The Rose Learning Trust

CROWLE PRIMARY ACADEMY

DEVELOPING EXCELLENCE PLAN
2023-2026

Crowle Primary Academy

BELIEVE AND YOU CAN ACHIEVE

The Key Priorities for the school are linked to those in the Rose Learning Trust Strategic Plan – Developing Excellence Priorities

Leadership and management is a thread through all the priorities

Key Priority 1	**Excellent** teaching for every child
Key Priority 2	**Excellent** curriculum for every child
Key Priority 3	**Excellent** standards of behaviour, attitudes, attendance and safeguarding
Key Priority 4	**Excellent** targeted support for every child that needs it

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Developing Excellence Plan Activities Aligned to Ofsted Framework – September 2023		
Links to Ofsted	**Links to Key Priorities**	**Links to SEF**
Quality of Education	**Excellent** teaching for every child **Excellent** curriculum for every child **Excellent** targeted support for every child that needs it	• Ambition for all (inc Disadv and SEND) • Curriculum planning and sequencing • Curriculum for SEND • Curriculum offer inc narrowing • Teacher's subject knowledge • Development of pedagogy/ appropriate activity choices • Planning for retention of knowledge and skills • Use of assessment • Learning environment and resources • Reading; mathematical knowledge and skills • Pupils' work • External results (relevant historical performance) • Readiness for next stage • Remote provision
Behaviour & Attitudes	**Excellent** standards of behaviour, attitudes, attendance and safeguarding	• Expectations of pupils • Behaviour management – consistency and policy into practice • Use of internal provision; internal exclusion and Alternative Provision (external) • Low level disruption – levels and how it is challenged • Bullying – policy, procedures and impact on frequency and resolution • Attitudes to learning • Attendance and punctuality • Exclusions • Relationships and culture
Personal Development	**Excellent** standards of behaviour, attitudes, attendance and safeguarding	• Pupils' broader development: • SMSC: • Character development: • Physical and mental health: • Opportunities to develop talents and interests: • British values; • Equality of opportunity and diversity: • Citizenship:
Leadership & Management	**Excellent** teaching for every child **Excellent** curriculum for every child **Excellent** standards of behaviour, attitudes, attendance and safeguarding **Excellent** targeted support for every child that needs it	• Vision and values • Professional development, inc NQTs • Gaming and off rolling: (Including QA of curriculum pathways and strategies to address EHE, CME and use of AP) • Stakeholder engagement • (Parent / community engagement) • Staff engagement, workload and well-being • Governance • Statutory duties (inc website compliance) • Safeguarding

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Key priority 1: Excellent teaching for every child

Ofsted framework links: Quality of Education, Leadership and Management

Other links: Pupil Premium Strategy

Rationale	Attainment The Rose Learning Trust defines "mastery teaching and learning", as the expectation that, in almost all circumstances, every pupil can achieve age related expectations. Current data shows; Attainment in KS2 shows a two year improving picture in 2019 and 2022 but with a dip in attainment in all areas for the 2023 cohort. This is a cohort specfic dip, however the acdemy is focused on continually improving attainment to be line with or better than national. In 2022 results showed improvements of 29% in reading, 25% in maths, 9% in writing and 29% combined since 2017. Between 2022 and 2023 data the greatest dip was in reading. 2022 attainment data was above national and local authority for all areas of learning and combined. In 2023 reading, maths and combined data was below national. 2022 data showed that progress had improved in reading from –3.1 in 2017 to 0.4 in 2022, maths has increased from –2.3 to 1.4 and writing from 1.6 to 2.3. The 2023 data shows a decline in progress measures in all areas. The academy is committed to ensuring that all pupils meet and exceed their targets. Attainment in KS1 shows that reading remains a key area, in 2023 reading was in line with national but below LA, however attainment has improved from 2019. Writing is in line with national and LA. Attainment in maths has significantly improved from 2019 (55% to 76% in 2023), in 2023 maths attainment is above national and LA. Maths remains a priority due to progress made throughout school, data shows that this is not as rapid as the academy would like and children are not consistently able to apply their maths learning to problem solving situations. 2023 EYFS data shows 69% of children achieved a GLD (just above national and LA data). The percentage of children achieving greater depth at the end of KS2 and KS1 was lower than LA and national in reading and maths. Prior to this data greater depth attainment at KS2 had shown a 3 year improving trend. Greater depth attaiment remains a priority for the academy. The academy continually strives to improve and achieve excellence.

Intent *What do we want to accomplish?*	Implementation *How will we achieve it?*	By when?	Impact Measure *What will we measure as an indicator of our ongoing process?*
1. Every child will have equitable access to high quality teaching and evidence-based pedagogy at every stage of their primary journey, building from their starting points	a. Implement and follow the planned schedule of QA activities. Share with stakeholders once completed. b. Review whole school grammar teaching, implement whole school long term plan, refresh training and monitor to ensure high quality teaching throughout the acdemy c. Implement new academy approach to teaching of mathematics, ensure staff are trained and attainment in maths continues to rise through hgh quality teaching, including raising attainment in multiplication tables check (see maths DEP for specific actions) d. Continue to improve attainment in each key stage in reading and writing including ensuring that children read widely and often (see specific DEP plans). e. Engage with Ruth Miskin training for all staff to ensure high quality teahing of RWI throughout the academy	Ongoing 2023-26 (see milestone indicators)	Attainment in KS1 and KS2 above national Greater percenctage of children achieving greater depth in KS1 and KS2. Children progress through the RWI programme at the right speed and make good or better progress leading to consistently high phonic assessment results. MTC results are in line with or above national.

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Intent *What do we want to accomplish?*	Implementation *How will we achieve it?*	By when?	Impact Measure *What will we measure as an indicator of our ongoing process?*
2. Every child in the early years will have access to excellent teaching, underpinned by an evidence -based pedagogy which reflects the developmental needs of all children	a. Ensure EYFS engage in support and quality assurance from trust early years director b. Develop communication and language provision and teaching in EYFS c. Implement Launchpad for literacy and use to support CLL and pre phonics teaching d. Further develop and strengthen PSED self-regulation strand *see EYFS DEP for specific actions		EYFS GLD is consistently higher than national and LA. Children have the foundations to access the phonics scheme in reception and make good progress as a result. A strong early years workforce who have the skills and knowldege to support children through their early years.
3. Promote a culture of ongoing professional development which positively impacts on the expertise of adults and outcomes for all	a. Use of The National College to support training and development (both whole staff and individual) b. Engage in subject pioneer meetings/ training, ensuring outcomes/ impact are clear c. Further embed robust TA training and measure impact when looking at use of TAs		Consitently good or better teaching across the academy. A highly skilled workforce who ensure that continuing CPD impacts positively on classroom practise (as observed through monitoring).
4. Intelligent use of assessment and tracking information ensure children can fulfil their potential at every stage of their learning	a. Ongoing development of assessment and tracking of foundation subjects. Ensure this is being used to inform teaching and learning b. Implement new STAR assessment system, monitor to ensure system is improving teaching/ attainment and address gaps c. Strengthen moderation procedures (both internal and external).		Data is used to inform teaching and raise attainment for all children
5. A transparent and collaborative approach to improvement and a culture of accountability	a. Continuation and development of the phase and subject reviews using QA documentation		All staff are accountable for subject development and attainment of children within their subjects.

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Milestone indicators

Intent statements	Autumn 2023	Spring 2024	Summer 2024
1	Training for new maths scheme ensures all staff are using scheme to deliver high quality maths teaching. Training for RWI ensures all staff have knowledge and skills to deliver scheme with fidelity.	Staff have received up to date grammar training which is positively impacting quality of teaching. Children on track for targets set in reading, writing and maths. Tracking shows children making appropriate or accelerated progress through the phonics scheme.	Children reach targets set for reading, writing and maths. MTC results show an improvement from previous academic year. Phonic results are in line with or above national. KS1 and KS2 attainment in line with or above national and LA.
2	EYFS DEP completed and quality assured. Launchpad for Literacy lead teacher has implementation plan in place which is shared with stakeholders.	Progress against milestone indicators in EYFS DEP demonstrate ongoing improvement in quality of education in early years.	Progress against milestone indicators in EYFS DEP demonstrate ongoing improvement in quality of education in early years.
3	National college resources are planned into the CPD calendar ensuring high quality planned training opportunities. Subject leader DEPs show the impact of attendance at subject pioneer network meetings.	Subject leader DEPs show the impact of attendance at subject pioneer network meetings TA training programme has positive ongoing impact on strength of TAs within the academy (TA blinks).	Review of national college resources used for CPD supports planning for robust 2024-25 CPD. Subject leader DEPs show the impact of attendance at subject pioneer network meetings.
4	Training in the use of STAR assessment ensures staff are confident to carry out assessments and use the data to inform teaching.	Review of spring term internal moderation meetings strengthens the process and includes results of STAR assessments. Work within the academy further strengthens the use of foundation subject assessments.	STAR assessments are used effectively to assess end of year attainment and progress.
5	2022-23 QA findings are included in relevant DEP to ensure actions are addressed. Quality of teaching (including deep dive into EYFS) and PE QA completed, all stakeholders aware of findings and planned actions.	QA activities completed in DT, RE and leadership and management, all stakeholders aware of findings and planned actions.	QA activities completed in geography, music and personal development, all stakeholders aware of findings and planned actions.

Review and Updates to Key priority 1: Excellent teaching for every child	
2023-2024	

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Review and Updates to Key priority 1: Excellent teaching for every child	
2024-2025	
2025-2026	

Key priority 2: Excellent curriculum for every child

Ofsted framework links: Quality of Education , Leadership and Management

Other links: Pupil Premium Strategy

Rationale	Mary Myatt in her book 'The curriculum: Gallimaufry to coherence' states, 'a proper curriculum, grounded in the knowledge, concepts and overarching ideas of individual subjects is an entitlement for every child.' Biesta (2009) argues that a lack of attention to the aims and ends of education has led to a reliance on a 'common sense' view of education. A focus on academic achievement in a small number of curriculum domains or subjects is one example of the common sense approach. In schools, there is evidence of curriculum narrowing. Through an ongoing focus on our curriculum we aim to continue to ensure this does not happen at CPA. The dfe national curriculum document (2013) states - 'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.' Ofsted's guidance Inspecting the curriculum (2019b) states: 'Leaders and teachers design, structure and sequence a curriculum, which is then implemented through classroom teaching. The end result of a good, well-taught curriculum is that pupils know more and are able to do more.' The curriculum in Crowle Primary Academy was reviewed when the present head teacher took post in September 2016. The reading curriculum as reviewed in 2017-18, writing curriculum in 2022-23 and a new mathematics curriculum introduced in 2018-19. A full curriculum review took place in 2019-20. A further review in 2022 further developed the cycle of foundation subjects. In 2023 the academy will introduce a maths curriculum which is bespoke to the academy and further developed the sequence of learning within the foundation subject. The curriculum remains high on the academy's agenda in order to meet the aim of ensuring a high quality, broad and balanced curriculum for all with an approach to teaching and learning deeply rooted in research and knowledge of what works best for our community.

Intent *What do we want to accomplish?*	Implementation *How will we achieve it?*	By when?	Impact Measure *What will we measure as an indicator of our ongoing process?*
1. All our children have the very best start from the early years, building solid foundations to thrive, enjoy and achieve their full potential	a. A review of the EYFS curriculum and approach to teaching and learning ensures robust long term plans are in place which are aligned to EYFS stautory framework b. Ensure all subject leads have developing knowledge of their subject within the EYFS c. Continue to develop the high quaility indoor and outdoor provision to support developments within the currculum	Ongoing 2023-26 (see milestone indicators)	A well designed, well taught equitable curriculum is in place for EYFS, leading to improved academic and wider outcomes over time.
2. An ambitious and knowledge rich curriculum is in place which is progressive, coherent and sequential	a. Disciplinary and substantive/declarative and procedural knowledge for each subject is understood, identified and planned. b. All subject long-term plans continue to be reviewed to ensure they are progressive and sequential c. Review approaches to reading and writing within the wider curriculum d. Development of progression documents to ensure that there continues to be a focus on vocabulary, including etymology, through all subjects inc. key vocab through EYFS		An excellent, accessible curriculum ensures all children in the academy develop as a whole ensuring cultural capital.

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Intent *What do we want to accomplish?*	Implementation *How will we achieve it?*	By when?	Impact Measure *What will we measure as an indicator of our ongoing process?*
	e. Opportunities for ongoing development of skills and knowledge throughout the curriculum are planned (curious curriculum) f. Develop planning for depth in all curriculum subjects whilst focussing on key knowledge and skills g. Focus on oracy throughout the academy inc. Launchpad for Literacy and Let's Think in English (see specific DEPs for actions)		
3. Our curriculum uses evidence-based research ensuring it is best practice, effective and impacting positively on pupil outcomes and development	a. Develop strong subject leaders and the role of subject leadership within the academy including the development of the subject leader handbook. b. Engagement with North Lincolnshire subject pioneer networks and trust moderation/network activities c. Further embedding of metacognitive approaches to teaching ensuring this is evident in all curriculum teaching and includes a focus on improving reflection skills. d. Ensure staff (including TA development) subject knowledge is strong with regular training based on evidence-based research to include knowledge of potential misconceptions and addressing these		Strong subject leadership impacts positively on pupil outcomes.
4. Our high-quality extra-curricular provision enables children to explore and express their character, build the skills they need for resilience, empathy and future opportunities	a. Development of the trips and visits curriculum allows opportunities for extracurricular development across all subject areas whilst supporting parents' financial pressures b. Development of extra-curricular provision/ programme c. Development of school/ trust choir d. Development of forest school provision e. Engagement in links opportunities with Hill House and Axholme Academy f. Engagement in trust art project		Children across the academy have increased opportunities for extracurricular activities. The vast majority of children have taken part in an extra-curricular activity within an academic year, this is an improving picture overtime.
5. Partnership working with families, responsive to the community that it serves, promoting opportunities for building cultural capital enabling children to succeed	a. Develop further opportunities to increase parental engagement in learning b. Continue to develop approaches to and celebration of homework and reading at home for pleasure		The number of children who complete homework (including reading at home) shows a steady increase. Increased percentage of parents engaging in parent events across school.
6. Equality of opportunity and recognition of diversity is promoted, ensuring curriculum equity of access and inclusive pedagogy	a. Diversity is embedded in all curriculum subjects on long term and short-term planning b. Engage with the anti-racism award		Diversity is embedded within the curriculum and in the fabric of teaching and learning. Successful completion of the anti-racism award improves understanding of ant-racism for all stakeholders.

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Milestone indicators

Intent statements	Autumn 2023	Spring 2024	Summer 2024
1	EYFS deep dive outlines actions for further development.	Monitoring of subject leads knowledge of EYFS in their curriculum area outlines actions for further embedding of this.	Robust long-term plan which has been revisited and reviewed over the academic year is in place for 2024-25 academic year.
2	CPD on disciplinary and substantive knowledge enhances subject leaders' expertise Curriculum lead has further developed the curious curriculum approach to ensure it can be included within curriculum planning.	Developments of reading and writing within the wider curriculum are evident through book looks and pupil interviews Revisit of vocabulary expectation for each subject ensures staff's knowledge of the key vocabulary is strengthening. Children are able to confidently talk about the vocabulary they are using in different subject areas.	Curriculum plan reviews ensure that knowledge is carefully planned across the academic year in all subjects. Let's Think in English fully embedded throughout the academy, further staff are trained. Blinks show that standards of teaching in LTE have further improved. Teachers are aware what greater depth looks like in all subject areas, have used this to ensure depth opportunities are delivered leading to more children working at depth across the curriculum.
3	Subject reviews (2023-24) include a half day focus on EYFS and half day T&L KS1 and 2. Other leadership time is given to use for other monitoring activities. Planned CPD ensures gaps in staff knowledge is addressed throughout the academic year.	A focus on reflection as a metacognitive approach is leading to children becoming more reflective about their own learning.	Curriculum lead has developed a subject leader handbook which supports the development of subject leaders and leads to consistency and clarity of approach.
4	A plan is in place to develop access to extra-curricular activities throughout the academic year.	Monitoring of forest school provision shows that children are developing their awareness and enjoyment of outdoors as a consequence.	Lead teacher for extra-curricular activities has ensured a breath of experiences have been available to children. Monitoring shows that more children have had access to extra-curricular activities.
5	A planned calendar of parental activities is shared with parents and carers, promoting the ethos as parent as partners in learning. Relaunch of homework and reading shares importance of this with parents.	Parent voice activity shows levels of enjoyment in activities and helps to shape further developments.	Analysis of parental engagement data provides a benchmark to further develop. Continued monitoring of homework shows increased engagement.
6	Engagement with anti-racism network helps to collate evidence for the award.	Curriculum leads given time to look at the inclusion of diversity within their subjects which helps further develop action plans.	Engagement with anti-racism network helps to collate evidence for the award

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Review and Updates to Key priority 2: Excellent curriculum for every child	
2023-2024	
2024-2025	
2025-2026	

Key priority 3: Excellent standards of behaviour, attitudes, attendance and safeguarding

Ofsted framework links: Behaviour and Attendance , Personal Development, Leadership and Management

Other links: Pupil Premium Strategy

Rationale	The dfe Behaviour in Schools (2022) document states 'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.' Behaviour at CPA is good and the academy continually strives to further improve this to ensure that all pupils can succeed. The academy has undergone a behaviour review in recent years which included the approach now followed for good behaviour management. We strive to ensure that this is consistent and embedded throughout the academy. Crowle Primary Academy fully agrees with the statement made in The Education hub blog (2023); 'Being around teachers and friends in a school or college environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.' Although our school attendance is currently above national, we are committed to tackling the issues which might cause any child to miss school unnecessarily. Safeguarding is essential for keeping our children safe which includes robust policies, procedures and staff who are well trained and confident in identifying and raising concerns.		

Intent *What do we want to accomplish?*	**Implementation** *How will we achieve it?*	**By when?**	**Impact Measure** *What will we measure as an indicator of our ongoing process?*
1. Children are safe and feel safe through a strong culture of safeguarding	a. Active engagement in the trust safeguarding network b. Monitor the use of the National College training requirements regarding compliance within these areas c. Engagement with the safeguarding curriculum and the use of Gooseberry Planet for safeguarding curriculum coverage/staff training	Ongoing 2023-26 (see milestone indicators)	There is a strong culture of safeguarding and the arrangements for safeguarding are effective across the academy. Pupils feel safe as a result
2. Every child will be taught in calm, orderly, safe and supportive schools with strong standards of behaviour in order for children to learn and thrive	a. Policies and procedures for behaviour are revised to ensure clear and progressive steps of support and intervention (using new Dfe guidance about the behaviour curriculum) b. Improved supervision planned for areas children have identified as places where they feel less safe/ staff identified lower levels of behaviour (cloakrooms, toilets, corridors) c. New behaviour tracking system in place ensuring robust data is available for analysis d. Manners and expectations for behaviour i.e. lunchtime/ with adults are outlined and fully embedded e. Use of behaviour tracker to quickly identify and support children who need enhanced support f. Revisit staff questionnaire around behaviour at end of academic year		All stakeholders have a shared understanding of the approach to behaviour management within the academy. Behaviour management is consistent which leads to less incidents of poor behaviour. Children learn in calm, orderly, safe and supportive environment with high expectatons for every child.

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Intent *What do we want to accomplish?*	Implementation *How will we achieve it?*	By when?	Impact Measure *What will we measure as an indicator of our ongoing process?*
3. Strong relationships are promoted across the whole school community in collaboration with families as co-educators	a. Parent voice is included in development of the revision of the behaviour curriculum b. Revisit and embed unconditional positive regard with all stakeholders		Parents agree that behaviour is good at the academy.
4. Strong pastoral approaches are developed alongside academic, acting early to address absence, with a focus on maximising access to learning	a. Active engagement in the trust attendance network/ Dfe hub work, resources shared develop academy approaches to improving attendance b. Analysis of attendance including persistent absence to shape training and development needs c. Re accreditation of the mental health and wellbeing award		An improvement in attendance and reduction in persistent absence is evident with effective strategies and practice to engage children and families. The importance of positive mental health and well-being in staff, pupils, families and the community remains high profile.
5. Children and adults flourish in a culture of safety and dignity which permeates every aspect of school life	a. Develop the roles of pupil ambassador/ wellbeing ambassadors b. Head boy and head girl roles are developed to ensure they are active in the improvements across the academy c. Pupil voice is strengthened d. A focus on anti-bullying increases pupil's and parent's understanding of this		Children make a positive, tangible contribution to the life of the school, trust and wider community. Children feel that their voice is heard, and they are valued members of the school community.
6. High expectations and positive relationships through mutual respect in order to maximise children's engagement in their own self-regulation and learning potential	a. Pupil 'jobs' across the academy are developed to ensure children are given greater responsibility and have a greater sense of pride b. TA training around positive behaviour management with small groups and whole classes c. Embed the academy's approach to metacognition across all learning		Children are highly motivated, engaged and have a sense of pride in themselves and the academy.

Milestone indicators

Intent statements	Autumn 2023	Spring 2024	Summer 2024
1	National college resources used to further refine safeguarding training for staff and governors		Completion of LA safeguarding review shows that safeguarding is strong within the academy.
2	Supervision planned and in place for areas of school where children feel less safe.	Development of behaviour curriculum is shared with all stakeholders.	Monitoring of behaviour system shows a decline in incidents for targeted children.

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	Data from behaviour tracking system analysed and any adaptations needed put in place.	Monitoring of manners shows that there are higher expectations of these across the academy and this is having a positive impact on behaviour.	Staff questionnaire shows improved views on behaviour and attitudes to learning.
3	Revisiting of unconditional positive regard with staff, pupils and parents embeds the academy's approach and ethos.	Parent voice is included in the development of the behaviour curriculum.	
4	Resources for attendance hub used to refine approaches within the academy to improving attendance.	Staff CPD on attendance approaches ensures that all understand their role within promoting good attendance.	New approaches analysed; attendance improved for identified groups/ individuals. Mental health award started with a view to reaccreditation.
5	Awareness of the roles of wellbeing ambassadors raised across the academy through assemblies, display and drop-in sessions. Pupil voice approaches revised with new lead practitioner to ensure that pupils are involved within developments of the academy.	Head boy and head girl have a lead role in developing anti bullying work across the academy.	Monitoring shows that work undertaken in regard to anti bullying has improved understanding of bullying across the academy. Next steps are planned.
6	Pupil responsibilities are in place.	Monitoring shows that pupils understand metacognitive approaches to learning and can discuss these confidently.	Pupils have a sense of pride in the roles and responsibilities undertaken during the academic year. TA training has better equipped staff to supervise classes and small groups whilst maintaining the high expectations of attitudes and behaviour.

Review and Updates to Key priority 3: Excellent standards of behaviour, attitudes, attendance and safeguarding	
2023-2024	
2024-2025	
2025-2026	

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Key priority 4: Excellent targeted support for every child that needs it

Ofsted framework links: Quality of Education, Leadership and Management

Other links: Pupil Premium Strategy

Rationale	The academy supports the DfE Parent Pledge (promising that every child would have targeted support to meet their full potential in English and Maths) and therefore is consistently reviewing policies and procedures to ensure this is achieved. The number of pupil premium and SEND children at the academy has increased over the last three years, increasing the importance of ensuring targeted support is excellent across the curriculum. The results of the 2023 staff survey around attitudes to inclusivity showed that some staff are less likely to agree that a child with behavioural or social needs should be educated within a mainstream classroom. The academy seeks to address this and ensure that there is a shared culture of inclusion.

Intent *What do we want to accomplish?*	Implementation *How will we achieve it?*	By when?	Impact Measure *What will we measure as an indicator of our ongoing process?*
1. All adults have the knowledge and skills of diagnostic assessment to precisely target support holistically	a. Explore and implement screening tools which support early identification of gaps in literacy learning in KS1 b. Enhance screening for gaps in maths across the academy c. Ensure STAR assessment is tracking progress and attainment of SEND children d. Embed Launchpad for Literacy screening/ assessment and use to identify early gaps in EYFS and KS1 e. Embed the use of SALT and OT toolkits across the academy	Ongoing 2023-26 (see milestone indicators)	Diagnostics are leading to early identification, positively impacting on progress and attainment.
2. School has a thorough understanding of specific needs that require consideration: • SEND • Pupil Premium • English as an Additional Language • LAC/PLAC/CWSW • SIBS (young carers)	a. SENDCO continues active engagement of SEND networks within trust and LA further enhancing knowledge and skills through taking part in associated training and development b. CPD continues to be carefully planned to meet the needs of the children within our school (focus training termly and ongoing TA training including positive behaviour management and whole class teaching) c. Adapt provision mapping to better specify interventions for specific groups including use of external agencies when needed and consistent recording/ feedback of these interventions (use of SharePoint) d. Monitoring of updated systems and quality/ impact of support provided		There is a shared belief that disadvantaged pupils/other pupil groups can attain well and be successful in all aspects of school life. There is a shared belief that SEND pupils can attain well and be successful in all aspects of school life.

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Intent *What do we want to accomplish?*	Implementation *How will we achieve it?*	By when?	Impact Measure *What will we measure as an indicator of our ongoing process?*
	e. Further build the capacity of the SEND team within the academy with the introduction of SEND early development and support role f. Continual monitoring of the pupil premium strategy ensures these children remain high priority and progress/ attainment is closely monitored		
3. All adults are responsible for building an inclusive learning community without exception	a. Build systems for consistent approaches to supervision of staff following incidents of challenging behaviour b. CPD continues to develop knowledge and understanding of trauma informed practise (whole staff and individual) c. New behaviour tracker is effectively used to ensure inclusive approach for all children (see behaviour section) d. Revisit Thrive approach and work with other academies within the trust to reintroduce strategies to support inclusion (including whole class screening and wellbeing action plan per class, reschedule wellbeing session)		The school culture enables all pupils to excel, having a clear understanding of the needs of all pupils is embedded. There is unconditional positive regard across the academy for all our pupils and families.
4. Distinctive teaching approaches engage and support vulnerable children to make the best possible progress.	a. Embed the use of the Bosanquet framework so that is it the definitive approach used with the academy, all adults and children use the language of the framework b. Develop and refine intervention programmes to support Oracy development i.e. NELI, Wellcom, Launchpad for literacy c. Introduce KS1 maths intervention, develop the use of the ready to progress documents (dfe) across school.		Children who are identified as needing academic, pastoral or specialist intervention will receive high quality evidence-based support. Children make good progress as a result.

Milestone indicators

Intent statements	Autumn 2023	Spring 2024	Summer 2024
1	KS1 literacy screening tools used to identify gaps and inform teaching.	Further staff trained on the use of SALT and OT toolkits.	STAR assessments have been used effectively to identify gaps, SEND children have made good or better progress as a result. Effective maths screening resources in place to further develop gaps analysis of SEND children.
2	Carefully planned TA training further enhances provision within the academy. Adapted provision map in place and shared with staff.	Carefully planned TA training further enhances provision within the academy. Ongoing coaching/ mentoring by the SENDCO of the SEND early development lead is resulting in added capacity to the team.	Carefully planned TA training further enhances provision within the academy. Monitoring of provision map ensures that identified children have received targeted intervention and have made good or better progress as a result.

		Pupil premium children are a focus for whole school moderation, ensuring needs are met and progress is being made.	Gaps between all children and PP children are closing in all areas.
3	Revised procedure in place for supervision of staff dealing with challenging children.	Work with other academies using the Thrive approach develops the academy's approach to use of strategies.	Staff feel supported through supervision, procedures are reviewed to ensure they continue to meet needs.
	Whole class thrive screening and resulting action plans form the plans for class wellbeing time.	CPD of trauma informed strategies further develops staff knowledge and expertise.	Revisit of thrive screening shows impact of whole class actions during wellbeing time.
4	Further work on Bosanquet framework introduces the language to the children so they can talk about the support they receive.

Staff trained in KS1 maths intervention. | | KS1 maths intervention assessed to monitor impact and next steps.

Monitoring of oracy interventions shows impact and allows planning for next steps. |

Review and Updates to Key priority 4: Excellent targeted support for every child that needs it	
2023-2024	
2024-2025	
2025-2026	

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Appendix 1

Ofsted grade judgements (September 2022)

Quality of Education

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed:
- in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

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- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Behaviour and Attitudes

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Personal Development

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

Leadership and Management

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.

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- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

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