to remain above the national average.
- Decrease in number of persistent latecomers
- Relationships among children and staff reflect a positive and respectful culture (identified as a significant strength; Ofsted March 2019)
- Pupils are safe and they continue to feel safe

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To maintain the excellent behaviour across the school, ensuring a consistent approach to Rewards and Discipline across the school.	Through PSHE focus days (start of each new term) & PSHE sessions, focus on key issues which could impact on behaviour and attitudes to learning, i.e. Growth Mindset, Metacognition, Aspirations, Zones of Regulation	PSHE team & resources 06.09.21 05.01.22 25.04.22 Ongoing	PSHE Subject team monitoring via learning walk, pupil voice, work scrutiny, collation of evidence/ displays in learning environments	<ul style="list-style-type: none"> • Whole school rules in place, owned by the whole school community • All staff follow the rewards & discipline procedures and appropriate consequences used throughout the day • Children display excellent conduct throughout the school, particularly transitioning time • Pupils' are aware of the Zones of Regulation and associated emotions. • Decrease in numbers in the Behaviour Logs > less children being moved to yellow and red across the school in comparison to previous academic years. • Children develop pride about their achievements and have respect for others and equipment in school 	<p>How many children have been entered into the Behaviour Log?</p> <p>How does this compare to previous years?</p> <p>What are the main reasons for children being entered?</p> <p>What is the impact of CPD?</p> <p>Are children and staff recognising the zones of regulation?</p> <p>Are there specific times/ areas where behaviour is more of an issue?</p>
	Through Collective Worship, reinforce school key Christian Values through links with identified Bible Verses and key stories	Autumn 2021 A Smith / A Grennan	Collective Worship Evaluations Phase Leaders to monitor Behaviour Log		
	To review the current Rewards & Discipline system incorporating Class Dojos across the school which will reflect the St Luke's Learning Me's.	K Aldridge Sway - Sept 2021 Inset	Phase Leaders to monitor phases use of Class Dojo—consistent approach across the school? Children being awarded points linked to Learning Me's?		
	Staff to receive CPD regarding Metacognition and Zones of Regulation > enabling children to manage their emotions and staff to recognise 'triggers' and provide opportunities for 'time out / break'	Inset: 03.09.21 Zones of Regulation resources	Pupils' are aware of the Zones of Regulation and associated emotions. Practical metacognitive strategies and metacognitive vocabulary used by all staff		
	Explore CPD for lunchtime staff re. resolving conflicts on the playground, consequences and dealing with issues.	AG / GF Autumn / Spring term WWFC	Phase Leaders to monitor Behaviour Log & GTBG charts re. issues at lunchtime / playground.		
	JWT to continue to work with targeted children across the school - identified for PSEB support.	JWT AGrennan Class teachers	JWT to send regular updates and reports to AG & appropriate classteachers re. support, progress & next steps		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
To continue to promote well-being opportunities for our children.	Targeted Year 6 children participate in HEROS Headstart project > staff to encourage children to reflect on their progress (Peer Mentor & Well-being)	Headstart— Ongoing starting Autumn 2021 (15.10.21)	Nominated Y6 staff to evaluate workshop and meet with children regularly who participated in the training > identify next steps	<ul style="list-style-type: none"> Peer Mentoring in place using identified Y6 children Staff trained and able to deliver the well-being kit to children 	<p>What is the Headstart well-being kit?</p> <p>How does the HEROS project work?</p> <p>What is the impact of both packages?</p>
	Year 5&6 + JWT staff attend Train the Trainer for Headstart Well-Being Package to be used for Y5&6	D Barratt Headstart Phase meeting 01.12.21	Staff to provide feedback to Headstart and A Smith Training used with children in KS2b		
To maintain high profile of successful attendance and punctuality	Identify at the beginning of each term, individuals and groups that have had attendance below 92% i - check the attendance of these children at the end of each term	H Garcha A Grennan A Smith R Samuels	H Garcha to monitor attendance Identify 'at-risk' children Contact with parents/carers via HG / LA B&A Officer / HSCLO	<ul style="list-style-type: none"> Attendance is maintained / improved in line with or above the National average > see milestones Number of persistent latecomers is reduced in comparison to previous years HG & LA B&A Officer to discuss concerns / issues re. attendance & punctuality Attendance tracking system is monitored and analysed Attendance Officer (HG) completes attendance analysis half-termly > letters sent to appropriate parents/carers HSCLO home visits to parents/carers identified 	<p>How does the attendance compare with previous years?</p> <p>What are the main reasons given for absences?</p> <p>Are there any specific groups whose attendance is an issue?</p>
	AG/HG/AS and the LA B&A Officer review groups whose attendance is at risk of below national expectations – PP/SEN/New arrivals	H Garcha A Grennan A Smith R Samuels Half-termly	H Garcha to monitor attendance & analyse data Identify 'at-risk' children Contact with parents/carers via HG / LA B&A Officer / HSCLO		
	Continue to promote and celebrate good attendance > utilising website / Social Media / newsletter	A Grennan	H Garcha to inform eServices of attendance AS: attendance certificates		
To ensure that our children are staying safe in a range of situations at school, at home and online.	Re-establish Online Safety Group and appoint new members of Child Online Safety Group– Year 5 pupils	E-Learning Team Autumn 2—w.b 8.11.2021	E-Learning team to plan and record progress / action from meetings LS to monitor Child E-Safety Group.	<ul style="list-style-type: none"> Virtual Online Safety group meeting to take place in Autumn—with future meetings scheduled. Child Online Safety group established—to meet in bubble and use teams to communicate ICT Mark criteria and 360 safe online points addressed and application submitted by July 2022 Safer Internet Day delivered on 8th Feb 2022 2 members of staff complete EPICT qualification 	<p>What eSafety issues do you encounter?</p> <p>What is the feedback from the online safety groups?</p> <p>What are the key messages from the Safer Internet Focus Day?</p> <p>What is the impact of the CPD and EPICT qualification?</p>
	Review new ICT Mark criteria	E- Learning Team	LS to review new ICT Mark criteria and share with E-Learning Team > monitor progress towards each standard and report online using self-review tool > P Flynn and G Hawkins to monitor progress and put in place suggestions.		
	Complete 360 degree safe online assessment tool and apply for e-safety mark	P Flynn & Squirrel Applications made by July 2022			
	Safer Internet Focus Day	LC, LS 8th Feb 2022	LS to monitor / provide support and resources		
	Train Staff E- Safety Qualification (EPICT)	Jackie Robinson and TBC to complete EPICT by end of July 2022	P Flynn—Epiict facilitator		

**Priority 3: Personal Development
(2021-2022)**

- To ensure that our curriculum extends beyond the academic, technical or vocational and provides for children's broader development.
- To ensure that our school consistently promotes the extensive personal development of pupils (so that our children have access to a wide, rich set of experiences (identified as a strength of our school, Ofsted March 2019)
- To continue to provide high quality opportunities for our children in order for them to develop their talents and interests.

End of Year Success Criteria

- Our curriculum offer is designed to extend beyond academic skills.
- Our children's spiritual, moral, social and cultural development remains an integral part of our school.
- Pupils' personal development continues to be deemed as a strength of our school (Ofsted March 2019)
- Leaders ensure that the Christian faith remains central to our school's ethos, whilst valuing and respecting children's own beliefs.
- Our curriculum supports our children to be confident, resilient and independent, and to develop strength of character.
- High-quality pastoral support for all children and staff is provided, promoting the importance of mental health and well-being for all.
- Children know the importance of eating healthily, maintaining an active lifestyle, keeping physically and mentally healthy and active.
- A wide range of opportunities to nurture and develop children's talents and interests are provided which children value and appreciate.
- Leaders continue to recognise the challenges our children face, raising aspirations and preparing our children for life in modern Britain (Ofsted March 2019)
- Our understanding of the diversity of faiths, cultures and religions of our children remains deep and respectful (Ofsted March 2019)
- A range of opportunities are provided in order to develop children into responsible, respectful and active citizens.
- All stakeholders actively demonstrate the school motto and vision of 'Aspire, Believe, Achieve' (Ofsted March 2019).

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Provide opportunities within our curriculum to develop pupils' character; their spiritual, moral, social and cultural development and understanding of British values	Embed new topic in Year 5—WWII and Post-war Britain (Keep Calm and Carry On) and review Shore to Shore in Year 1	Humanities Team Year 5 Staff—Autumn 21 Year 1 Staff—Summer 22	Children's evaluations; subject team to monitor topic content and delivery and the impact?	<ul style="list-style-type: none"> • Our children's spiritual, moral, social and cultural development remains an integral part of our school. • Pupils' personal development continues to be deemed as a strength of our school • Children and parents are exposed to a range of cultural celebrations, festivals and themed weeks such as Flu-Invaders, Anti-Bullying, eSafety, Mental Health, Climate Change, Health & Sports week • A wide range of opportunities and experiences are provided which children value and appreciate. • Active School Council reps elected across the school • School Council reps provide regular feedback to classes > use of Microsoft 	<p>What opportunities across the curriculum are there for children to explore SMSC and articulate spiritual issues?</p> <p>During Governors monitoring, how is SMSC promoted across the school? What evidence is there?</p> <p>What is the impact of visits, visitors and experiences?</p>
	Whole school Focus Day to develop knowledge and understanding of The Monarchy. Continue whole school focus days for contextual and core subjects.	All staff—(Coordinated/directed by Humanities Team and RE/HE/PSE/RSE Team)	On day presentations and sharing of the day Children's evaluations, Parent/Carer evaluations		
	Re-establish a range of visits, visitors and experiences in place across the school (when appropriate)	Year group staff Transport costs Parent Contributions / PPPG	Children's evaluations; subject leaders to monitor visits, visitors and experiences related to their specific subject areas - impact?		
	Implement new School Council procedures (application form, elections, nominations, structure, etc). Hold timetabled meetings—	RE/HE/RSE Team Autumn 2	School Council Display/Notice Board AS to receive regular minutes and updates from School Council reps		
Through school and outside providers provide a wide range of opportunities for children to experience and develop beyond academic skills	Ongoing PE Team Year Group Teams RE/HE/PSE /RSE Team	Uptake of opportunities: Children's evaluations; Outside providers feedback			

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
Provide opportunities within the curriculum and the wider school to promote pupil and staff mental health and wellbeing, ensuring that this remains a high priority for all staff and leaders.	Termly HE and PSE Focus days reflect contextual needs of the school community	Each term SLT	CW, RE & PSHE team / appropriate subject leads to monitor HE and PSE focus days and sessions > pupil voice / work scrutiny	<ul style="list-style-type: none"> HE and PSE sessions in place and 'difficult & complex' topics identified and addressed Our children are confident, resilient and independent, learners. High-quality pastoral support for all children and staff is provided, promoting the importance of mental health and wellbeing for all Staff are confident to support pupils with PSEB needs Reduction in number of incidents in the Behaviour Logs for identified pupils Staff absence due to work related stress & issues remains at a low level 	<p>Which aspects of PSHE have been covered during the focus days? How did children engage?</p> <p>How many children have been supported by the LPSW or HSCLO? How can we continue to promote wellbeing in our school?</p> <p>What issues have been raised at the staff wellbeing committee? Are Governors able to help in any way?</p>
	Develop role of 'Leading Pastoral Support Worker' to upskill staff to support work with targeted children with PSEB Difficulties	JWT AG SENCOs	LPSW & SENCOs monitor cases and children 'causing concern' Identify continuing strategies for classroom. LPSW to complete termly reports of children working with – progress and impact		
	HSCLO & Lead Pastoral Worker to work with identified children and staff, where well-being support is required	AGrennan R Samuels J Woodstock-Townsend	AG to liaise with RS/JWT re. staff and pupil well-being		
	AG part of Wton Education Well-Being Network AG to complete Senioe Mental Health Lead training	Wton Educational Well-Being Network Government Grant Half-termly	AG to report to SLT & Governors and staff well-being committee Staff Well-Being Audit		
	Wellbeing committee continues to meet regularly and organise events, audit staff well-being, address identified issues post Covid—19	Phase Leaders AG W e l l - B e i n g Committee (monthly meetings) Half-termly	Staff Well-Being Committee to audit and monitor staff well-being across the school. Report regularly to all staff and Governors. End of Year Staff Evaluations GF to monitor staff absence rates		
Ensure that children, parents and staff know the importance of maintaining a healthy active lifestyle, promoting positive physical, emotional, social and mental behaviours.	Organise Healthy Active Lifestyle opportunities in and after school and community events, including 'cause for concern' children / children impacted by lockdown are accessing physical activity through curriculum. Extra-curricular activities, Wolves Foundation, PE & Sports team	KL, HC, IS, AG Wolves Foundation After school clubs Sports Premium Funding	HC to work with AG & Link Governor (CC) regularly regarding PE & Sports activities and progress. Reports to Governors re. Sports Premium Funding and impact	<ul style="list-style-type: none"> All 'cause for concern children' accessing weekly physical activity. Inactive children will be targeted and will take part in lunch time activities/targeted PE activities. Opportunities are identified for parents to access physical activities. All children have access to extra-curricular activities, during and after-school Children know the importance of eating healthily, maintaining an active lifestyle, keeping physically and mentally healthy and active. A wide range of opportunities to nurture and develop children's talents and interests are provided which children value and appreciate. Pupils attend school appropriately dressed for PE lessons 	<p>How do you identify 'cause for concern' / target children?</p> <p>What has been the impact of lockdown on children's fitness and health? Why do you think it is important to increase the parental involvement in physical activity?</p>
	Raise profile of physical activity through new PE kit and wearing of kit on designated days.	All staff Parents	Class teachers to liaise with parents of pupils		
	Use newsletter and social media to signpost families to increase parental involvement/participation. Ensure entitled families are registered for Citywide activities and holiday support	Admin staff AG CofW	Parental engagement with newsletter and social media		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>To tackle the barriers to learning faced by some of our children</p> <p>To raise the progress and attainment of vulnerable children</p>	Address barriers to learning such as Language skills, Behaviour and Safeguarding—opening an Early Help and liaising with outside agencies where applicable.	R Samuels A Grennan ASmith	DSL/DDSL to meet half-termly to discuss – progress and impact > AG to analyse impact, share with Governors	<ul style="list-style-type: none"> • Safeguarding and support programme in place and reviewed each term to address current needs; • HSCLO programmes run and well attended • Vulnerable families are supported and provision put in place, in conjunction with other agencies where appropriate • Increased knowledge of children across the school • Regular safeguarding/vulnerable families/learners slot in staff meetings to update or information given through Phase Leaders • Vulnerable families engaging with school and accessing wider support 	<p>What is the Early Help process? How does this support the child and the family?</p> <p>What is the impact of the HSCLO? How many children and families does the HSCLO support?</p> <p>What support is given to families where on-line access is a barrier?</p> <p>What is the impact of the HSCLO and the new St Luke's Church Women & Families Minister working together?</p>
	HSCLO maintains regular 'catch-up' with children being supported	Weekly R Samuels	HSCLO regular updates in to ensure staff are informed		
	Vulnerable learners are supported through appropriate and timely information sharing to adults who are working with them	AG / RS / AS Ongoing	AG to monitor Safeguarding records AG termly meetings with LA Safeguarding Officer (DM)		
	Identify and engage with pupils and families where on-line access is a barrier to learning and determine appropriate support.— eg access support/device loan/ homework club	Class Teacher E-learning team	Feedback reports show majority of pupils accessing on-line learning throughout the year and across the curriculum.		
	Opportunities for vulnerable and marginalised parents/carers to attend –for education and social well-being are provided	RS/AG/AS Vic Ritchie	Attendance record and evaluations are taken and analysed		

Priority 4: Leadership & Management (2021-2022)

To ensure that Leadership and Management is outstanding and that all leaders pursue excellence, striving to continually improve teaching and learning so that all pupils can achieve their full potential.

End of Year Success Criteria

- To continue to effectively manage daily practice, considering implications of Covid19
- Gaps in knowledge have been addressed and taught; curriculum has been updated to reflect the time children were away from school in the 2019-2020/2020-2021 academic years
- All leaders and managers, including those responsible for governance, have a clear and ambitious vision for the pupils and lead by example.
- Leaders and Governors use school performance data, school improvement plan and Performance Management to ensure effective professional development is in place whilst focussing on improving staff subject knowledge, teaching and learning and the appropriate use of assessment.
- The school's curriculum is inclusive for all children and promotes and sustains a thirst for knowledge and understanding and a love of learning.
- The school has highly successful strategies for engaging with parents/carers.
- Leaders engage effectively with staff and continue to recognise and value the importance of staff well-being.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance and quality of education.
- Leaders and Governors have a deep, accurate understanding of the school's effectiveness.
- Safeguarding and Health & Safety standards are excellent, ensuring children and staff are safe.

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>To increase the effectiveness of all leaders in school in:</p> <ul style="list-style-type: none"> • self-evaluation processes, • School Improvement planning • Assessment for Learning (AfL) • Analysis of data and data tools/systems • Coaching and Mentoring • Managing Resources 	Leaders to attend LA School Improvement Workshops & City Directors Briefings	HT/DHT: 30.09.21; 11.11.21; 20.01.22;	Leaders to disseminate information with all staff, identify actions and next steps	<ul style="list-style-type: none"> • Leaders and Governors focus on consistently improving outcomes for all pupils. • Quality Assurance & monitoring procedures embedded • Effective self-evaluation processes in place, i.e. SEF and SIP • Assessment information is used effectively to identify priorities and demonstrate impact i.e. KS2 Attainment & Progress is above the National Average / Floor targets are exceeded • Increase the proportion of children achieving GDS across the school • Leaders undertake efficient and effective monitoring activities • Leadership & Management is judged at least Good in Ofsted • Effective distributive leadership in place • Leadership at all levels is effective and strategic > driving the school forward 	<p>How has the LA support impacted on Leaders and in turn, teaching & learning and Pupil outcomes?</p> <p>Has the LA input had a positive effect on outcomes?</p> <p>What are the strengths and areas for development from LA reviews?</p> <p>What CPD have leaders been involved in delivering?</p> <p>What are the key messages for leaders from Leadership briefings, conferences, meetings, etc?</p> <p>What is the strategic plan for ICT and e-learning?</p> <p>How has leadership developed through the support from the LA, ConnectEd Partnership and Lichfield Diocese?</p>
	SLT to meet with SIA on a termly basis > School Improvement Issues	Termly	SIA report shared with Governors > monitor progress made and next steps		
	AS to attend ConnectEd DRB Ignite Leaders briefings	DRB: 23.09.20; 03.03.21; 16.06.21 ConnectEd Partnership Cost £3243.00	AG/AS to disseminate information with all staff		
	SLT to attend LA workshops / CPD for improving outcomes; children's progress, curriculum, data etc	Understanding Qualitative Data: 23.09.21 Widening the Curriculum Working Party—monthly Assessment Update: 13.01.22	Phase leaders to feedback to AG re. assessments, areas for concern / next steps		
	Subject Leaders to participate in LA Subject Leader Networks	Maths: 10.11.21; 16.03.22; 22.06.22 SEND: 17.11.21; 23.03.22; 22.06.22 EYFS: 30.11.21; 16.02.22; 15.06.22 STEM: 03.11.21; 02.02.22; 14.06.22 Eng: 20.10.21; 11.02.22; 25.05.22 RE: 07.10.21; 10.03.22; 19.05.22 RSHE: 14.10.21; 27.01.22; 04.05.22 Assessment: 24.11.21; 29.03.22; 30.06.22	Subject leaders feedback to AG & Curriculum & Standards committee. Any actions required? Next steps?		
	E-Learning Subject Leader to meet with eServices, Squirrel Education & P Flynn (eSafety Advisor)—strategic meeting	Autumn 2021 to plan 2022-2023 programme of support: £3550.00 Squirrel Education; £9000.00 eServices; Online Behaviours £1575.00	LS to discuss strategic plan with e-learning team / Finance Officer E-Safety Mark achieved		
	Diocesan Christian Distinctiveness Advisor regularly meets with AG (HT) and AS (DHT) CDA visit	09.11.21; Spring 2022; Summer 2022 £1820.00 Diocesan Conference > Feb 2022?	AG/AS/REB to regularly meet to discuss meetings & support > identify actions / next steps		
	Staff to continue to be members of the LA Moderation team, and potentially extend to include further experienced members of staff.	Complete LA & STA Moderation training sessions, successfully complete test. Ongoing	AG to meet with staff identified as LA Moderators to discuss CPD > any messages for school?		
	Staff across the school to participate in LA Moderation sessions throughout the year	Assessment & Moderation SLA £1800 Ongoing	Moderation records completed; Subject leaders validate judgments		
EP & LD (SLEs) through ConnectEd Partnership, deliver RQT programme and AG - NPQML / NPQSL programme with leaders from other Schools/Academies	Beginning Autumn 2021 Staff to recoup funding for school > cover costs	Evaluations of delivery of ConnectEd Partnership CPD			

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Questions for Governors
<p>To continue to develop the effectiveness of the Governing Body</p> <p>To formalise the Governing Body's evaluation of the distinctive Christian character of the school to inform strategic direction utilising the support from the subject leader and CDA</p>	Embed reviewed Governance structures, committees & schedule > Governors Programme for 2021-2022 shared with all Governors at the beginning of the academic year	From September 2021	Governors minutes - structure and Governance agreed Governors Schedule > Governors monitoring summary and Governors Committee minutes	<ul style="list-style-type: none"> • Effective committees in place, i.e. (FGP / Curriculum & Standards) • Governors meetings are run effectively; meetings are informative but challenging • HT report is an effective and useful tool for Governors • Governors' knowledge and understanding of each subject area is strengthened > effectiveness of monitoring is increased. • Increased Governor confidence of holding the head teacher to account • Governors have a deep, accurate understanding of school's effectiveness, using this to keep the school improving by focusing on the impact of actions in key areas. 	<p>Are Governors challenging as well as supportive?</p> <p>Do Governors feel well informed about the school, progress, the curriculum?</p> <p>What are the key messages from the LA Audit?</p> <p>Where do Governors need to develop?</p> <p>How effective is the Governing Body in evaluating the Christian Distinctiveness of our school?</p>
	Embed system for leaders (subject/phase) to report to Governors about their subject/data i.e. via Link Governors or Curriculum & Standards Committee	FGB meeting 28.09.21 Structure and Schedule agreed Subject Leads Teams	Timetable agreed with subject leaders Link Governors in place Link Governors reports to FGB Curriculum & Standards Committee minutes		
	Undertake a Governors Audit to identify strengths and areas for development, training needs	Beginning Autumn term 2021	Audit report with next steps and training needs identified > Governors feedback on CPD attended		
	Christian Distinctiveness of the school is a standing item on the agenda of every LGB meeting.	Foundation Govs SLT Clerk CDA	Termly Christian Distinctive governors' visits take place. These will include opportunity for monitoring and evaluating distinctive Christian character		
<p>To ensure that Pupil Premium Grant (PPG) is used effectively across the school to ensure any gaps in attainment/progress of PP v Non PP are addressed; ensure attendance of PP pupils matches / exceeds Non-PP children; ensure that PP children are supported with visits and residential activities</p>	K Aldridge to participate in LA Pupil Premium Networks	PP: 07.12.20; 11.02.21;27.04.21;	KA to feedback to AG/AS and disseminate information to staff & Link PP Governor (A Chhabra)	<ul style="list-style-type: none"> • Appropriate Pupil Premium information displayed on school website • FGP Governors analyse PP expenditure on a termly basis • Pupil Premium Review completed > Pupil Premium action plan in place • Attendance, Attainment and Progress of PP children is in line with the rest of the school and above National average 	<p>What are the barriers that our Disadvantaged children face?</p> <p>What steps/actions are being implemented to tackle these barriers?</p> <p>What progress is being made towards milestones of Pupil Premium Data?</p> <p>Has the PPG Overview been completed and published on School Website?</p>
	KA/AG to complete termly data analysis of Disadv Pupils across the school > produce summary report identifying strengths and areas for development	December 2021 March 2022 July 2022	KA/AG to share information with Phase Leaders & staff AG to share findings with Governors—key messages and Link PP Governor (A Chhabra)		
<p>To ensure that Sports Premium Funding is used effectively across the school to target children for PE& Sports; improving healthy lifestyles</p> <p>(See PE & Sports Action Plan)</p>	PE & Sports Leader to continue to review provision and implement action plan > organising appropriate CPD	L Kirk / H Ceresa / A Grennan I Spooner	AG to monitor action plan > liaise with H Ceresa / L Kirk	<p>See Sports & PE plan for outcomes related to Sports Premium Funding</p>	<p>Is the Sports Premium Funding being used effectively?</p> <p>What is the impact of WWFC? Are staff more confident in the delivery of PE & Sports?</p> <p>Is St Luke's participating in a wide range of competitions? Is this celebrated?</p>
	Review long term plan for PE & Sports, upskilling staff in the teaching & learning of PE re. impact of Covid	K Ling S Glynn R Greenaway	Learning Walks Monitoring > Summative report (D) to HT & Link Governor		
	Purchase Gold Package provision from WWFC Foundation, identify next steps > areas for support	L Kirk / H Ceresa / A Grennan Wolves Foundation rep	LK/HC/AG to ensure that any planning from Wolves Foundation is uploaded onto Team—OneNote link.		
	Extra-Curricular activities within each phase to promote fitness & focus on any PE aspects missed due to Covid-19 > timetable to promote active and fitness opportunities throughout the academic year	Soccer 2000 Wolves Foundation Parental contributions Other Sports providers Sports Premium Grant	Subject Area team & Phase Leaders monitor extra-curricular activities offered within the phase and take up of children		

Objective	Action	Whom?	Monitored	Success Criteria	Progress Made and Next Steps
To ensure Safeguarding policies, procedures, CPD and record keeping are all outstanding	AG to review Safeguarding Policy and Staff Code of Conduct	A Grennan— Aug 2021	Share documents with LA Safeguarding Officer for comments / actions	<ul style="list-style-type: none"> • Safeguarding policy reviewed, shared with staff and Governors • Safeguarding information shared regularly with staff • Training completed for all appropriate individuals • Safeguarding Booklet / Staff Code of Conduct updated and distributed • Staff have greater understanding of current Safeguarding and are confident to report all issues to DSL/DDSL • Actions identified in the Safeguarding Audit 	<p>Is Safeguarding information regularly shared with staff?</p> <p>What progress is being made with the Safeguarding audit action plan?</p> <p>Does the school website comply with statutory obligations?</p> <p>What Safeguarding CPD have the staff undertaken?</p>
	AG/AS/RS audit Safeguarding training and identify training required	AG - Sept 2021 Beginning of	Check with LA Safeguarding Officer re. are school meeting statutory training guidelines?		
	AG/AS/RS termly meetings with LA Safeguarding Officer > Safeguarding policies and procedures checked by LA Safeguarding Rep through regular meetings	Termly	Audit completed > actions identified AG to report to Governors via HT Safeguarding Report		
	School Safeguarding team to deliver CPD for all staff	Safeguarding Team — Ongoing	Evaluations from staff gathered What CPD would staff feel is beneficial?		
	AG/AS to meet with Safeguarding Governor to ensure that school is meeting Safeguarding requirements >	Termly	SCR reviewed each term by Governors at FGP		
	E-Services to ensure school website is compliant	AG - ongoing	Nominated Governor (AMH) to ensure school website is compliant		
To ensure Health & Safety policies, procedures, CPD and record keeping are all outstanding	Health and Safety measures adhered to and Effective hygiene systems in place	Summer 2021 in prep for Sept opening	Governors & LA H&S team to approve Covid 19 Risk assessment - signed and LA approved	<ul style="list-style-type: none"> • H&S policy reviewed, shared with staff and Governors • H&S information shared regularly with staff • Training completed for all appropriate individuals • H&S Onenote updated and staff are made aware of changes • Staff have greater understanding of current H&S and are confident to report any issues / concerns / near misses • Actions identified in H&S Audit completed 	<p>Is regular Health & Safety CPD undertaken by key staff?</p> <p>What is the feedback from the external H&S Advisor?</p> <p>Are policies and procedures up to date?</p>
	H&S policy reviewed, changes made in consultation with H&S Advisor	AG, CB, DN Autumn 2021	Policy shared with staff and Governors - approved		
	Audit of training completed by all staff	Sept 2021 Jan 2022	Audit completed > training needs identified and booked		
	H&S CPD delivered on a regular basis	Ongoing	Evaluations from staff gathered What CPD would staff feel is		
	H&S Onenote updated and staff are made aware of changes	Ongoing	SLT to monitor staff knowledge and understanding of H&S issues		
	CB half-termly meetings with H&S Consultant & Site Manager	Termly	H&S policies and procedures checked by Crest H&S Consultant through regular meetings AG to report to Governors via HT H&S Report		

End of Year Success Criteria:

- Gaps in knowledge have been addressed and taught; curriculum has been updated to reflect the time children were away from school in the 2019-2020
- Engage with Church school networks at a national level to develop and disseminate excellent practice.
- Develop induction processes for all new stakeholders joining the school to immerse them in the distinctively Christian vision and values of this Church school.
- Embed the use of Religious Literacy in RE teaching and learning
- Embed pupil led worship using Gather, Engage, Respond, Send structure
- Governors leading and ensuring distinctive Christian character of the school

Objective	Action	Whom? Cost?	When?	Monitored	Success Criteria	Questions for Governors
Identify opportunities to engage with church school networks—national level Focus of project should be allow opportunity for developing and disseminating excellent practice.	Meeting with CDA from Lichfield Diocese (termly meeting)	A Smith A Grennan LD BE SLA £1820		Termly meeting attended > Report produced by CDA and shared with Subject team, SLT and Governors	<ul style="list-style-type: none"> • Meeting held, reports received and recommendations actioned • Possible projects shared and considered • Application made to join identified project • Initial plan created • Plan shared with stakeholders • Action plan for project drawn up • Actions implemented • Evidence of impact • Outcomes reviewed • Next steps identified 	<p>How effective is the CDA support from the Diocese?</p> <p>What is the impact of being involved in a project at a National level for our staff, our children and our Governors?</p> <p>What are the identified actions and next steps?</p>
	Work with CDA to Identify a National church school project that school can engage with	A Smith LD BE SLA £1820 Termly meetings		Next steps and actions identified		
	Work with CDA to draft plan for engagement in National church school project	Team A Grennan SLT & R EB LD BE SLA £1820				
	With CDA, review engagement in national church school project					
	Work with CDA to identify next steps for project engagement—continue with project or identify new project					
Ensure that the distinctive Christian vision is reflected throughout the school Develop induction processes for all new stakeholders joining the school to immerse them in the distinctively Christian vision and values of this Church school	Monitor display of vision around school and on website	Subject Area Team Budget for Publicity resources		Foundation Governors—Termly Learning Walk	<ul style="list-style-type: none"> • Vision is displayed in classrooms and other areas of school. • SIP and school policies clearly have the school vision embedded in them. • Pupils, staff, leadership and stakeholders are able to understand, explain and demonstrate the school vision throughout the school day. • Create resources for identified new stakeholders • Consult and review and QA with stakeholders • Roll out induction processes to all stakeholders 	<p>During Learning Walks, are the school vision and values displayed around the school?</p> <p>Can children, staff and parents/carers relay the meaning of the school's Christian vision?</p>
	Revisit the Christian Vision and Christian Values as part of the Collective Worship programme	A Smith A Grennan Resources		Subject area team & Foundation Governors monitoring of worship / children's evaluations of worship		
	At time of review, check SIP and policies refer to the vision and how the vision is a driver for the policy	Team A Grennan SLT & R EB		Foundation/Link Governors SLT		
	Create Induction processes to St Luke's as Church School for all stakeholders inc <ul style="list-style-type: none"> • Worship themes • SWAY/Website information • Work with FOSL • Family worship 	Team SLT FOSL		A Grennan A Smith Foundation Governors		

Objective	Action	Whom? When? Cost?	Monitored	Success Criteria	Question for Governors
Embed religious literacy being used in RE teaching and learning .	Track teaching and learning , look at work samples and planning to see the religious literacy in use.	Subject Area team + R EB	Subject Team monitoring cycle > planning; learning walks > identify next steps and support required	<ul style="list-style-type: none"> Religious literacy is used throughout RE teaching, CW and learning across the school by staff and pupils. Religious literacy is not only used, but understood by pupils. Pupils familiar in using Key Understanding Vocabulary Key vocabulary is identified and lits usage considered in each unit assessment 	During Learning Walks, are Governors able to hear children using RE vocabulary in their learning, can they see RE vocab in the classroom environment and in the children's books? What is the 'Understanding Christianity' resource?
	Identify opportunities for improvements in using religious literacy	Release time for all members of team			
	Create and display an Understanding Christianity timeline to reinforce key concepts and vocabulary.	Team Frieze Area in school	Foundation Governors—Termly Learning Walk Pupil Interviews		
	Ensure that each unit assessment is complete and has the use of key religious vocabulary at its core.	Team Autumn Spring Summer	A Smith - analysis of RE assessments / termly data— Percentage of children on track / exceeding Report to Link Governor		
Revitalise Collective worship following Covid-19 restrictions.	Identify worship themes and create timetable of worship for the school year	A Smith	CW Evaluations from staff and children	<ul style="list-style-type: none"> Planned worship sessions in Spring and Summer Term Worship involving Parents/carers taking place Pupils involved in planning and leading worship with adult support as required Pupils use GERS structure, demonstrating school and Anglican practices. Impact of involvement in worship expressed by pupils 	Is it clear that Collective Worship is integral to life at St Luke's? Evidence? What do the evaluations for Collective Worship say? What are the key messages? Are parents/carers attending activities such as Family Workship, coffee mornings, courses > linked with SL W&F Minister
	Variety of worship in place across the school > phase worship, Sing & praise, family worship, pupil led class worship sessions using the Gather, Engage, Respond, Send structure	A Smith K Aldridge Phase Leaders	Phased approach to Whole School Worship and Sing & Praise, i.e. Aut term > Phases; Spring term > Rec & KS1; KS2 Summer term > whole school		
	Review and Audit worship songs	K Aldridge CCLI S&P Worship Song Database	Worship team > children's evaluations AS/KA to complete and submit CCLI form		
	Explore worship and other opportunities of developing stronger links with the Church (Newly appointed Women and Families Minister)	A Smith R Samuels V Ritchie	Worship Team St Luke's PCC Foundation Governors Parent/Carer Evaluations		
Formalise the Governing Body's evaluation of the distinctive Christian character of the school to inform strategic direction utilising the support from the subject leader and CDA	Report on Christian Distinctiveness of the school as a standing item on the agenda of every LGB meeting—ie Governor visits, monitoring, pupil voice, parent feedback	A Grennan A Smith Clerk	Governors minutes—evidence of Governor visits, monitoring, pupil voice, parent feedback	<ul style="list-style-type: none"> Evidence of Governors role in shaping the school's Christian Distinctiveness, providing challenge and support and holding leaders to account. FG attending and feedback on CW events throughout year CD focus for Governor link visits—derived from CDA/CW/ RE monitoring Evidence of Vision as driver in policies and practice of school 	Is it clear that Collective Worship is integral to life at St Luke's? Evidence? What do the evaluations for Collective Worship say? What are the key messages? What is the uptake for worship club? Feedback from children and parents?
	Diary link—foundation governor to visit and report back on Collective Worship throughout the school year.	AS Foundation Gov	AS & Link Governor Report (verbal or written)		
	Termly Christian Distinctive governors' visits take place. These will include opportunity for monitoring and evaluating distinctive Christian character.	AS AG CDA	Termly meeting attended > Report produced by CDA and shared with Subject team		
	Governors involved in ensuring that our vision and aims and reviewing its implementation in policies and practice.	C & A / Foundation Gov Subject Leaders SLT	Governors committees / meetings / visits Governors Minutes		