



Alvaston Infant and Nursery School

School Implementation Plan 2023/24



Our Vision: It is our mission to ensure that our teaching and learning opportunities provide children with an outstanding educational offer, which enables **all** children to make excellent progress, both academically and personally, whilst equipping them with the cultural capital needed to succeed in the next stage of their learning journey and shaping them to become responsible citizens of society, both now and in the future.

We strive to nurture and treasure every member of our community, in a safe and supportive environment, so they can grow, develop and flourish in order to reach their full potential. Through our high-quality teaching and learning environment, we believe that we encourage and instil confidence in every individual so that they can 'Be the best that they can be'.

Chair of Governors: Mr Julian Bland

Date Approved: TBC

Headteacher: Miss Molly Allen



Intention One: To ensure that all children can learn and remember identified knowledge within each subject.

Objective One: To improve the quality of education so that the bespoke curriculum is fully implemented across the school.

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
<p>Each curriculum area to have a full subject review. Identify and share any key changes to the intended curriculum. Subject leads to monitor the implementation of their subjects via the specifics documents, concept progression document and knowledge and skill progression documents.</p>	<p>MA/JH – Planned reviews / non contact / monitoring timetable</p> <p>All subject leaders</p>	<p>Non contact timetable to be implemented in Sept 23</p> <p>Reviews to have taken place by Dec 23</p> <p>Monitoring cycle to commence Jan 24</p>	<p>£2400 non contact and cover</p> <p>£2000 external consultants</p>	<p>All subject leaders have had a full review with one of the curriculum leads or external consultant. They state that these have been helpful and can give clear examples regarding next steps / amendments that have been made. All teaching staff are aware of the essential knowledge in each subject and all teaching assistants feel that the morning meetings and training they have had enables them to support learning across the curriculum. 90% of subject leaders can see that their subject is being implemented well.</p>	
<p>Curriculum Lead to have a strategic timetable to monitor the quality of education and to ensure all subjects are taught well. This will involve attending PPA sessions, monitoring planning, timetables, learning walks, book looks and discussion with children. Where concerns are identified, Curriculum Leads are consulted regarding the order and priorities within a year group.</p>	<p>JH/ year group leads / teachers</p>	<p>Half termly PPA attendance, book looks and discussions</p>	<p>£5680 including over costs and consultancy fee</p>	<p>Teachers and leaders feel that the support from the curriculum leads has been helpful and has enabled them to plan and teach effectively across the curriculum. Where next steps are identified, teachers are quick to make amendments and leaders monitor the impact of this. By the end of the year, external consultants and subject/curriculum leads are confident that their subject is taught well and that children are making good progress within their subject. Due to consulting curriculum leads regarding any deviance from the suggested pace of the curriculum, there is no narrowing of the intended curriculum. All subjects are taught and are valued.</p>	



Intention One: To ensure that all children can learn and remember identified knowledge within each subject.

Objective two: To improve the implementation of key knowledge within all subjects.

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Improve communication with parents so that they are regularly informed of what their children are learning.	Class teachers Teaching Assistants	Expectation shared – Sept 23 Monitoring – half termly	NA	When asked at the end of Autumn 2, over 70% of parents feel that they are more aware of their child is learning. They feel that there has been a range of subjects posted about on Dojo and monitoring of the Dojo pages indicates that there are: At least 2 phonics posts per week, at least 2 maths posts per week and at least 2 posts linking to foundation subjects,.	Year Group Leads Subjects Leads Curriculum Leads Governors
Implement new knowledge organisers for children within each subject and share these with parents.	JH – research best practice JH – Staff meeting to evaluate ideas / staff training Year Group Leads to implement Class teachers / Tas to implement strategies	Oct 23 Feb 24 April 24 April 24	NA	By the end of Spring 2, all year group leads have had a 'go' at designing a child friendly knowledge organiser, which is introduced at the start of a topic and can be used by children in order for them to retrieve key information. These are in a central place in classrooms and children can talk about how they might use them. Staff work together to evaluate and refine this approach and by the end of Summer 2, staff have completed more knowledge organisers that can be used and referred to. Children are able to talk about these and parents are also aware of them.	Learning Walk and discussions with children – May 24 – Year group leads Parent questionnaire May 24 Curriculum Lead to discuss with year group leads May 24



Intention One: To ensure that all children can learn and remember identified knowledge within each subject.

Objective two: To improve the implementation of key knowledge within all subjects.

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Regular staff meetings / keeping in touch meetings planned with each subject leader.	Subject Leaders	Rolling Plan	N/A	Subject leaders feel they have been able to implement their subject action plan and evaluation at the end of staff meetings document staff feel confident and that they have learnt something new.	Govenors HT Curriculum Lead
English Lead to ensure all staff continue to be experts in early reading. Staff to observe best practice. Share key treasured texts and knowledge regarding our reading approaches with parents by changing the delivery of workshops, making this more informal and using short videos in order to help educate.	Phonics refereshers – JH/MA – Year Group leads to share treasured text lists Observations of others Tas/teachers to invite parents in to show them approaches used in school	Termly phonics refreshers - INSET (Sept), Jan 24, April 24 Sept 23 and termly Oct 23 Termly As and when	£2000 including cover	By Autumn 2, all staff feel the phonics training was helpful. They are aware of the approaches used in school and have observed best practice. Staff who require more support have a plan in place to enable them to gain confidence quickly. 80% of parents are aware of the treasured texts and believe that their children enjoy these. Due to the informal approach towards educating parents on early reading, more parents attend and feel the videos are helpful. There are over 200 hits on the 'top tips in reading series'. The vast majority of parents feel well supported in helping their child to read. By the end of the year, the school have staff reading every treasured text and these are available on the school website.	English Lead Headteacher Year Group Leads Parents Governors



Intention One: To ensure that all children can learn and remember identified knowledge within each subject.

Objective two: To improve the implementation of key knowledge within all subjects.

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
<p>Provide support for the lowest 20% of readers (this includes SLC, Personalised Phonics, Reading Recovery and Precision Reading). TA 2s who are responsible for reading to have termly meetings with children who require additional help. English Lead to oversee this improvement and to ensure the right children are receiving the right support. Implement new motivation system which promotes the love of reading – all lowest 20% of readers to select a treasured text for their hard work at the end of each term (TA2 to ask what treasured text they would love to own at home). Phonics cards to be purchased and given to parents to enable them to support their children’s learning at home.</p>	<p>TA 2 meeting to go through key changes and expectations – JH</p> <p>TA2s to have meetings with parents and feedback to English Lead and provide data analysis</p> <p>MA celebration event for the giving of books</p>	<p>Sept 23</p> <p>Termly</p> <p>Termly</p>	<p>£3000 books and resources</p>	<p>TA 2s can provide clear examples of support they have provided and meeting logs show that every parents has been offered a meeting and 80% of parents take this up. Parents feel that they know how to support their child at home with reading. Children in reading interventions continue to make excellent progress and half termly data analysis evidences this. Discussions with children indicate that they are developing a love for reading and they are clearly excited to receive the treasured text in the celebration ceremony. Teachers express how these children are growing in confidence and are making at least good progress.</p>	<p>English Lead</p> <p>Headteacher</p> <p>Year Group Leads</p> <p>Parents</p> <p>Governors</p> <p>Relevant TA2s</p>



Intention One: To ensure that all children can learn and remember identified knowledge within each subject.

Objective three: To design and implement revisitation opportunities and assessment systems to check if children have learnt the full curriculum successfully, over time.

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
<p>Consult staff and design images to match each curriculum subject, which reflect what it means to learn that subject in our school. Consider statements for each subject that the children will be able to articulate. In KSI, implement separate books for: Geography, History, Science, Maths and English, a joint book for the arts (Music, D&T and Art and Design), a floor book for 'Life Skills' (PSHCE), RE, PE and Computing. Images to be used on Learning Intentions and Visual Timetables.</p>	<p>SLT/LP – Image design / statements</p> <p>Staff meeting (teachers)</p> <p>All teachers to implement books and visual timetables</p> <p>TD – timetable / LI/ display monitoring</p> <p>MA/JH – child discussion</p>	<p>Sept 23</p> <p>Sept 23</p> <p>Dec 23</p> <p>Dec 23</p> <p>March 24</p>	<p>£2000</p>	<p>By Spring 2, children in KSI are able to talk confidently about each subject, using the picture prompts and use some vocab from the subject statements in order to explain what subject they are in and what this means. In EYFS, by the end of Summer 2, the vast majority of children can name the subject on the visual timetable and can give an added bit of relevant information relating to the image associated with the subject. Monitoring shows that visual timetables are used well across the school and that these are included on learning intentions and on displays.</p>	<p>Year Group Leads</p> <p>SENDco</p> <p>Curriculum Leaders</p> <p>Subject Leads</p>
<p>Implement new display approach in each classroom so that current learning can be built upon and this is made available for children to refer to and revisit. Once topics are completed, assemble all work into a revisitation book. Share practice and provide staff training to ensure that staff are aware of expectations. Monitoring of the environment to occur so that this is built upon.</p>	<p>YGLS visit other schools</p> <p>All teachers put up learning display</p> <p>Learning walks to view other rooms during staff meeting - teachers and Tas</p> <p>Book Looks – staff meeting</p>	<p>Oct 23</p> <p>Oct 23</p> <p>Oct 23</p> <p>Dec 23</p>	<p>£500 (resources for boards e.g. hessian)</p>	<p>In each classroom there is a Maths and English Working Wall as well as a topic working wall that encapsulates the key learning over time – this will enable children to make links with their learning. By Summer 2, children can talk with confidence and the curriculum leads feel the children are making connections across the subjects. Lesson looks evidence that teachers are referring to the working walls and that children are using them. Staff feel more confident with using the working walls. Discussions with the children indicate that children can use the revisitation books and they retain the intended knowledge – the content of the book provides useful prompts(explanations, photos, work) for them to showcase what they know.</p>	<p>Curriculum Leads to monitor termly</p> <p>Subject leaders</p>



Intention One: To ensure that all children can learn and remember identified knowledge within each subject.

Objective three: To design and implement revisitation opportunities and assessment systems to check if children have learnt the full curriculum successfully, over time.

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
<p>Assessment staff meeting to share formative assessment approaches that could be used to support teacher judgement. Subject leads to work with curriculum leads to look at what is assessed and when to ensure this is manageable. Teachers to indicate, at the end of each subject unit whether the children have met the essential knowledge criteria or whether they are below. EAZmag to be set up so data analysis can occur in foundation subjects. Data to be shared with subject leads and curriculum leaders.</p>	<p>MA/JH – Assessment Staff Meeting – INSET</p> <p>Teachers to input data at the end of each learning sequence and then notify the subject lead and curriculum lead via email</p> <p>Subject leads to do data analysis and quality assurance on this – rolling programme</p>	<p>Oct 23</p> <p>At end of each sequence</p> <p>At least termly</p>	<p>£1300</p>	<p>Essential knowledge and when this is assessed is carefully mapped out. Teachers are able to use their teacher judgement and a range of other approaches in order to assess children against the essential knowledge in each subject area. By the end of the year 90% of teaching staff feel more confident with this. Teaching staff are fully aware of what they are assessing and when. Subject leaders can quantify attainment in their subject, identify trends and can recommend next steps. Discussions with children indicate that the vast majority of the time , teacher judgements are secure. Where areas of concern are identified, key actions are put in place and are reviewed.</p>	<p>Subject Leads</p> <p>Governor Links</p> <p>Curriculum Leads</p>



Intention Two: Behaviour and attitudes

Objective One: To ensure that pupils who have additional needs receive the support that they require so that their behaviour and attitudes improve and that they can access their curriculum.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Implement behaviour plans and logs throughout the school and ensure these are analysed.	TD / KW – INSET day TD – analysis	Sept 23 and 9 th October 23 Half termly	£300	Behaviour plans are shared with all staff in a timely manner and all staff are aware of how we can support our most vulnerable learners in school. Analysis shows that the school is able to quantify how many incidents we have per half term and each week. Whereby there is an increase in incidents, the school acts quickly and is able to make adaptations and implement safety plans. By the end of the Spring term, all staff feel they are logging these incidents via the correct channels and the SENDco is able to provide exact figures which shows the contextual picture for the school.	SEND Governors SLT SENDco
SENDco and Consultant SENDco to provide strategic CPD so that all staff feel confident to support children in school who have more complex needs. This will include sharing strategies e.g. 3 spot times, adaptations e.g. work stations, and behavioural support to staff and parents.	TD/ KW/SF	CPD timetable / plan to be shared Sept 23 (include PLP meetings, reviews, workshops, observations, drop ins etc). This will involve many different staff over the course of the year.	TD non contact 2 days per week with support I s per week + Consultant SENDCO +TA2 £19,500	Staff feel that they are supported when managing the behaviour and attitudes of all children across the school. Regular check ins with teachers regarding PLPs allow leaders to analyse the progress and they can hold teachers and TA2s to account. Next steps are quickly identified. Pupils with SEND show good behaviour and attitudes when learning their curriculum due to the first response and adaptations that have been made. By Spring 2, staff confidence has significantly increased.	TD / KW – Questionnaires SLT Learning walks Observations – CM



Intention Two: Behaviour and attitudes

Objective Two: To ensure behaviour in school remains exemplary and that children show excellent behaviours for learning and can clearly specify how they do this.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Review the relationship policy and include new behaviours for learning, as agreed with staff, Respectful, Ready, Resilient. Provide scripts and further CPD so that all staff feel the scripts are easy to remember and impactful. Staff to use positive praise to reinforce the desired behaviours. Agree with staff expected routines, expectations and standards during key transition points in the day and ensure these are being adhered to consistently.	SC/MA All staff SC/Sarah Bonshor	INSET – Sept 23, Oct 23 – sharing expectations Regularly revisit this in staff meeting once per half term TA meetings – once per half term Relationship policy review – Sept 23	£600 non contact and monitoring	Staff feel that the amended relationship policy is not overwhelming and that they are able to remember the rules and routines. In Autumn 2, monitoring shows that staff are praising the children for the attitudes for learning. Most children are able to give examples of how they have been 'ready', 'respectful' and 'resilient.' By the Summer, 98% of staff are confident with the policy and can see how this has impacted upon behaviour and attitudes for learning. Leaders feel the routines are embedded consistently across the school. By the end of Summer, the vast majority of children can talk about how they show respectfulness, readiness and resilience. As a result of clear expectations learning time is not lost.	SC – half termly learning walks Questionnaires – termly Learning walks at transition times Staff voice
Provide further training regarding emotional literacy and restorative justice so it becomes embedded across the school. Introduce zones of regulation and have a wellbeing station in each classroom, which encompasses the 5 ways to wellbeing. Specify key feelings children should know in the knowledge and skill document for PSHCE.	SC / LD SC/LD	Research Jan 24	£200	Staff are more confident regarding the restorative justice approach. Monitoring indicates that children can talk about their emotions and can give examples of how they may help themselves and each other when feeling differing emotions. Staff can give examples of how children have supported themselves and one another in relation to wellbeing. Most children are able to articulate the wellbeing station helps their body and their minds. Children can use some of the sentence stems (in PSHCE specific documents) to rebuild and repair relationships.	SLT SC Learning walks Pupil voice



Intention Three: Personal Development

Objective One: To ensure that the school offers the children multiple ways in which they can broaden their experiences and develop their character, so it is worthy of being shared with others.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
<p>Improve learning outside of the classroom and develop stronger links with the outside community. All subject leads to look for these opportunities within their subjects and share with year group leads. Year group leads to map out experiences before embarking on their next topic.</p>	<p>Subject Leads Year Group Leads Reading Lead – monitor library use Computing Lead – monitor computing room Outdoor learning lead – Monitor outdoor use from looking at timetables RE Lead – support with planning trips</p>	<p>Sept 23 Start of each topic</p>	<p>£2300</p>	<p>Children are exposed to a vast array of learning experiences and the opportunity plan documents the impact of this. As a result of these experiences, children can talk about their learning with confidence, linking it, where appropriate to British Values and Protected Characteristics. Monitoring from of the reading pod, computing classroom and outdoor areas indicates that children are learning outside of the classroom at least 20% of the time. Children can talk about how they have supported the wider community and what hopes they may have to make their community a better place.</p>	<p>SC – Pupil voice See relevant Leaders</p>
<p>Re-establish the school council and children as leaders and volunteers. Reintroduce the class council and have regular meetings. Track children's suggestions and ideas for change documenting the impact of their work. Train children in their role and support them to communicate with a range of stakeholders.</p>	<p>SC/LD Teaching staff</p>	<p>Oct 23 – elections for mini leaders and school councilors</p>	<p>£2000 non contact time</p>	<p>School council meetings are strategically planned. Children are given the opportunity and time to nominate themselves of each other. School Councillors play an active part in school and other children are aware of their role. School counsellors can talk about things they have done to bring about change and their class mates can talk with some confidence about what is discussed in class council by the end of Summer I. The school's leaders take their jobs seriously and are role models for others. There are clear examples of how the school council have communicated with other stakeholders e.g. parents.</p>	<p>SLT SC</p>



Intention Three: Personal Development

Objective One: To ensure that the school offers the children multiple ways in which they can broaden their experiences and develop their character, so it is worthy of being shared with others.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Redesign the playground and outdoor educational offer to children. Train staff / zone playground so adults are modelling play and exploration with children. Purchase equipment so children can develop and play imaginatively. Review playground clubs and ensure children are aware of the offer available for them.	BH/SS/MA – playground and pond	Dec 23	£55,000	Children are able to play imaginatively in the outdoor spaces, which spark their communication and collaboration. They learn to negotiate and take turns as take pride in and look after their environment. Adults engage in play with children, which leads to excellent relationships and provides children with a clear expectation of how to play alongside one another. The outdoor spaces enable children to express themselves and nurture their talents e.g. stage and amphitheater. By Autumn 2, monitoring suggests that the vast majority of children are highly engaged in their play. Most children are able to talk about the range of lunchtime clubs on offer and staff report there is a high take up of these.	BH
	BH – staff training and zoning	Feb 24	INSET		
	BH – monitoring	Half termly			
Carefully map out the protected characteristics and British values within the curriculum, ensuring that staff are aware of the expectations. Monitor children's understanding of this. Incorporate these into an assembly plan. Link the experience plan to British Values and Protected Characteristics.	SC SC/MA/JH SC	Sept 23 – Assembly plan Dec 23 – mapping across Half termly monitoring	£700	The protected characteristics are mapped across the school at an age appropriate level. Children can talk about the	



Intention Three: Personal Development

Objective One: To ensure that the school offers the children multiple ways in which they can broaden their experiences and develop their character, so it is worthy of being shared with others.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Introduce and teach the 5 B approach to children as an independence technique.	SC lead All staff to implement	Oct 23	NA	All children are able to name at least 3 of the 5 Bs. Staff report that children are more efficient with their self help strategies. Children can talk about how they have been resilient and helped themselves when learning.	Year Group Leads SC – pupil voice / observation
Improve the enrichment clubs and opportunities for children by seeking out what children want to access, introducing opportunities for children to showcase their learning and talents in and out of school. E.g. talent shows, inviting parents in to try baking, performing recorders in assembly. Change PP approach so that more PP children attend enrichment clubs. Offer more forest school sessions to children both in and out of school. Train staff member up and ensure vulnerable children access this. Improve the school website so talents and enrichment can be celebrated.	BH AS BH – review strategy and share with staff	Sept 23 Sept 23 Oct 23	£7000	Children can share the extra curricular clubs that they have attended. Parents comment that their child has accessed or has been offered enrichment both in and out of school time. The school website showcases the talents that our children possess. At least 50% of PP children take up an afterschool enrichment club.	BH Parent voice



Intention Four: Leadership and Management

Objective One: To strengthen inclusivity within the school so every child can live their best life.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Review the SEND provision in order to ensure reasonable adjustments are made. Observe practice in other settings and make suggestions regarding any changes that may be needed. Disseminate these to staff and share key strategies via an SEND bank. Ensure all staff are trained with the key interventions offered in school.	<p>TD/KW/MA - review reasonable adaptations and introduce outdoor sensory support</p> <p>TD/KW</p> <p>TD/KW – staff meeting</p> <p>TD/KW – SEND CPD calendar</p>	<p>Sept 23 –</p> <p>Oct 23</p> <p>Oct 23 – staff meeting</p> <p>Oct 23 and ongoing</p>	<p>Non contact and training time</p> <p>£2000</p>	<p>Reasonable adaptations are made in order to ensure that all children can achieve their true potential. The introduction of a Forest School Nurture Group enables children to regulate themselves and access personal targets. Adaptations are made after researching and evaluating best practice and staff comment that these have been impactful and have enabled practice to be inclusive for all. Staff feel more confident with the range of interventions and the resource bank and display set up enables all staff to access resources that they may need. As a result, all children make good progress from their starting points.</p>	<p>TD/KW</p> <p>SLT</p> <p>All staff</p>
Improve PLP writing and target setting by introducing new termly PLP meetings with SENDco and consultant SENDco. Improve how these are shared with parents by offering timely meetings and increasing networking support e.g. coffee mornings. TA2 to have clear direction and to support the increasing level of needs across the school.	<p>TD / KW</p> <p>TD/KW</p> <p>TD – programme of support for TA2</p> <p>TD</p>	<p>Sept 23 – review PLPs</p> <p>Termly meetings around census</p> <p>End of Sept 23 and review half termly</p> <p>See yearly calendar</p>	<p>£2000</p>	<p>Staff feel that the PLP changes have led to a reduction in workload and feel that these are matched to the children's needs. Staff feel these are realistic and the SENDco can see consistency across the school. 90% of SEND children make good progress. Parents feel informed and know their child's target and feel part of this process. They comment positively upon the networking and support they have received. The TA2 has clear direction and other staff and parents comment on this positive impact.</p>	<p>Questionnaire – termly for parents and staff</p> <p>SLT updates</p>



Intention Four: Leadership and Management

Objective One: To strengthen inclusivity within the school so every child can live their best life.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Track the SEND children more closely across the school so that there is a clear flightpath – introduce new PLP system. Ensure the SEND inclusion team are aware of their roles and responsibilities. SEND team to have half termly meeting to take place to ensure all of the inclusion team are aware of their roles	TD/KW – establish key roles of TA2 and share direction	Sept 23	Non contact	The SEND children are clearly mapped in the school and it is clear to see which agencies are involved. The new PLP system reduces workload for teachers and the meetings had with the SENDco Inclusion team are reported to have been helpful. As a result staff feel better equipped to support learners with SEND. Staff are clear of their roles and the team work together to ensure that at least 90% of SEND children make expected progress from their starting points.	TD/KW – questionnaire after reviews HT discussions with SEND team
Establish inclusion leaders across the school for the inclusion pillars and introduce half term inclusion meetings. Provide supervision for inclusion leaders.	MA/SC – appoint inclusion leads for EAL, family engagement, fair access and admissions, partners Inclusion Leads SC/MA/KG – Supervision Leads	Dec 23 Half termly Termly	£600 non contact	The pillars of inclusion are established within school and all inclusion leads have a voice. There are clear examples of how these stakeholders have enabled the school to be inclusive and there is clear evidence of how these meetings have led to improvements within the pillars. Supervision training has been impactful for the stakeholders and have provided staff with solutions to concerns that they may have had.	Inclusion Governors Mental Health Governor HT / Inclusion Team



Intention Four: Leadership and Management

Objective two: To implement strategic plans, for leadership at all levels, so that the school continues to move forward.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Generate a strategic action plan for subject leadership in accordance with the school's priorities. Provide CPD and coaching so all leaders feel they can monitor their subjects well. Provide CPD through a CPD planner and carefully thought-out staff meeting timetable.	MA/JH – subject review and plan Jo Ward – Consultant – subject leadership support Kath Wheatley – Consultant SENDco MA / JH / Subject Leaders – staff meeting plan	Sept 23 Multiple dates in plan Half termly	£5000 – non contact and consultancy days	Staff are fully aware of the plan for subject leadership, they know the priorities for their subject and share the CPD that they have had has enabled them to draw conclusions and make improvements within their subjects. Staff feel that the range of Quality Assurance and Monitoring has helped improve the school. Staff are aware of when they are leading staff meetings and have adequate time to prepare. Staff comment that these are useful and that they have felt 'part' of the changes.	Subject Leads Link Governors External Consultants
Governors to ensure that action plans are up to date and that they are fully aware of the school's 3 priorities. Regular reviews and skills matrixes to occur in order to review improvements.	Clerk to Governors – agenda item Melissa Higham – Governor Action Plan Lead All Governors – review action plans and use new monitoring forms and questions	FGBs Lead at reviews 2 x visits per year	NA	Governors are fully aware of how they wish to improve. They can articulate their strategic direction, and this is supported in Quality Assurances. Governors know what is expected of them and have the resources needed to enable them to carry out their roles highly successfully. Monitoring from governors is focussed on the school improvement areas and helps to identify what the school is doing well and what the school may need to do next to improve.	Governors HT External QA



Intention Four: Leadership and Management

Objective two: To implement strategic plans, for leadership at all levels, so that the school continues to move forward.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
<p>Improve attendance for vulnerable groups of pupils via attendance barrier document and working with families and NCAT. Work with the LA on new documentation in order to implement new systems and fully review the attendance policy. Termly attendance reports to be sent out.</p>	<p>MA / Local authority / Attendance Officer</p> <p>YGLS</p> <p>SLT</p>	<p>MA review barrier doc termly</p> <p>Weekly in PPA</p> <p>Weekly in meetings</p>	<p>£100</p>	<p>Attendance for children in school remains above the national average with an aim of 98%. All staff are clear on the attendance strategy and can articulate this. Parents are aware of their child's attendance termly.</p>	<p>SLT</p> <p>Attendance Officer</p>



Intention Four: EYFS – To ensure the EYFS provision remains outstanding.

Objective One: To ensure that the good practice established so far can be built upon seamlessly with the changes of staffing.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
New Year Group Lead and previous Year Group Lead and Nursery Lead to have regular check ins to evaluate practice. Establish lesson look teams to cross reference practice across the school. Staff to observe in other settings.	TD/MA/LD/JH	Half termly meetings Termly lesson looks / cross checks	Non contact	The SLT feel that the quality of education within the EYFS remains of a high quality. They make relevant improvements and monitor the impact of these. Staff can talk about pedagogical debates and discussions that have brought about changes and understand the impact that these have had on practice. As a result of this, children in the EYFS continue to attain very highly and make excellent progress.	SLT YGLs
Have a clear approach towards improving children's vocabulary. Identify vocabulary, linked to the differing curriculum stations and the intended learning and ensure that staff are fully aware of the key words they need to use in play. Establish NELI/Talk Boost and ensure these children access this and that their progress is tracked. Regular monitoring of this to occur.	JH/MA/RT Nursery and Reception teachers – identify and review	At the beginning of each topic /during PPA End of Sept and Half termly with RT	NELI every afternoon Talk Boost 2 days per week	Staff are fully aware of the key vocabulary that they need to use with the children in the provision. Learning walks demonstrate children are able to use these words and understand what they mean. 90% of children in NELI and Talk Boost make expected or better progress.	SLT RT



Intention Four: EYFS – To ensure the EYFS provision remains outstanding.

Objective One: To ensure that the good practice established so far can be built upon seamlessly with the changes of staffing.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
New EYFS Leads to complete yearly overview for open days / to maintain healthy numbers and ensure this is advertised in good time. Improve admission process so that all children are enrolled onto school systems	LD/JH design plan LP design flyer Office team – send out correspondence to waiting lists LD/JH – questionnaire for parents re thoughts / communications/intentions	Sept 23 Sept 23 Sept 23 Open sessions at differing times from Oct – Jan At sessions	£300	Prospective parents are notified in good time of the events. 90% of parents say it is highly likely that they will consider sending their child to the school/nursery. Comments are positive and in September 85% of the nursery is full and 95% of school places are taken.	MA/ LD/JH/TD
Alter the provision so it caters for the diverse needs within the Reception cohort. Visit other schools, considering best use of space. SEND support offered to staff, intervention boxes / folders set up as well as working stations.	JH/SC/JV – visits to other settings KW/TD/CM/SF – SEND meetings / support @ INSET and half termly	Spring I	£300 – supply	The provision enables the SEND children to make progress as well as all other children. Work stations are established and children have clear routines. Staff feel more confident to support children with their SEND needs. Staff are reflective and can talk about the impact of any changes that have been made.	TD/KW questionnaire



Intention Four: EYFS – To ensure the EYFS provision remains outstanding.

Objective One: To ensure that the good practice established so far can be built upon seamlessly with the changes of staffing.

Implementation:

Actions	Who	Expected Date	Cost	Desired Impact	Monitored by
Review the assessment of EYFS so this is fit for purpose and matches the curriculum designed. Align this to eazmag. Review this assessment and make relevant changes as required. Monitoring of assessment.	MA/JH/TF/LD/NE – assessment review	Sept 23	£500	The assessment system clearly matches our bespoke curriculum. Staff feel confident that their knowledge of the children matches the attainment / progress score obtained. Staff agree the system is not onerous and enables children to transition from Nursery to Reception. Moderation suggests that staff are assessing accurately. Staff feel that their voice has been heard regarding any changes that have been made. Staff also agree that the assessment enables teachers to clearly see what the child's next steps are and they can use this to plan future learning. Children make good progress from their starting points and retain learning.	MA/EYFS Governor / JH
	Nursery staff – implement new assessment	Oct 23			
	Rec staff use new assessment	Dec 23			
	MA/JH/LD – Assessment monitoring	Spring 1			
Ensure the best practice is built upon and we keep on top of updates / changes / act on advice from external agencies. Have EYFS review from LA. Previous EYFS lead to have regular drop ins to ensure standards are equally as high as prior years. Lesson looks to be completed by SLT members with prior experience in EYFS.	EYFS Team – research CG – Review Half termly monitoring – TD	As part of PPA Spring 2 Half termly	£300	The quality of the EYFS provision remains of an excellent quality. Children become knowledgeable and retain information. 75%+ of children achieve the GLD and QA demonstrates the school have an excellent EYFS provision, which prepares them to transition into KSI.	External reviews TD/LD/JH/MA