SCHOOL DEVELOPMENT PLAN 2021-2022

Captain Webb Primary School

SEPTEMBER 22, 2021

WEBB CRESCENT, DAWLEY, TELFORD, TF4 3DU

Area for focus – SEND

	Outcomes for pupils – SEND
OVERARCHING SUCCESS CRITERIA	• For all SEND pupils to be reading to their full potential through quality teaching, targeted internal and external support (including parents) • For all staff to have a clear understanding of of first quality teaching for SEND pupils.

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
Lower Key Stage 2	72%	100%
Upper Key Stage 2	75%	100%

OBJECTIVE	ACTIVITIES	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS: Who will monitor for impact?	EVALUATION Questions that could be asked by Governors
To have a clear baseline of staffs understanding of SEND and thus be able to plan training to support staff.	To review the SEND audit and undertake any further actions that have yet to be completed due to COVID using the SEND reflection framework from WSS (AF)	Audit to be completed by the 1/10/21 Action plan to be drawn up by SENDCO by 10/10/21	SLT will have a clear understanding of staff's knowledge of SEND and can put in place a clear program of support/training if required Improved knowledge	None	SP and AF	What training have you put in place to support staff in developing a clear understanding of SEND and how best to support these pupils?
To have a clear view of how SEND pupils feel about the school offer they receive and how we can improve this for this group of pupils	Undertake an audit of SEND pupils on the how they feel school is for them. Gather opinions and add any outcomes that need addressing to this action plan Consider how this group of pupils are represented on school council, sporting events and clubs etc (AF)	Audit to be completed by AF by Dec 1st finding to be analysed and placed on action plan by 17/12/21	SEND pupils perception of school will improve due to acting on the finding from pupil voice This will be measured by outcomes from the survey used so this is measurable	Dependent on findings from pupil voice survey	SP and CM	How are pupils going to be aware that you are acting on their thoughts and opinions?

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To improve the quality of teaching and learning for SEND pupils	Increased lesson observations and book scrutinies to be undertaken by SLT and SENCOs to ensure teachers are delivering quality first teaching to SEND pupils. Teachers to be given quality feedback with clear development points to be acted upon to improve practice Increased use of pupil voice to assess the viewpoint of this group of pupils (AF and SP) Dates will be planned in on half termly planner	% of children to be on track to achieve age expected outcomes in Reading, Writing and Maths at the end of each term.	100% of lessons are judged at least good with at least 40% being outstanding resulting in increased progress being made for this group of pupils	None	SIP and LA advisor through termly visit and monitoring of data Governors through half termly meetings	What percentage of the quality of teaching and learning is being judged as good or better? Demonstrate through pupils books the progress being made by this group of pupils

	Aut	Spr	Sum
Yr1	62	66	70
Yr2	70	72	76
Yr3	70	72	76
Yr4	70	72	76
Yr5	72	74	76
Yr6	76	78	80

	Good	Outstandin
Dec	80%	15%
April	90%	20%
July	100%	35%

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To ensure work is accurately matched to the needs of SEND pupils to ensure they make better than expected progress	SENCO to undertake a review during the Autumn term on how effective targets for IEPs are. These should reflect the recommendations of outside agencies in order to ensure IEPs are suitable to support with the application of EHCP's SENCO to deliver workshops to support teachers who require additional support in the writing of IEPS (AF)	Targets to be reviewed every six weeks following the completion of the targets being written for the IEP's	That SEND pupils are judged to make better than expected progress in all areas of the curriculum. Teachers use IEPs to plan for SEND pupils Smart targets are clear, and progress is easily measurable against them	None	CM through moderation and book scrutinies see planner for dates Governors through half termly meetings SLT to monitor 2x every half term	Can you demonstrate that the targets identified on pupil's IEPs accurately match their needs and result in good progress being made?

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For interventions to be effective in increasing the progress being made by SEND pupils	Implementation of a clear plan of interventions that are to be conducted throughout school. These should be monitored regularly to ensure impact. Interventions should be clearly linked to the recommendations made by outside agencies such as LSAT and ED Psych. Interventions should be linked to the targets outlined on pupil's IEP's (AF) When reviewing consider the following Are they being delivered consistently? Are baselines gathered? Attendance logged?	Intervention plan to be written by Dec 2021 and to be in place by Jan 2022	Interventions will be delivered in a skilful manner that maximises the impact of the intervention being undertaken and increases the progress being made by SEND pupils Interventions will not impact on SEND pupils receiving and participating in a full curriculum	None – Staff already employed to undertake interventions	Delivery of interventions will be monitored by the SENCO's and SLT as outlined on half termly planner	Can you demonstrate how the interventions being delivered to SEND pupils link to the targets identified on their IEP's? Can you explain ow SEND children are still receiving a full curriculum whilst undertaking interventions

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All staff to have a clear understanding of how to deliver identified interventions	Staff accurately delivering the support. SENCO's and LSATs to deliver relevant training to ensure all staff are aware of the interventions being delivered and how they should be delivered to maximise impact and progress for SEND pupils (AF)	SENCO to have booked relevant training with LSAT By Sept 30th Training to be delivered to staff throughout the year dates to be provided once confirmed with LSAT	Interventions will be delivered in a skilful manner that maximises the impact of the intervention being undertaken and increases the progress being made by SEND pupils Interventions will not impact on SEND pupils receiving and participating in a full curriculum	None	Delivery of interventions will be monitored by the SENCO's and SLT as outlined on half termly planner	Can you demonstrate how the interventions being delivered to SEND pupils link to the targets identified on their IEP's? Can you explain ow SEND children are still receiving a full curriculum whilst undertaking interventions

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To accurately measure the progress being made by SEND pupils	Devise a new system linked to the targets set on pupils IEPS in order to accurately monitor the progress being made by SEND pupils (AF and SLT)	A clear system to be in place by Dec 2021 this will be monitored and reviewed throughout the remaining of the academic year for impact	SLT will be able to challenge the progress being made by SEND pupils SEND pupils to make greater progress due to all staff having a clear understanding of progress being made	None	SLT through pupil progress meetings which are held every half term CM and SP through lesson observations and book scrutinies	How are pupil progress meetings being used to hold staff to account? What strategies are being used to ensure that children remain on track? How is the impact of interventions being monitored?

Area for focus – SEND

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<tr><td>To ensure that SEN parents have a clear understanding of the support that their child is receiving in school and how they can support their child in order to make better than expected</td><td>All SEND parents to have regularly meetings with the SENCO and Class teacher – Meeting with <u>all</u> SEND parents once every half term to review progress and IEP's
Workshops to be held focusing on explaining how interventions work and how parents can support</td><td>Meetings to be set every half term for academic year 2021/2022

100% of parents to attend</td><td>SEND pupils to make better than expected progress due to additional support received from parents
All stakeholders have a clear understanding of the targets being set for all SEND pupils and how the pupils are going to be supported to achieve these</td><td>None</td><td>SLT
Parent questionnaire to monitor the response</td><td>What percentage of parents attend the workshops?
How are you encouraging hard to reach parents to attend the parent meetings ?</td></tr>
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Ensure SEND pupils are being given the relevant support to ensure they are making better than expected progress	Clear identification and timeline in place to ensure that children who require EHCPS receive them promptly in order to ensure they are receiving the relevant support they require in order to maximise progress being made (AF)	SENCO has a list of children who require an EHCP assessment. These are ranked in order of priority following a meeting with Headteacher Clear dates aas to when each EHCP assessment is to be applied for	SEND pupils who require EHCP's are quickly identified, outside advise is sought and advise acted upon to ensure that the EHCP application can happen in a timely manner to ensure progress for this group of children isn't hindered	None	SIP and LA advisor through termly visits Governors through half termly meetings	How many pupils have been identified as possibly requiring an EHCP? How are the targets being set on IEPS supporting children in attaining EHCP's?

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To ensure SEND pupils are able to access homework and that the completion of this supports the progress being made by these pupils	Review of homework being given to SEND pupils to ensure that this is appropriate and linked to targets that have been met in school	SENCO to conduct a review of the homework that is being given to pupils to ensure it matches the needs of this group of pupils and where possible linked to the targets identified on pupils IEP Review to take place during the Spring term	Homework is supporting pupils to make progress Children are completing homework regularly as it is appropriate, and the outcomes are achievable for these pupils	None	SLT	What percentage of SEND pupils are completing homework? Is the homework linked to the targets on the children's IEP?
To ensure the work being set for SEND pupils is appropriate and accurately matched to their needs.	PDM focused on the improving differentiation for the SEND group of pupils. Essential that this includes opportunities for SEND pupils to develop independence	PDM will occur during Spring term 2022 See planner for details	Lesson observations and book scrutinises will demonstrate that SEND pupils are making accelerated progress due to accessing work that is closely matched to their needs SEND pupils are observed to have a higher level of independence and are less reliant on staff to complete work	None	SLT and CM through book scrutinies and lesson observations See planner for details	Can you clearly demonstrate to me the progress that the SEND pupils are making through book scrutinises and targets?

Area for focus – SEND

Area for focus – The Foundation Stage

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To ensure the Foundation stage is run efficiently and conforms to all current legislation	The appointment of a Nursery manager to oversee the day to day running of the Nursery unit The Nursery manger to ensure that the unit meets all OFSTED/ Early years requirements The nursey manager to work closely with the Foundation stage co-ordinator to improve educational outcomes for the pupils attending the setting The nursery manager to be responsible for the promotion of the Nursery setting in the local community	The Nursery Manager to be appointed and in post by September 2021	That the Foundation Stage Lead has more time to focus on the developing the Foundation Stage curriculum and quality of the teaching and learning in this phase. The quality of teaching and learning continues to improve and outcomes for pupils rise.	Additional cost for the uplift of the member of internal staff that has been appointed	SLT through the work undertaken when monitoring and additional reports produced by the Nursery Manager	Can you demonstrate the impact that the Nursery Manager is having on raising standards in the Foundation Stage? Can you demonstrate how the Nursery manager is impacting on the number on role in the Foundation stage?

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To ensure that the new Foundation Stage curriculum is being delivered appropriately and with high expectations for all pupils	All Foundation staff to receive training on the new curriculum from T and W See CPD program for dates	Staff to receive training through the LA on implementing the new Curriculum Following course recommendations are implemented and acted upon throughout the year SB to draw up an action plan following the course.	% of children on track to achieve ARE in all areas of the curriculum Autumn 1 52% Autumn 2 56% Spring 1 58% Spring 2 62% Summer 1 65% Summer 2 68%	Cost of course	SLT through monitoring (See monitoring Timetable) SIP through monitoring See Planner for dates	Can you show how the new Foundation Stage curriculum is supporting the progress being made by PPP's? Can you explain how planning in the Foundation Stage is matching the new curriculum?

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Outcomes reflect the new Foundation Stage Curriculum due to improved planning that is linked to the new curriculum	Staff have additional time to re-plan the curriculum ensuring that the outcomes of the new curriculum are being met. Monitoring of the Foundation stage is undertaken regularly to ensure expectations and standards are in line with the outcomes of the new Foundation Stage curriculum	Additional time is given to the Foundation Stage staff to plan for the new curriculum. The new planning will be monitored through observations by SLT and our advisor Chris Minton	All lessons are appropriately planned and accurately address the needs of the children which result in accelerated progress for all groups of pupils. Children make good progress during each lesson and over time. Teaching and learning is never deemed less than good and increasingly outstanding	None – time will be given over staff meetings for teachers to plan	SLT through monitoring (See monitoring Timetable) SIP through monitoring	How are PPP's being supported to adapt to the challenge of the new curriculum? How are staff ensuring that all areas of the curriculum are being taught effectively

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To introduce all staff to the new Foundation stage curriculum and its increased expectations	PDM to be delivered to staff focusing on the New Foundation stage by the Foundation stage lead and Nursery manager SB and GB	SB to deliver a PDM on the expectations of the new framework following the training she receives – See planner for dates (Spring term)	All Staff are aware of the expectations of the new Foundation curriculum and have a clear understanding of how pupils progress through the stage. Staff are aware of the expectations of the Foundation Stage and can accurately build upon this as children progress through school.	None	SLT through monitoring (See monitoring Timetable) SIP through monitoring	Can the Subject Co-ordinators demonstrate they have a full understanding of the Foundation Stage curriculum through their monitoring? Can Subject Co-ordinators explain the expected progress children should make from 2 years to Year 6?

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All curriculum leaders to have a clear understanding of the New curriculum in order to be able to monitor the standards of teaching and learning and outcomes in the Foundation stage	Foundation Stage curriculum to be added to the curriculum plans so clear progression can be seen in all subjects from the age of 2 – 11 Co- ordinates monitor in the Foundation stage with SLT and CM to ensure judgments are correct and development points are accurate and going to move the teaching along	Foundation stage curriculum to be on the curriculum plans by Easter 2022 Curriculum Leaders to have monitored in the Foundation Stage by July 22	Progression is evident in all curriculum plans through from 2 -11 year olds. All staff have a clear understanding of the ARE expectations for pupils from 2 - 11	None	SLT through the monitoring cycle CM through monitoring activities	Can you demonstrate the progress being made in the Geography Strand of Fieldwork from the Foundation Stage to Year 6? Can a subject co-ordinator clearly articulate the progress a pupil should make from a 2 year old to an 11 year old in the subject that they lead?

	% of children on track to achieve ARE in all areas of the curriculum
Autumn 1	52%
Autumn 2	56%
Spring 1	58%
Spring 2	62%
Summer 1	65%
Summer 2	68%

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To ensure that staff can deliver the new curriculum by ensuring they have correct resources	Purchase of new resources that support the development of the new curriculum and enhance the provision being provided to the pupils. Resources to be purchased for all areas of learning Staff to receive additional training on developing high quality play within the setting- Training to be sought by SP	All new resources are purchased by the 17/12/21 Training to be provided during the Spring term 2022	Observations prove that play is of high quality and supporting the progress being made by pupils in all areas of the curriculum % of children on track to achieve ARE in all areas of the curriculum Autumn 1 – 52% Autumn 2 – 56% Spring 1 – 58% Spring 2 – 62% Summer 1 – 65% Summer 2 – 68%	£3000	SLE through their work in the Foundation Stage (Dates to be confirmed) SLT through monitoring of the Foundation Stage (See planner for dates) SIP – (See planner for dates) Governors through link Governors and reports to the Governing body.	Can you demonstrate how the enhance level of play in the Foundation Stage is impacting on the progress being made by pupils in their speech and language? Are PPP's making additional progress due to the enhanced level of play and resources? Prove this

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To ensure all guidelines of the new Foundation stage curriculum are being met through the introduction of the Keyworker system	Introduce Key workers into the Foundation stage. This is to ensure children are well supported throughout their time in the unit and staff have a clear understanding of the children's abilities and next steps required in their development/ learning Staff to receive training	Key workers are to be in place by October 31st, 2021 Key workers to begin completing records and focused sessions November 2021 Key workers to begin reporting to parents Jan 2022	Key workers are so familiar with the learning needs of the pupils that they can plan activities that closely match the needs of the pupils thus accelerating the progress being made by the pupils	None	Foundation stage Co-ordinator to monitor the implementation of the Key worker program SLT to monitor the impact of the Keyworker system through observations and book scrutinies	Has the introduction of keyworkers supported the links between home and nursery? How do you know this? Have the closer links improved the educational outcomes for pupils? Can you demonstrate this?

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To provide potential stakeholders and current stakeholders with UpToDate information through the nursery web site	Nursery Manager and Foundation stage lead to complete the Web site to ensure it contains up to date information for parents in order to help them support their child	Web site will be completed by March 2022	Children will make greater progress due to the increased support provided by parent. Parents will feel better equipped to support their children due to improved knowledge of the new Foundation Stage curriculum.	None	Governors will monitor the web site through their web site reviews	How many parents are using the web site? How are you promoting the web site to the parents? What are the parents view on the web site?

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To improve the quality of teaching and learning in the Foundation Stage	The use of an SLE to support the Foundation Stage Lead in implementing the new curriculum and improve the quality of play	SP to contact SIP to discuss the best possible SLE for our needs Sept 2021 SP to contact Sian Deane regarding the use of SLE Sept 21 SLE to be in place by October – Action plan to be drawn up by the SLE and Foundation stage lead before implementing	% of children on track to achieve ARE in all areas of the curriculum Autumn 1 – 52% Autumn 2 – 56% Spring 1 – 58% Spring 2 – 62% Summer 1 – 65% Summer 2 – 68%	Cost of SLE package and brokerage fee	**SLT through monitoring of the Foundation Stage (See planner)** **SIP – (See planner) Governors through link Governors and reports to the Governing body.** **Governors through Headteacher reports and NOV received from the SIP**	How is improving the quality of play improved outcomes for the PPP's? How has using the SLE supported the staff in developing their practice?

Foundation Stage

- To raise attainment throughout the Foundation Stage to ensure outcomes for all groups of pupils are at least in line with national outcomes and increasingly above
- To ensure that all groups of pupils make at least expected progress during their time in the Foundation Stage
- To ensure that the quality of teaching and learning in the Foundation Stage is always deemed to be at least good and increasingly outstanding

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
Lower Key Stage 2	72%	100%
Upper Key Stage 2	75%	100%

OBJECTIVE	ACTIVITIES	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS: Who will monitor for impact?	EVALUATION Questions that could be asked by Governors
To improve the quality of teaching and learning in the Foundation Stage by developing the outside area	The development of the outside area to support development and progress in all areas of the curriculum.	Receive 3 quotes and gain approval from Governors by end of September 2021 Work to begin in Spring term Area to be complete and in use by end of Summer 2022	The outside area is being fully used and utilised by all pupils in the Foundation stage unit to support the improvement of outcomes	£50,0000	**Foundation stage Co-ordinator to monitor the implementation of the Key worker program** **SLT to monitor the impact of the Keyworker system through observations and book scrutinies**	How do you ensure that all children are accessing the outside area and it is being used to accelerate the progress of all groups of pupils? How is the outside areas being used to support the development of fine motor skills which is a key are?

	% of children on track to achieve ARE in all areas of the curriculum
Autumn 1	52%
Autumn 2	56%
Spring 1	58%
Spring 2	62%
Summer 1	65%
Summer 2	68%

Area for focus – The Foundation Stage

Foundation Stage

- To raise attainment throughout the Foundation Stage to ensure outcomes for all groups of pupils are at least in line with national outcomes and increasingly above
- To ensure that all groups of pupils make at least expected progress during their time in the Foundation Stage
- To ensure that the quality of teaching and learning in the Foundation Stage is always deemed to be at least good and increasingly outstanding

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
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OBJECTIVE	ACTIVITIES	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS: Who will monitor for impact?	EVALUATION Questions that could be asked by Governors
To improve the quality of teaching and learning in the Foundation Stage by visiting other recommended Early Years settings.	Foundation Stage staff to visit other settings recommended by the SIP and SLE to gather ideas about how to improve practise within the unit at Captain Webb	Visits to take place in Autumn 2 following recommendations being made. Action plan to be drawn up following visits and work with SLE to improve outcomes in all areas of the curriculum Action plan to be in place by Jan 2022	The quality of teaching and learning continues to improve as evidenced in monitoring activities Autumn 1: 52% Autumn 2: 56% Spring 1: 58% Spring 2: 62% Summer 1: 65% Summer 2: 68% (% of children on track to achieve ARE in all areas of the curriculum)	None	Co-ordinator to monitor the implementation of the Key worker program SLT to monitor the impact of the Keyworker system through observations and book scrutinies	Following your visit to other settings what are your key areas for development in the Foundation Stage?

Area for focus – Curriculum

	Curriculum
OVERARCHING SUCCESS CRITERIA	• To improve the quality of the curriculum • To ensure that all subject co-ordinators are aware of the standards, and quality, of teaching and learning in their subject, and can articulate this, with next steps, to all stakeholders.

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
Lower Key Stage 2	72%	100%
Upper Key Stage 2	75%	100%

OBJECTIVE	ACTIVITIES	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS: Who will monitor for impact?	EVALUATION Questions that could be asked by Governors
To introduce an assessment system for all Foundation subjects linked to our progression grids	Creation of an assessment system linked to the subject grids Must be consistent in all subjects and linked to the standard floor books. Staff receive training from subject co-ordinators as to the evidence required to judge whether a pupil is working at ARE or above. (SLT to lead)	Assessment grids to be in place by Feb half term	Teachers have a clear understanding of the assessment procedures in all subjects Subject co-ordinators have clear evidence to support the judgments being made about standards and the quality of teaching and learning in their subject	None	SP and CM through monitoring activities as outlined in Monitoring timetable.	How many children are on track to achieve age related expectations in Geography in year 3? How are the assessment procedures impacting on the quality of teaching and learning?

	Curriculum					
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OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS: Who will monitor for impact?**	**EVALUATION Questions that could be asked by Governors**
To ensure all teachers have a clear understanding of the expected standards in each strand of all Foundation subjects	The creation of Floor/Standard books for all subjects which highlight the expected standards in each strand of the identified subject. Strand should be traced form the Foundation stage to Year 6 Co-ordinators have clear evidence of progression in all strands of their subject (SLT)	Floor books to be in place in September and created over the academic year as strands are covered	Teachers have a clear understanding of the year group expectations See above for expected outcomes See above for expected outcomes	None	SLT through monitoring activities as outlined in the Monitoring timetable	Can you show me how children progress in each strand of the DT curriculum? Demonstrate to me how the floor books support the development of teaching and learning in a chosen subject

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
Lower Key Stage 2	72%	100%
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Area for focus – Curriculum

<table>
<tr><td></td><td colspan="6">Curriculum</td></tr>
<tr><td>OVERARCHING SUCCESS CRITERIA</td><td colspan="6">

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To ensure that all subject co-ordinators are aware of the standards, and quality, of teaching and learning in their subject, and can articulate this, with next steps, to all stakeholders.

<table>
<tr><td></td><td>Expected outcomes</td><td>Expected Progress from end of previous Key Stage assessment</td></tr>
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<tr><td>To ensure that all staff have a clear understanding of the teaching requirements in the subjects of Computing and RE</td><td>Completion of planning in Computing and RE by the subject co-ordinators.

Planning to have clear L/I and success criteria. Activities must be clearly matched to these.</td><td>Planning to be completed by October 2021</td><td>The quality of teaching and learning in the identified subject is always rated at least good and increasingly outstanding.</td><td>None</td><td>SLT and subject co-ordinators through monitoring as outlined in the Monitoring timetable</td><td>How are you ensuring that SEND pupils are able to access the curriculum that has been designed?</td></tr>
</table>

Area for focus – Curriculum

	Curriculum					
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OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS: Who will monitor for impact?**	**EVALUATION Questions that could be asked by Governors**
For subject co-ordinators to have a clear understanding of the quality of teaching and learning in their subject **Staff have the skills to improve the quality of teaching and learning in their identified subjects.** **Chosen subjects Art, DT and PE**	All subject leaders to undertake a deep dive in their subject supported by CM This will involve CM working with the Subject leaders to assess the strengths and weaknesses of the subject with a primary focus on the quality of teaching and learning, whilst developing as subject leaders (SP, KL, SJ and RB)	All subject deep dives to be completed by February Half term 2021 Action plans to be written following the outcomes of the deep- dive	The quality of teaching and learning will improve due to the input from subject leaders and our linked SIP	3 x sessions with CM	Governors through the report written by CM with developmental points to act upon to improve the quality of teaching and learning	How have the deep dives supported the subject leaders in developing their leadership skills? What were the outcomes from the Deep dive and how are developmental points being addressed?

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Area for focus – Curriculum

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For all subject co-ordinators to be familiar with the new Foundation Stage curriculum and how these strands feed into their National curriculum Foundation subject	All staff to receive training on the new Foundation stage curriculum PDM time to be given to Foundation subject co-ordinators to develop the Curriculum to ensure progression from the Foundation stage through to KS1	Staff to receive training during Autumn term 2 Curriculum plans include the Foundation stage Floor books demonstrate the progression made during the Foundation stage and into KS1	Foundation subject co-ordinators have a clear understanding of the expectations in the New Foundation Stage curriculum Observations prove that play is of high quality and supporting the progress being made by pupils in all areas of the curriculum	None	SLT and subject co-ordinators through monitoring as outlined in the Monitoring timetable	Can you explain how you have equipped the subject co-ordinators to monitor the quality of teaching and learning in the Foundation Stage?

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Area for focus – Curriculum

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OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS: Who will monitor for impact?**	**EVALUATION Questions that could be asked by Governors**
To improve the quality of subject leadership	The creation of a subject lead and support team to lead and promote the development of the ARTS within school (Art, dance, drama public speaking and music) – The team will lead on us successfully gaining the ARTS mark award. The creation of a subject lead and support team to lead and promote the development of STEM subjects (Science, Technology, Engineering and Maths) (SLT)	Two lead members of staff to be appointed in September – Action plans to be completed by those staff by October 21 following an audit/ review	Improved leadership results in improved outcomes for pupils in the identified subjects Al teaching and learning is rated at least good Progression is clear at all levels of the children learning (through lesson, over the year and through the Key stage) The key staff are extremely well trained so can offer support and guidance to other members of staff.	TLR's for subject leaders	SP and senior leadership team CM through	How has the CPD impacted on the quality of teaching and learning in the identified subjects? Did the CPD support the subject leader's development?

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OBJECTIVE	ACTIVITIES	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS: Who will monitor for impact?	EVALUATION Questions that could be asked by Governors
To ensure that Subject Co-ordinators have a clear understanding of the quality of teaching and learning in their subject **Subject leaders are able to report back to all stakeholders the findings of their monitoring through written or verbal reports Reports need to include strengths and areas of development for their subject. Also identify development points to improve the quality of teaching and learning in the subject**	Introduction of a monitoring timetable focused on the identified strands in each subject. (SLT)	Timetable to be completed by 4th October. SLT to create with the support of subject leaders for the academic year 21/22 Monitoring reports to be pulled together at the end of each term and a final report completed at the end of the Year which summarises the impact of that subject within the school- highlighting standards, strengths and weaknesses. Reports to be shared with Governors and other Stakeholders every term	Co-ordinators are directly responsible for improving the quality of teaching and learning in their subject Subject leaders have a clear understanding of the strengths and weaknesses in their subject and can clearly articulate how they are going to improve the quality of teaching and learning in their subject and evidence the impact of their leadership in improving the quality of teaching and learning in their subject	None	Governors through Governors meeting, and reports completed by the Co - ordinators Chris Minton through deep dives and through reviewing books, floor books and undertaking Dep dives SLT through monitoring alongside co-ordinators	How is monitoring impacting on the standards seen in the subject strands? Does monitoring focus on how vulnerable groups of pupils are progressing?

	Curriculum					
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OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS: Who will monitor for impact?**	**EVALUATION Questions that could be asked by Governors**
To increase the learning opportunities provided by the Memorial Experiences and use to recap on previous learning	Staff to spend more time focusing on the Memorial experience before attending. The use of Google maps to find location- look at land use compared to previous visited places – use as an opportunity to recap on previous learning/ vocab Plan routes, discuss travel options. How long to get there? Where in the UK is it located? (SLT)	PDMS to be focused around the Memorial opportunities and how these can be used to revisit previous learning. PDM's to take place in the Spring term (See Planner for details)	No learning opportunities are wasted, previous learning is recap. See above for expected outcomes	None	Governors through Governors meeting and reports completed by the Co - ordinators Chris Minton through deep dives and through reviewing books, floor books and undertaking Dep dives SLT through monitoring alongside co-ordinators	Can you explain how the memorial experiences are being used to support the vocabulary development of PPP's?

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Phonics	90%	
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To ensure pupils remember key knowledge that has been taught to them in all Foundation Subjects.	CPD and PDM's focused on how to ensure pupils are retaining key information in all subject areas. Key documentation to be used and acted upon that has been suggested by CM (SLT)	PDM's to be in Spring term following the "tweaking" of the curriculum. Subject Co-ordinators to decide on key information for each subject that needs to be remembered See planner for details	A high percentage of pupils are able to recall key information in any given subject and recall this to support in the building of new knowledge	None	Governors through Governors meeting, and reports completed by the Co - coordinators Chris Minton through deep dives and through reviewing books, floor books and undertaking Dep dives SLT through monitoring alongside co-ordinators	How are you monitoring the impact of the initiatives you have introduced to ensure children are remembering key facts in all curriculum areas? How are you ensuring/supporting SEND pupils to recall key facts from each curriculum area?

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
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Area for focus – Curriculum

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Improved quality of provision of the ARTs throughout school	School to work towards achieving the ARTS mark following the criteria to gain this – See separate action plan (KL)	See the ARTS award action plan for further details	Arts award completed in the suggested time frame The children are receiving a broad and balanced curriculum that highlights the importance of the ARTs to them.	Cost of the award (already paid)	Governors through Governors meeting, and reports completed by the Co - Ordinator's Chris Minton through deep dives and through reviewing books, floor books and undertaking Dep dives SLT through monitoring alongside co-ordinators	Are all groups of children (particularly PPP's) benefitting from the school working towards gaining the ARTS award? Can you show evidence of this?

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
Lower Key Stage 2	72%	100%
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Area for focus – Curriculum

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Foundation Stage	67%	
Phonics	90%	
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Area for focus –Community cohesion

	Community cohesion					
OVERARCHING SUCCESS CRITERIA	• To embed British Values into the curriculum to ensure all stakeholders are aware of the impact on community cohesion • To embed British Values into all areas of the curriculum. Ensuring all stakeholders are aware of the importance of British Values in promoting Community Cohesion					
OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?**	**EVALUATION Questions that could be asked by Governors**
To improve the community links that the school have with the local area of Dawley.	For all Year groups to have a link with a community group that they can support in order to have a positive impact on the community (Food bank, Exotic Zoo Dawley Pools, litter picking Elderly housing etc) (RH)	December – All year groups to have links – display in classroom to promote link. March – All year groups to have contributed to supporting the group they are linked to Development of web site to promote this	Children can confidentially explain how working in the local community is impacting on their academic progress- This will be assessed through pupil voice conducted by staff and SDP lead. Children can link their work in the community to British values when in discussion	None	Governors through pupil voice and carrying out visits with the pupils. SIP through Termly visits and deep dives.	Can you demonstrate how participating in charity work is supporting the educational outcomes of pupils? What knowledge is being enhanced through the children engaging with Community groups?

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
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Area for focus –Community cohesion

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For staff to be aware of how to correctly deal with Racial issues that may arise in school	For all staff to receive Racial awareness training and thus be aware of how to deal with issues in an appropriate and sensitive manner. Through training staff are aware of how to record these issues carefully (SP)	Staff will receive training from the LA – Spring term 2022	Staff have a clear understanding of what constitutes as a racial issue and how to report and record this. Staff are able to discuss the issues confidently with pupils and ensure the issue is addressed and dealt with appropriately	Cost of training £500	Link Governor for Safeguarding will attend the training and also monitor the impact of this by reviewing the reports and recording of incidents	Has the training impacted on the number of incidences reported? How many incidents have been recorded on the IRIS system?

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
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Area for focus –Community cohesion

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To improve the cultural awareness of pupils through the widening of the curriculum offer	Introduction of a multi faith week that involves all pupils visiting places of worship and visitors of religious leaders. (KM) A program of visitors to school that provide the children with experience of a wide range of cultural activities (dance, music, art religious) Link to arts award (KL) Widen the curriculum to ensure that a wide range of significantly important people from different cultures are studied by pupils Widen the range of Literature read and assessable to pupils linked to different cultures (NM)	Multi – Faith week to be undertaken during summer term 22 – Each Year group to focus on a different religion and present findings in assembly – All classes to undertake a visit/visitor in school (KM) Creation of a program of visits for the Year to be completed by RH, KL and KM by October 21 RH to lead PDM November 21 NM and RH to lead PDM November 21	Children have a greater understanding of a wide range of facts about different cultures. Pupils can use this information to explain similarities and differences between regions and can articulate this clearly	£1000 for cost of visits £1000 for Books to widen cultural literature	SLT to monitor through book scrutiny and pupil voice Governors through pupil voice and book scrutiny Governors to attend the	Can you demonstrate how pupils have greater knowledge of different religions? How do you ensure that children aren't receiving stereotypical images only facts about the religions studied? Can you demonstrate how all year groups are exposed to a wide range of cultural texts and authors?

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
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Area for focus –Community cohesion

Community cohesion

OVERARCHING SUCCESS CRITERIA

- To embed British Values into the curriculum to ensure all stakeholders are aware of the impact on community cohesion
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OBJECTIVE	ACTIVITIES	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?	EVALUATION Questions that could be asked by Governors
To improve the cultural awareness of pupils through the widening of the curriculum offer	Establish links with schools that have a culturally diverse intake compared to Captain Webb Primary Classes to undertake linked activities with linked school that strengths their knowledge of similarities and differences between the differing cultures (RH)	Captain Webb has links with culturally diverse schools by December 21 Activities to take place with linked schools commencing January 22	Children at Captain Webb have an increased understanding of differences and similarities between themselves and pupils of different cultures. Important to focus on the similarities between different cultures Shared activities undertaken by the children support the gaining of further curriculum knowledge	£500 to cost of activities and secure face to face links with link schools	Governors through the Head teachers report SLT through the monitoring of activities and impact of links Pupil questionnaire to evaluate the impact of the links in improving children's understanding of similarities and differences of differing cultures	Can you explain how children are gaining additional academic knowledge through the links with other schools? How are the links with culturally diverse schools supporting children to gain a true understanding of similarities and differences that exist?

Area for focus –Community cohesion

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OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?**	**EVALUATION Questions that could be asked by Governors**
Improve Staff and children's understanding of British Values	RH to attend CPD – Meeting the OFSTED Requirements for British Values and Cultural Diversity in the Primary School Following the course RH to deliver CPD to staff and a development plan to implement suggestions from the CPD to impact on developments	RH to attend course – Date of course? PDM and action plan in place – 2 weeks later Measuring impact of action plan to be included in the action plan	Staff to have a clear understanding of how to implement the OFSTED requirements British Values and Cultural Diversity in the Primary School The curriculum offer reflects and matches the OFSTED requirements for British Values and Cultural diversity	£250 cost of course and resources for curriculum opportunities	SLT through pupil voice and book scrutiny Governors through link Governor and Head teachers report	How is RH going to support staff in developing their understanding of British Values and apply this to the curriculum?

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	Community cohesion					
OVERARCHING SUCCESS CRITERIA	• To embed British Values into the curriculum to ensure all stakeholders are aware of the impact on community cohesion • To embed British Values into all areas of the curriculum. Ensuring all stakeholders are aware of the importance of British Values in promoting Community Cohesion					
OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?**	**EVALUATION Questions that could be asked by Governors**
Improve children's understanding of British Values	Put in place a series of assemblies that promote and explain British Values to the pupils, so they have a clear understanding of what they mean and how we demonstrate these throughout school (SP + RH)	Assemblies focused on British Values to be delivered to the children starting in September 2021. Assemblies with a focus on British values to take place at least twice every half term see planner for dates	Children to have a clear understanding of the 5 British Values and how these are acted upon within school British Values are in built into the curriculum	None	Governors through talking to the children and them ascertaining the children's understanding of British Values and how these impacts on life in school	Can the children name the British Values and describe how we act up these within school and the local community? Are parents aware of British values and understand why they are important in creating community cohesion? How can you prove this?

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
Foundation Stage	67%	
Phonics	90%	
Key Stage 1	70%	100%
Lower Key Stage 2	72%	100%
Upper Key Stage 2	75%	100%

Area for focus –Community cohesion

Community cohesion

OVERARCHING SUCCESS CRITERIA

- To embed British Values into the curriculum to ensure all stakeholders are aware of the impact on community cohesion
- To embed British Values into all areas of the curriculum. Ensuring all stakeholders are aware of the importance of British Values in promoting Community Cohesion

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Foundation Stage	67%	
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OBJECTIVE	ACTIVITIES	MILESTONES	SUCCESS CRITERIA (Impact on Learning Outcomes)	RESOURCE & COST IMPLICATION	MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?	EVALUATION Questions that could be asked by Governors
Ensure that all British values are embedded in the curriculum	Staff to undertake a curriculum review mapping out where British values are addressed/taught Ensure that Subject Co-ordinators are aware of how their subject area contributes to addressing the British values agenda and can demonstrate this. (All Staff)	Curriculum review to be undertaken during Spring term through a series of PDM's Any gaps to be filled in and added to the curriculum map during the Spring term	Subject Co-ordinators are able to clearly articulate how our curriculum addresses the British Values agenda	None	SLT through monitoring timetable Curriculum Co-ordinators whilst monitoring SIP through Deep dives	Can you demonstrate using the Year 3 curriculum (for example) how British Values are embedded into the curriculum and how this is supporting the children to make progress?

Area for focus –Community cohesion

	Community cohesion					
OVERARCHING SUCCESS CRITERIA	• To embed British Values into the curriculum to ensure all stakeholders are aware of the impact on community cohesion • To embed British Values into all areas of the curriculum. Ensuring all stakeholders are aware of the importance of British Values in promoting Community Cohesion					
OBJECTIVE	**ACTIVITIES**	**MILESTONES**	**SUCCESS CRITERIA (Impact on Learning Outcomes)**	**RESOURCE & COST IMPLICATION**	**MONITORING DETAILS WHO WILL MONITOR FOR IMPACT?**	**EVALUATION Questions that could be asked by Governors**
Increase parent voice throughout school	Reintroduction of the parent forum – 1 parent from each class to act as a rep for the other parent in the class to act as a spokesperson on school improvement and to be up to date with current developments (RH)	Parent forum to be in place by November- September and October to be spent recruiting members for the Parent forum 1st meeting to take place 2nd week of half term 2 Then every half term following this Meeting to consist of SP and nominated parents	Parents feel that they have a strong input into the development of the school and that their views are listened to and acted upon where at all possible	None	Governors to attend parent meetings to establish parents viewpoints and ascertain if they feel that their views are being listened to and acted upon	Can you use the minutes of the Parent Forum meetings to demonstrate how you are acting upon parent views?

	Expected outcomes	Expected Progress from end of previous Key Stage assessment
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Phonics	90%	
Key Stage 1	70%	100%
Lower Key Stage 2	72%	100%
Upper Key Stage 2	75%	100%