

DEVELOPING  
EXCELLENCE PLAN  
2023-2026



CROWLE PRIMARY ACADEMY



BELIEVE AND YOU CAN ACHIEVE

## Key priorities aligned to trust Developing Excellence Priorities

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**

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



## Developing Excellence Plan Activities Aligned to Ofsted Framework – September 2023

Links to Ofsted	Links to Key Priorities	Links to SEF
Quality of Education	<p><b>Excellent</b> teaching for every child</p> <p><b>Excellent</b> curriculum for every child</p> <p><b>Excellent</b> targeted support for every child that needs it</p>	<ul style="list-style-type: none"> <li>• Ambition for all (inc Disadv and SEND)</li> <li>• Curriculum planning and sequencing</li> <li>• Curriculum for SEND</li> <li>• Curriculum offer inc narrowing</li> <li>• Teacher's subject knowledge</li> <li>• Development of pedagogy/ appropriate activity choices</li> <li>• Planning for retention of knowledge and skills</li> <li>• Use of assessment</li> <li>• Learning environment and resources</li> <li>• Reading; mathematical knowledge and skills</li> <li>• Pupils' work</li> <li>• External results (relevant historical performance)</li> <li>• Readiness for next stage</li> <li>• Remote provision</li> </ul>
Behaviour & Attitudes	<p><b>Excellent</b> standards of behaviour, attitudes, attendance and safeguarding</p>	<ul style="list-style-type: none"> <li>• Expectations of pupils</li> <li>• Behaviour management – consistency and policy into practice</li> <li>• Use of internal provision; internal exclusion and Alternative Provision (external)</li> <li>• Low level disruption – levels and how it is challenged</li> <li>• Bullying – policy, procedures and impact on frequency and resolution</li> <li>• Attitudes to learning</li> <li>• Attendance and punctuality</li> <li>• Exclusions</li> <li>• Relationships and culture</li> </ul>
Personal Development	<p><b>Excellent</b> standards of behaviour, attitudes, attendance and safeguarding</p>	<ul style="list-style-type: none"> <li>• Pupils' broader development:</li> <li>• SMSC:</li> <li>• Character development:</li> <li>• Physical and mental health:</li> <li>• Opportunities to develop talents and interests:</li> <li>• British values;</li> <li>• Equality of opportunity and diversity:</li> <li>• Citizenship:</li> </ul>
Leadership & Management	<p><b>Excellent</b> teaching for every child</p> <p><b>Excellent</b> curriculum for every child</p> <p><b>Excellent</b> standards of behaviour, attitudes, attendance and safeguarding</p> <p><b>Excellent</b> targeted support for every child that needs it</p>	<ul style="list-style-type: none"> <li>• Vision and values</li> <li>• Professional development, inc NQTs</li> <li>• Gaming and off rolling: (Including QA of curriculum pathways and strategies to address EHE, CME and use of AP)</li> <li>• Stakeholder engagement</li> <li>• (Parent / community engagement)</li> <li>• Staff engagement, workload and well-being</li> <li>• Governance</li> <li>• Statutory duties (inc website compliance)</li> <li>• Safeguarding</li> </ul>

## Key priority 1: Excellent teaching for every child

Ofsted framework links: Quality of Education, Leadership and Management

Other links: Pupil Premium Strategy

<p><b>Rationale</b></p>	<p><b>Attainment</b></p> <p>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;</p> <p>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 specific dip, however the academy 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.</p> <p>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.</p> <p>The academy is committed to ensuring that all pupils meet and exceed their targets.</p> <p>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.</p> <p>2023 EYFS data shows 69% of children achieved a GLD (just above national and LA data).</p> <p>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 attainment remains a priority for the academy.</p> <p>The academy continually strives to improve and achieve excellence.</p>
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<p><b>Intent</b></p> <p><i>What do we want to accomplish?</i></p>	<p><b>Implementation</b></p> <p><i>will we achieve it?</i></p> <p><i>How</i></p> <p><i>RAG rated July 2024</i></p>	<p><b>By when?</b></p>	<p><b>Impact Measure</b></p> <p><i>What will we measure as an indicator of our ongoing process?</i></p>
<p>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</p>	<p>a. Implement and follow the planned schedule of QA activities. Share with stakeholders once completed.</p> <p>b. Review whole school grammar teaching, implement whole school long term plan, refresh training and monitor to ensure high quality teaching throughout the academy</p> <p>c. Implement new academy approach to teaching of mathematics, ensure staff are trained and attainment in maths continues to rise through high quality teaching, including raising attainment in multiplication tables check (see maths DEP for specific actions)</p> <p>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).</p> <p>e. Engage with Ruth Miskin training for all staff to ensure high quality teaching of RWI throughout the academy</p>	<p>Ongoing 2023-26 (see milestone indicators)</p>	<p>Attainment in KS1 and KS2 above national</p> <p>Greater percentage of children achieving greater depth in KS1 and KS2.</p> <p>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.</p>

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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 Further develop and strengthen PSED self-regulation strand		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 knowledge 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	Use of GTT to support training and development (both whole staff and individual) Engage in subject pioneer meetings/ training, ensuring outcomes/ impact are clear Further embed robust TA training and measure impact when looking at use of TAs		Consistently 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	Ongoing development of assessment and tracking of foundation subjects. Ensure this is being used to inform teaching and learning. Implement new STAR assessment system, monitor to ensure system is improving teaching/ attainment and address gaps. 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	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.

## Review and Updates to Key priority 1: Excellent teaching for every child

<p><b>2023-2024</b></p>	<p>A new approach to teaching maths has been implemented, this is having a positive impact across the academy, particularly in regards to knowledge of times tables. This needs to be further developed and embedded to ensure fidelity to the approach and increased impact on outcomes. The introduction of mastering number in EYFS and KS1 has upskilled staff and led to secure knowledge and skills in number.</p> <p>The investment in RWI training, resources and the strong leadership of the programme has meant that the teaching of phonics across the academy has dramatically improved. This has led to increased outcomes in the KS1 phonics assessment.</p> <p>Parent and child voice about reading for pleasure shows that the work completed has had a positive impact in this area. The academy will continue to develop and invest in this.</p> <p>The approach to writing in EYFS and KS1 has ensured that a bespoke approach to writing has been developed (using all training accessed – RWI, Write from the start and Rainbow writing). This has led to improvements in writing standards. This is an area that the academy will continue to focus on.</p> <p>A strong EYFS strong team have developed and introduced successful strategies including, drawing club, PSED support and Launchpad for Literacy.</p> <p>Continued developments has meant that subject leaders are very knowledgeable, they are keen to engage in ongoing CPD and ensure that this has a positive impact to curriculum developments when back at school.</p> <p>New curriculums have been trailed (PE, music) and staff CPD has supported their implementation. The use of star assessments continues to be embedded, staff have been given several CPD sessions and are now using the data to inform gaps analysis and future teaching.</p> <p>Writing moderations have taken place and the academy have engaged with the new LA approach to externally moderate other year groups rather than purely end of KS1 and 2. The academy will continue to develop and embed robust internal and external moderation.</p> <p>Planned and impactful QA activities have supported school improvement. Subject reviews have been developed however challenges with staffing have had an impact on their frequency, these now need to be fully embedded, taking into account workload and a busy school diary.</p>
<p><b>2024-2025</b></p>	<p><u>Actions Taken</u></p> <ul style="list-style-type: none"> <li>Continued focus on grammar and writing, with targeted developments to better interweave grammar teaching into writing lessons to support pupils' application of knowledge.</li> <li>Sustained and effective use of the Read, Write Inc. (RWI) programme: <ul style="list-style-type: none"> <li>Training provided for new staff.</li> <li>Positive observations of RWI sessions throughout the school.</li> <li>Introduction of the comprehension component in Year 2, yielding successful outcomes.</li> </ul> </li> <li>Emphasis on learning behaviours in EYFS, promoting resilience among pupils at the earliest stages.</li> <li>Implementation of the Great Teaching Toolkit: <ul style="list-style-type: none"> <li>Completion of pupil surveys followed by staff-led research projects informed by survey outcomes.</li> <li>Resulting classroom developments have been positively received by staff and pupils.</li> </ul> </li> <li>Professional development for Teaching Assistants (TAs): <ul style="list-style-type: none"> <li>Two TAs completed a training module with a trust leader focusing on learning behaviours and cognitive load.</li> </ul> </li> </ul>

## Review and Updates to Key priority 1: Excellent teaching for every child

	<ul style="list-style-type: none"> <li>○ Collaboration with TAs from other schools enhanced knowledge and practical application.</li> <li>• Assistant Head Teacher completed the NPQSL qualification, with a significant focus on phonics teaching, leading to marked improvements in this area.</li> <li>• Development and consistent use of pedagogy for teaching slides:             <ul style="list-style-type: none"> <li>○ Ensured consistency across year groups.</li> <li>○ Reduced cognitive load for pupils, supporting better engagement and understanding.</li> </ul> </li> <li>• Comprehensive quality assurance activities covering all areas of the school:             <ul style="list-style-type: none"> <li>○ Outcomes have directly informed the writing of milestones for the next academic year.</li> <li>○ Targeted support has been delivered effectively when identified as needed.</li> </ul> </li> </ul> <p>Impact and Outcomes</p> <ul style="list-style-type: none"> <li>• The integration of the RWI comprehension element in Year 2 has enhanced pupils' reading understanding, contributing to stronger literacy development.</li> <li>• EYFS pupils exhibit increased resilience and positive learning behaviours, laying a foundation for lifelong learning skills.</li> <li>• The Great Teaching Toolkit has fostered reflective practice among staff, resulting in classroom adjustments that better meet pupils' needs.</li> <li>• Teaching Assistants report greater confidence and effectiveness in supporting learning behaviours and managing cognitive load, positively impacting targeted interventions.</li> <li>• Phonics teaching quality has significantly improved following NPQSL training, aligning with Ofsted's recommendations for raised consistency and effectiveness in early reading.</li> <li>• The use of teaching slides has standardised lesson delivery and made learning more accessible for pupils, supporting both engagement and understanding.</li> <li>• Quality assurance processes have ensured that support is timely and relevant, facilitating continued refinement of teaching practice.</li> </ul>
2025-2026	

## Key priority 2: Excellent curriculum for every child

Ofsted framework links: Quality of Education , Leadership and Management

Other links: Pupil Premium Strategy

<b>Rationale</b>	<p>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.'</p> <p>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.</p> <p>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.'</p> <p>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.'</p> <p>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.</p>
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<b>Intent</b> <i>What do we want to accomplish?</i>	<b>Implementation</b> <i>How</i> <i>will we achieve it?</i> <i>RAG rated July 2024</i>	<b>By when?</b>	<b>Impact Measure</b> <i>What will we measure as an indicator of our ongoing process?</i>
1. All our children have the very best start from the early years, building solid foundations to thrive, enjoy and achieve their full potential	<ul style="list-style-type: none"> <li>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 statutory framework</li> <li>b. Ensure all subject leads have developing knowledge of their subject within the EYFS</li> <li>c. Continue to develop the high quality indoor and outdoor provision to support developments within the curriculum</li> </ul>	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	<ul style="list-style-type: none"> <li>a. Disciplinary and substantive/declarative and procedural knowledge for each subject is understood, identified and planned.</li> <li>b. All subject long-term plans continue to be reviewed to ensure they are progressive and sequential</li> <li>c. Review approaches to reading and writing within the wider curriculum</li> <li>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</li> </ul>		An excellent, accessible curriculum ensures all children in the academy develop as a whole ensuring cultural capital.



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	e. Opportunities for ongoing development of skills and knowledge throughout the curriculum are planned 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		
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.

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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		Diversity is embedded within the curriculum and in the fabric of teaching and learning.

#### Review and Updates to Key priority 2: Excellent curriculum for every child

<b>2023-2024</b>	<p>A highly effective EYFS team has ensured that the EYFS curriculum has been reviewed, these improvements are ongoing, reflecting team changes next academic year.</p> <p>Subject reviews have been developed and now ensure that leaders have developed their knowledge and consideration of EYFS.</p> <p>Subject long term plans have been reviewed, these now include progressive statements for within phase learning. Subject curriculum plans now include disciplinary and substantive knowledge. Reading is in place in wider curriculum, the focus has now moved to writing (this will be a focus for curriculum subject DEPs 2024-25).</p> <p>Vocabulary learning has been further refined through the development of curriculum plans.</p> <p>Staff training on the curious curriculum has taken place, this has impacted on some planning for the curriculum but the approach as a whole has not been adopted.</p> <p>Launchpad for literacy is beginning to be used effectively as a tool for pre-phonics work within early years. The academy will continue to embed and develop this. Let's think in English lessons are developing within the academy and positively impacting on oracy throughout the curriculum, further staff have been trained and expertise is growing. Plans are in place to embed this next academic year.</p> <p>Subject leaders continue to develop their expertise, a subject leader handbook is in place which will support leaders of the future. Subject leader professional development continues to be invested in, leaders attend trust and pioneer networks.</p> <p>TA training has been robustly planned to meet the needs of the academy and of individual staff. Further development and engagement of this will ensure that the workforce is trained to meet the needs of all learners.</p> <p>The extra-curricular offer has been extended through more after school clubs and the introduction of lunchtime clubs. These are well attended and popular. Forest school provision continues to be in place and the academy have continued to work with Hill House, The Axholme Academy and the Get Ahead Partnership to continue to extend the wider opportunities for the children.</p> <p>Parent voice regarding the extra-curricular provision was positive and has supported the academy to put plans in place for future developments.</p> <p>The parental engagement survey was extremely positive, parents feel that they are welcomed into school and value the activities that the academy plans to engage with parents and families. An action plan is in place following feedback which will support the academy to make this even stronger. Homework remains a challenge, the academy is looking at how to increase children's motivation to learn at home to further develop this.</p> <p>The anti-racism lead continues to engage in network meetings this work is ongoing.</p>
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2024-2025

Actions Taken

- Enhanced indoor provision in Early Years Foundation Stage (EYFS), specifically tailored to nursery and reception pupils, to better meet their developmental and learning needs.
- Strengthened the reading curriculum to ensure reading is embedded across all subjects, supported by well-attended parental workshops promoting reading for pleasure.
- Delivered targeted professional development focused on adaptive teaching strategies to ensure challenge and support at all pupil ability levels.
- Further embedded the *Let's Think in English* programme, significantly improving pupils' oracy skills through reasoning, explanation, listening, and debate.
- Continue to work on the DARTs creative project, fostering creative teaching approaches that have improved pupil confidence and knowledge retention.
- Carefully planned and executed a programme of trips and visits to broaden pupils' experiences and cultural understanding.
- Expanded wider musical opportunities, increasing pupil participation in music lessons, trust-wide musical events such as the ensemble and choir, and two very successful community music events.
- Introduced Lyfta, a digital platform enhancing pupils' understanding of diversity and the wider world, which also positively impacted oracy skills.
- Continued ongoing curriculum review resulting in updated curriculum overview documents and improved subject leadership, with a particular focus on Science, History, and PSHE. New schemes of work are in place for these subjects for the next academic year.

Impact and Outcomes

- EYFS provision now better supports early learning needs, creating a strong foundation for future progress.
- Reading development has increased profile and participation, evidenced by parental engagement and deeper integration of reading across subjects.
- Adaptive teaching training has enabled staff to challenge all pupils effectively, contributing to improved pupil outcomes and engagement across ability ranges.
- The *Let's Think in English* programme has had a significant impact on oracy, enhancing pupils' abilities to reason and articulate ideas confidently, which aligns with our ongoing commitment to oracy development.
- The DART creative project has strengthened creative pedagogy, with pupils demonstrating greater confidence and improved retention of key knowledge.
- Trips and visits have enriched pupils' cultural capital and real-world understanding
- The music offer has expanded, with more pupils accessing lessons and participating in musical events, fostering a vibrant cultural life within the academy and community.
- The introduction of Lyfta has widened pupils' cultural awareness and understanding of diversity, promoting inclusivity and respect in line with our values.
- Curriculum reviews and new schemes for Science, History, and PSHE have ensured that teaching across these subjects is coherent, progressive, and knowledge-rich.

## Review and Updates to Key priority 2: Excellent curriculum for every child

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.

<b>Intent</b> <i>What do we want to accomplish?</i>	<b>Implementation</b> <i>will we achieve it?</i> <i>How</i> <i>RAG rated July 2024</i>	<b>By when?</b>	<b>Impact Measure</b> <i>What will we measure as an indicator of our ongoing process?</i>
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 Every training requirements regarding compliance within these areas c. Engagement with the safeguarding curriculum and the use of common sense 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 expectations for every child.
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		An improvement in attendance and reduction in persistent absence is evident with effective strategies and practice to engage children and families.

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			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.

## Review and Updates to Key priority 3: Excellent standards of behaviour, attitudes, attendance and safeguarding

<p><b>2023-2024</b></p>	<p>National college resources have been used for Governor and staff training around matters of compliance.</p> <p>Gooseberry Planet training is effective for staff safeguarding and prevent training. Safeguarding refreshers are in place through the introduction of a weekly update which includes a safeguarding section. A safeguarding review was completed by the Safeguarding lead at North Lincs LA, this concluded that safeguarding procedures within the academy are robust and all staff and children know how to keep themselves and others safe.</p> <p>A year-long trial of the behaviour tracking system has led to refinement of policies and procedures. Behaviour incidents have declined over the year and incidents are followed up in an effective and timely manner. The academy will continue to focus this with a lens on bullying and banter. The tracking system has allowed SLT and teaching staff to monitor whole school, cohorts and individual plans to reduce incidents.</p> <p>Following feedback from a pupil safety survey, supervision of unstructured times has been increased, this has led to a reduction in behaviour incidents in cloakrooms and toilets.</p> <p>Staff voice surveys show improved attitudes to behaviour, observations carried out by staff which are then fed back to SLT as part of a QA activity.</p> <p>Attendance remains high priority within the academy, meetings and networks are attended, the Headteacher continues to take part in the Dfe attendance hub work and data is analysed at regular intervals. This has led to developments within policies and procedures.</p> <p>The role of pupil voice and academy ambassadors has developed, ongoing plans are in place to further embed this work.</p> <p>Pupils have positively engaged with their responsibilities around school, this is having a positive impact.</p>
<p><b>2024-2025</b></p>	<p><u>Actions Taken</u></p> <ul style="list-style-type: none"> <li>• Introduction of a new eSafety curriculum: Designed to deepen pupils' understanding of how to stay safe online, this curriculum supports safeguarding priorities.</li> <li>• Review and refinement of the behaviour system: Enhancements to an already successful system have established greater consistency of expectations across the school.</li> <li>• Implementation of the OPAL (Outdoor Play and Learning) scheme: This initiative has improved the quality of playtimes, promoting engagement and positive interactions.</li> <li>• Developments in attendance tracking: Updated procedures ensure compliance with the latest DfE guidelines, supported by collaboration with the Trust and PCA attendance networks to challenge attendance issues promptly.</li> <li>• Expansion of pupil voice activities: Establishment of class ambassadors contributing to quality assurance and wellbeing ambassadors continuing to collaborate with external partners such as With Me in Mind.</li> <li>• Creation of new ambassador roles: Formation of eco and anti-bullying ambassadors prepared to launch initiatives in the coming academic year.</li> <li>• Introduction of the Zones of Regulation framework: A whole-school approach to developing pupils' self-regulation and empathy, using consistent language to support behaviour and emotional understanding.</li> </ul> <p><u>Impact and Outcomes</u></p>

### Review and Updates to Key priority 3: Excellent standards of behaviour, attitudes, attendance and safeguarding

	<ul style="list-style-type: none"><li>• Reduction in online safety incidents: a decrease in online safety concerns raised this academic year, demonstrating improved pupil awareness and resilience.</li><li>• Decrease in behaviour incidents: Refinement of the behaviour system has resulted in fewer recorded incidents, reflecting increased consistency in expectations and improved conduct.</li><li>• Enhanced playtime experience: Early implementation of the OPAL scheme has reduced accidents and behaviour-related issues during breaks, with positive feedback from pupils and parents validating the positive cultural shift.</li><li>• Sustained high attendance: Attendance remains in line with or above the national average, supported by rigorous tracking and timely interventions.</li><li>• Strengthened pupil voice and wellbeing: Class ambassadors and wellbeing ambassadors have actively contributed to school culture and wellbeing initiatives, including organising successful events and feeding back through assemblies, thereby fostering pupil leadership and engagement.</li><li>• Improved emotional regulation and understanding: The Zones of Regulation framework has had a significant positive effect on pupils' ability to recognise and manage their feelings and behaviour, promoting a respectful and empathetic school community.</li></ul>
<b>2025-2026</b>	

### 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

<b>Rationale</b>	<p>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.</p> <p>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.</p> <p>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.</p>
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<b>Intent</b> <i>What do we want to accomplish?</i>	<b>Implementation</b> <i>will we achieve it?</i> <i>How</i> <i>RAG rated July 2024</i>	<b>By when?</b>	<b>Impact Measure</b> <i>What will we measure as an indicator of our ongoing process?</i>
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 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: <ul style="list-style-type: none"> <li>• SEND</li> <li>• Pupil Premium</li> <li>• English as an Additional Language</li> <li>• LAC/PLAC/CWSW</li> <li>• SIBS (young carers)</li> </ul>	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 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		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.
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)		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 c. Introduce KS1 maths intervention, develop the use of mastering number.		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.

## Review and Updates to Key priority 4: Excellent targeted support for every child that needs it

<p><b>2023-2024</b></p>	<p>The use of Star assessment has supported and developed the effective monitoring of knowledge gaps in reading and maths. The use of the assessment tool has allowed for better tracking of progress and attainment for SEND children working below age expectation.</p> <p>Launchpad for Literacy is now being used alongside tapestry, allowing the EYFS team to better target interventions for SEND.</p> <p>SALT and OT toolkits are in use across school by teachers and teaching assistants, time is now allocated for this within the provision timetable and children are making good progress because the systems are more robust. . The SENDCO is active within trust and LA networks, ensuring that best practise is shared and developments are introduced within the academy.</p> <p>There has been a wide range of SEND CPD which has taken place (see details on SEND information report). Newly developed provision maps and timetables ensure that interventions are taking place, monitored for impact and reviewed in a timely manner.</p> <p>The role of EYFS SEND support is ensuring that early identification is taking priority. The academy plans to develop this role further.</p> <p>National college CPD resources have been accessed for individual SEND training, ensuring staff assigned to particular children have a sound understanding of need and how best to support.</p> <p>How the academy uses the thrive screening and resources has been developed, further developments for next academic year are in place.</p> <p>Use of intervention tools including Wellcom and Mastering number have been successful in closing gaps for SEND children.</p> <p>The pupil premium strategy continues to be developed to ensure that these children remain a high priority. Outcomes for pupil premium children continue to improve and gap close (see end of KS2 outcomes)</p>
<p><b>2024-2025</b></p>	<p><u>Actions Taken</u></p> <ul style="list-style-type: none"> <li>• Further embedding of the Star assessment tool, utilising its diagnostic features to identify pupils' learning gaps and inform targeted planning.</li> <li>• Ongoing staff training focused on adaptive teaching strategies and inclusive classroom practises to ensure responsiveness to individual needs.</li> <li>• Implementation of the Zones of Regulation framework, particularly benefiting SEND pupils by supporting their emotional regulation.</li> <li>• Embedding the use of the Bosenquet framework, enabling pupils and staff to use consistent terminology to understand levels of support, enhancing pupil self-awareness and staff responsiveness.</li> <li>• Review and positive refinement of the Mastery Number approach, demonstrating specific support for SEND pupils in mathematics.</li> <li>• SENDCo's active engagement in professional networks, providing up-to-date knowledge and delivering regular SEND training updates for staff; acting as a peer leader by sharing best practice with other schools.</li> <li>• Continuous development of provision maps and intervention timetables to ensure timely and appropriately targeted support.</li> <li>• Careful monitoring of progress for pupil premium pupils, coupled with adaptive teaching methods, continues to focus on the needs of disadvantaged pupils</li> <li>• Introduction and use of trigger trackers for pupils with significant needs to regularly evaluate the impact of interventions and plan subsequent support promptly.</li> </ul> <p><u>Impact and Outcomes</u></p>

## Review and Updates to Key priority 4: Excellent targeted support for every child that needs it

	<ul style="list-style-type: none"> <li>• Staff have a clearer understanding of individual pupil needs and learning gaps, enabling more precise and effective support planning.</li> <li>• SEND pupils benefit from tailored emotional and academic interventions, as evidenced by the positive impact of Zones of Regulation and Mastery Number strategies.</li> <li>• Pupils demonstrate increased awareness of their support levels through consistent use of the Bosenquet framework terminology, fostering greater ownership of their learning journeys.</li> <li>• The SENDCo's leadership and networking has enhanced staff confidence and competence in delivering SEND provision, contributing to improved teaching quality.</li> <li>• Timely interventions and ongoing monitoring have resulted in closing attainment gaps for pupil premium pupils by the end of key stage assessments.</li> <li>• Use of trigger trackers ensures that pupils with significant needs receive dynamic and responsive support, with progress and outcomes regularly reviewed.</li> </ul>
<b>2025-2026</b>	

## 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.
- 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.

- 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.