

# Ernesettle Community School Development Plan 2018-19

"Go into the world  
and **DO WELL**. But  
more importantly,  
go into the world  
and **DO GOOD**."

Minor Myers Jr.  
17th president of Illinois  
Wesleyan University  
1942-2003



At Ernesettle Community School, we aim to help our children achieve the highest possible standard and provide a rich and broad, balanced curriculum. Inspiring experiences and visits are a vital part of our children's education. Our school has a wealth of resources and engages the children in activities which will prepare them for the next generation of learning. Ernesettle pupils are innovators, builders, artists and improvers. They are risk-takers, problem solvers and writers. They are also pursuers of excellence and aspire to be the best they can be in whatever paths they decide to take.

Ernesettle Community School is in the highest Department for Education quintile for deprivation with the Index of Multiple Deprivation placing the area in the most deprived 15% nationally. When the school was deemed as 'requiring Special Measures' for the second time in less than three years in May 2010, the legacy of low aspiration, academic standards being amongst the lowest in the country and high levels of local unemployment were only compounded. I was appointed in May 2010 to address these issues and seven years later, the school is now very proud to be the highest performing school on average in the authority over the past five years and the regional winner of the Pupil Premium Award in 2016. This journey has been enabled by a staff team, and in turn, a community of children and families, who now have the potential to live happy, prosperous and rewarding lives.

As a result of our outstanding reputation and our 'school of choice for local families' vision, the school now has 508 children on role compared with 240 in 2010. The increase in our Nursery provision and introduction of a nursery for two-year olds have also added to what we are able to offer our community. This is all in line with our school vision statement, **'always striving to be outstanding, transforming the aspirations of a community'**.

As well as developing the friendliest, hardworking and committed staff team over the last 7 years, we believe five factors have ensured our progress:

- High-quality teaching, interventions and specialist teaching
- Healthy body, healthy mind
- High quality extended schools provision
- Family Support Advisor
- Subsidised educational visits, visitors and residential trips

This has led to being named in the top 1000 schools nationally for the last three years in a row, the winner of the regional Pupil Premium Award in 2016 and being named a the **'Best School in Plymouth'** in 2018. We continually seek to help our children develop lively, creative, enquiring minds and provide them with the skills and knowledge which will prepare them for successful, healthy lives in the ever-changing world in which they live.

**Welcome to Ernesettle Community School, where children gain a lifelong love of learning.**

A handwritten signature in black ink that reads "A.R. Meredith".



## Ernesettle Community School Development Plan 2018-19

### Current Data

This data links directly to the objectives from our Ofsted inspection, February 2018.

Disadvantaged Pupils, End of KS2						
End of KS2 Subject	Attainment %			National Comparator		
	2018	2017	2016	2018	2017	2016
Reading	93%	93%	89%	80%	77%	72%
Higher Standard Reading	46%	70%	29%	33%	29%	23%
Writing	93%	89%	82%	80%	81%	79%
Greater Depth Writing	46%	26%	11%	33%	21%	18%
Maths	93%	89%	93%	81%	80%	76%
Higher Standard Maths	50%	63%	32%	28%	27%	20%
Combined	89%	89%	82%	61%	67%	60%
Higher Standard Combined	25%	26%	4%	12%	11%	7%

Ever 6 FSM, End of EYFS							
Subject		Attainment %			National Comparator		
		2018	2017	2016	2018	2017	2016
C&L	Listening & Attention	70%	67%	47%	88%	88%	88%
	Understanding	70%	67%	65%	87%	87%	87%
	Speaking	70%	67%	59%	87%	87%	87%
Literacy	Reading	50%	42%	41%	79%	80%	80%
	Writing	50%	42%	47%	76%	76%	75%
Maths	Numbers	60%	50%	53%	82%	81%	81%
	Shape, space & measures	50%	50%	47%	84%	84%	84%
<b>GLD</b>		50%	42%	35%	74%	73%	72%

At the start of KS2, this cohort of Disadvantaged pupils was broadly in line with its national counterparts. They have performed significantly above them at the end of KS2 in all three subjects. When compared to their end of KS1 results, this is outstanding progress.

Over the last 3 years, ECS Disadvantaged pupils have significantly outperformed their counterparts at ARE and GD in Reading. There was a decrease in pupils achieving GD last year but overall it was still well above their National counterparts. WCR has been adopted throughout the school to ensure all pupils are accessing high quality texts and those deeper level skills associated with Greater Depth. Over the last 3 years Disadvantaged ECS pupils have outperformed their national counterparts in Writing. There was a significant increase in the number of pupils achieving GD at Writing last year which has diminished the difference between GD Reading and Writing in Disadvantaged Pupils which was present in 2017. Over the last 3 years Disadvantaged pupils at ECS have outperformed their national counterparts in Maths, with a particular mention to the consistently high percentages of pupils achieving Greater Depth. Over the last 2 years, ECS Disadvantaged pupils have significantly outperformed their national counterparts in the combined subjects.

Over a three year trend the attainment at the End of EYFS of our Disadvantaged pupils has significantly improved. Although below the National Comparator, when tracked from their starting points each child has made Good or better progress. The newly appointed EYFS Leader will focus on and track this vulnerable group throughout our Early Years provision to ensure every opportunity is maximised. The newly appointed Pupil Premium Champion will also support the learning of these pupils as they move into KS1. The continued improved attainment of Disadvantaged pupils at EYFS will be a focus through the SDP this year.

Boys, End of KS2						
End of KS2 Subject	Attainment %			National Comparator		
	2018	2017	2016	2018	2017	2016
Reading	100%	96%	87%	72%	68%	62%
Higher Standard Reading	50%	70%	35%	24%	21%	16%
Writing	100%	91%	83%	72%	70%	68%
Greater Depth Writing	50%	22%	4%	24%	13%	11%
Maths	100%	91%	100%	75%	75%	70%
Higher Standard Maths	58%	70%	43%	25%	24%	18%
Combined	100%	91%	83%	61%	57%	50%
Higher Standard Combined	29%	22%	4%	8%	7%	5%

This cohort of boys started KS2 broadly in line with their national counterparts (on the previous curriculum). They have completed KS2 (within the 2014 curriculum) with every boy achieving ARE+ in all three subjects and 29% of our boys achieving GD in all three subjects. This is outstanding progress.

We are very proud of how our boys have increased the gap between them and their national counterparts in both Maths and Writing. This will be closely monitored this year as the 2018-19 cohort has some male outliers identified. We may not predict every boy to achieve ARE next year, but we will put all necessary provision in place to ensure outstanding progress is maintained.

There was a drop in Reading Greater Depth this year, compared to last year so this will be monitored closely. This year, WCR has been adopted across the school and a high staff:pupil ratio has been put in place across Y6.

Boys, End of KS1						
End of KS2 Subject	Attainment %			National Comparator		
	2018	2017	2016	2018	2017	2016
Reading	76%	75%	70%	71%	71%	70%
Higher Standard Reading	9%	4%	9%	22%	22%	20%
Writing	73%	71%	70%	63%	61%	59%
Greater Depth Writing	9%	4%	9%	12%	11%	10%
Maths	76%	79%	87%	75%	74%	72%
Higher Standard Maths	15%	8%	17%	24%	22%	20%

This cohort of boys started KS1 below their national counterparts (based on EYFSP data) and they have finished KS1 in line or above (writing) their national counterparts. This is better than expected progress across all three subjects.

Over the last 3 years, KS1 boys have achieved in line, slightly above their national counterparts. WCR has been adopted across the whole school to try and promote those GD skills at a KS1 level.

Over the last 3 years, ECS KS1 boys have shown a positive trajectory in their writing achievement which exceeds their national counterparts by a consistent 10%. The gap between ECS GD and national is the smallest out of the three. This will be monitored closely to see if WCR will impact upon the percentage achieving GD at KS1 as all pupils are exposed to high quality texts. There was a slight drop in the number of boys reaching ARE in Maths in 2018, compared to the previous year and a drop compared to the year before that. This is due to the percentage of boys with SEN Support in that cohort. The number of boys achieving GD rose and it will be monitored closely this year to ensure this difference continues to diminish. The introduction of the multiplication programme across the school should impact positively on ECS boys' attainment and will be tracked closely by KS1 Leader and Maths Leader. Boys' attainment in Maths across KS1 will be a focus this year through the SDP.

Boys, End of EYFS								
Subject		Attainment %			National Comparator			Difference
		2018	2017	2016	2018	2017	2016	
C&L	Listening & Attention	84%	83%	61%	82%	82%	82%	+2%
	Understanding	81%	78%	67%	82%	82%	82%	-1%
	Speaking	78%	75%	61%	81%	81%	81%	-3%
Physical Development	Moving and Handling	81%	81%	70%	85%	85%	90%	-4%
	Health and self care	83%	78%	76%	91%	88%	89%	-8%
Literacy	Reading	59%	58%	55%	72%	72%	72%	-13%
	Writing	56%	56%	52%	67%	67%	66%	-11%
Personal, social and emotional development	Self-confidence and self-awareness	75%	72%	67%	85%	86%	86%	-10%
	Managing feelings and behaviour	72%	72%	70%	83%	83%	83%	-9%
	Making relationships	78%	75%	67%	86%	86%	86%	-8%

<b>Maths</b>	<b>Numbers</b>	69%	67%	58%	76%	76%	75%	-7%
	<b>Shape, space &amp; measures</b>	66%	67%	61%	78%	78%	78%	-12%
<b>Understanding the world</b>	<b>People and communities</b>	75%	72%	67%	82%	82%	82%	-7%
	<b>The world</b>	78%	75%	76%	82%	82%	82%	-4%
	<b>Technology</b>	84%	72%	73%	92%	91%	91%	-8%
<b>Expressive arts, designing and making</b>	<b>Exploring and using medial and materials</b>	78%	72%	61%	84%	84%	83%	-6%
	<b>Being imaginative</b>	78%	75%	70%	84%	84%	83%	-6%
<b>GLD</b>		56%	56%	52%	65%	64%	62%	-9%

Over a 3 year trend the percentage of boys attaining GLD at the end of Early Years is improving. Although still below the National Comparator, when they are tracked from their starting point, the majority of boys make outstanding progress within our Early Years Foundation Stage. Pupils benefit from a thorough handover from staff into KS1 and a Reception – Year 1 transition where pupils, who need it, are still taught and assessed against ELGs before moving towards National Curriculum. Boys Maths attainment across KS1 will be a key focus this year through the SDP and subject action plans. The newly appointed Early Years Leader will focus on boys’ attainment across the subjects, with a specific focus on Mathematics, Literacy and PSED. The impact of employing our own SALT is evident in the comparisons between ECS’ boys and the National benchmark in Communication and Listening.

### Progress and Attainment at the End of KS2 of Prior Low Attainers

Subject	Progress Measure			Average Score			National Comparator			Achieving expected Standard			National Comparator		
	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016
<b>Reading</b>	3.55	5.36	5.53	110.5	110.9	107.5	104.4	104.1	102.6	91%	91%	91%	76%	72%	66%
<b>Prior attainment low reading</b>	-4.31	-7.72	14.43	102.7	93	104.8	95.2	93.4	93.2	29%	25%	83%	25%	19%	18%
<b>Writing</b>	2.04	1.29	1.54							89%	89%	85%	78%	76%	74%
<b>Prior attainment low writing</b>	-2.94	-3.61	9.3							0%	40%	88%	23%	23%	23%
<b>Maths</b>	4.14	5.10	5.49	110.5	110.6	108	104.4	104.2	103	91%	89%	96%	76%	75%	70%
<b>Prior attainment low maths</b>	-2.77	-8.94	14.43	100.3	n/a	105	104.4	92.9	92.8	29%	0%	100%	14%	15%	15%

In Reading and Maths, the number of pupils who attained lower in KS1 but achieved ARE in KS2 out performs their national counterparts. In Maths, our low attainers significantly outperform their national counterparts.

In 2018, 0% of our low attainers made expected standard in writing however case studies of some of these pupils and close monitoring of all of them by class teachers across KS2 and the SENCo show they all made at least good progress from the end of KS1 to the end of KS2.

The progress measure for low attainers is subtly different in Writing and Maths. The progress made by low attainers was better in Writing and Maths than it was in reading. Reading was measured as the lowest for progress. The English Lead and Assessment Lead have run analysis of who did not make expected progress. Two of the pupils achieved entry into local grammar school so made excellent progress. However, on the day, the exam did not show off

Prime area of learning	Early Learning Goal	Breakdown	All pupils	Ever 6 FSM	Non-Ever 6 FSM	Difference
Understanding the World	People and Communities	ECS	78%	70%	80%	-10%
		National	86%	87%	87%	-17%
		Local Authority	83% (UTW)	n/a	n/a	n/a
	The world	ECS	80%	80%	80%	0%
		National	86%	87%	87%	-7%
		Local Authority	83% (UTW)	n/a	n/a	n/a

	Technology	ECS	83%	80%	84%	-4%
		National	93%	94%	94%	-14%
		Local Authority	83% (UTW)	n/a	n/a	n/a
PSED	Managing feelings and behaviour	ECS	77%	60%	80%	-20%
		National	88%	89%	89%	-29%
		Local Authority	83% (PSED)	n/a	n/a	n/a
Literacy	Writing	ECS	65%	50%	68%	-18%
		National	74%	76%	76%	-26%
		Local Authority	71% (Lit)	n/a	n/a	n/a
Maths	Numbers	ECS	73%	60%	76%	-16%
		National	76%	82%	82%	-22%
		Local Authority	75% (Maths)	n/a	n/a	n/a
	Shape, space and measures	ECS	72%	50%	76%	-26%
		National	78%	84%	84%	-34%
		Local Authority	75% (Maths)	n/a	n/a	n/a
EA,D & M	Exploring and using media and materials	ECS	82%	60%	86%	-26%
		National	89%	90%	90%	-30%
		Local Authority	84%	n/a	n/a	n/a

- When focusing on The World, the gap between FSM and non-FSM was closed. Understanding the World was the area with the smallest difference between ECS FSM and the National benchmark. This area was particularly enhanced by our topic-based learning curriculum, extra-curricular trips and visitors, use of the outdoor environment and a focus for the teachers and FSA to encourage families to engage with the home learning challenges.
- When comparing boys' GLD (56%) and girls' (75%) there is a gap (19%). It is important to note that the cohort has more males (32:28). This gap is a slight increase from last year (15%). Nationally in 2018, 78% of girls achieved a Good Level of Development compared to 65% of boys.
- FSM (50%) GLD have underperformed in comparison with their non-FSM (68%) counterparts. Discussions have already taken place at Governor and Core SLT level and the decision has been taken to place a non-class based EY Leader in position for 2018-19. For this current cohort a higher ratio of staff: pupils will support them in Year 1 and a thorough and strong handover will mean the children continue to build on their learning from the start of the school year.
- There were significant gaps between FSM and other pupils in Shape, Space and Measure, Making Relationships, Reading, Exploring and Using Media and Materials and Self Confidence and Self-awareness. This will feature in the SDP and Early Years Action Plan and the EY Leader will make this a priority and focus when setting up the environment and through first quality teaching and planning.

#### Pupils Assessed at ARE or Above at the End of the Academic Year, July 2018

Year group	Reception	Y1	Y2	Y3	Y4	Y5
Reading at ARE July 2018	68%	72%	82%	83%	85%	87%
Writing at ARE July 2018	67%	72%	80%	82%	81%	86%
Maths at ARE July 2018	68%	77%	82%	86%	80%	87%

Tracking the ARE through the different cohorts at ECS shows a very clear picture: the longer you study at ECS, the more likely you are to attain ARE or better by the end of KS2. On the whole pupils attain broadly in line, or slightly above national averages by the end of KS1 although there can be a gender or Disadvantaged difference. The average end of KS2 pupil then out-performs their national counterparts and the gender and Disadvantaged/other difference is diminished.

Each cohort is tracked individually as they all follow different patterns and trends. These patterns are analysed by several subject leaders across SLT to ensure all year groups have the correct information, resources and strategies to support pupils make good or better progress. This progress is then monitored through a rigorous process of book scrutinies, teaching over time and Pupil Progress Meetings to ensure all pupils make at least good progress from their respective starting points.

Ernesettle Community School Goals 2018-19

*Children are equipped to become active and responsible citizens in school and in the wider society.*

*Professional development motivates and challenges staff to innovate effectively.*

*Pupils can clearly articulate their knowledge and understanding so that outcomes are of a high standard.*

*In all parts of our Early Years provision we will promote that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.*

*Children are able to make connections in learning through innovative teaching.*

## ***Pupils can clearly articulate their knowledge and understanding so that outcomes are of a high standard.***

### **SDP Objectives:**

- 1.1 To closely track disadvantaged pupils and boys in Early Years, KS1 and KS2 and use timely and effective strategies or interventions to improve progress and narrow the attainment gap between their national counter parts.
- 1.2 There will be a positive increase in attainment at the end of EYFS and KS1 and continued high attainment (above national ARE) % for pupils at the end of KS2.
- 1.3 At least 68% of pupils will reach GLD, at ARE or above (50% FSM, 60% boys, 8% boys exceeding GLD)
- 1.4 At least 85% of pupils will end KS1 at ARE or above in all 3 Core subjects and Science (70% Disadvantaged, 75% boys)
- 1.5 Boys attainment will be tracked closely to ensure Good or better progress by each child to result in an increase in attainment at the end of KS1 to 80%.
- 1.6 Whole Class Reading will become embedded in KS1&2 which will result in an increase in pupils attaining Higher Standard in Reading.
- 1.7 To raise the attainment of disadvantaged pupils by the end of Reception, particularly Managing Feelings, Exploring and Using Media and Materials, Number, Shape, Space and Measure and Writing so the gap between disadvantaged pupils and others is less than 15%.
- 1.8 Children have a wide and varied vocabulary both in written and spoken forms in all areas of the school.
- 1.9 To improve the progress score of pupils with SEN or identified as low attainers at all statutory points (reducing the number of pupils not attaining the expected standard in writing from 0% to 10% and maintaining above the national average of 23% in Maths and Reading).
  - To closely track pupils with SEN support or identified as low attainers from their baselines, across EYFS and use timely and effective strategies or interventions to improve attainment and narrow the progress gap between their national counterparts.
  - To closely track pupils who are within the group 'prior low attainment' at the end of EYFS, in KS1 and use timely and effective strategies or interventions to improve attainment and narrow the progress gap between their national counterparts.
  - To closely track pupils who are within the group 'prior low attainment' at the end KS1, across KS2 and use timely and effective strategies or interventions to improve attainment and narrow the progress gap between their national counterparts.
  - To closely track pupils who are within the group 'prior low attainment' at the end of KS1, in Year 6 and use timely and effective strategies or interventions to improve attainment and close the progress gap between their national counterparts.

### **End of KS1 and KS2 Predictions:**

#### **End of KS2 2018-19**

2015 End of KS1 R, W & M combined	Year 3 R, W & M combined	Year 4 R, W & M combined	Year 5 R, W & M combined	Year 6 R, W & M combined	FFT end of KS2 combined prediction
78%	63%	73%	85%	89%	89%

### **End of KS1 2018-19 Prediction of Pupils Reaching Expected Standard:**

Reading	81%
Writing	75%
Maths	81%

### **Expected GLD at the end of EYFSP:**

All	68%
FSM	55%
Boys	63%

UNCRC Article 12: Every child has the right to say what we think (when it affects us) and be heard.

UNCRC Article 28: Every child has the right to learn.

Action/ strategically planned tasks to deliver targets	Responsibility	Timescale	Resources/ Cost/ Monitoring	Success Criteria
<ul style="list-style-type: none"> <li>• Ensure monitoring is evidenced consistently across areas.</li> <li>• Support Senior Leaders and Subject Leaders to monitor progress and attainment across school. Half termly monitoring of core subject evidence.</li> <li>• Collate exemplars of key pieces of work for each year group. Moderate widely internally and externally to ensure consistent judgements are being made and that the evidence needed to secure age-related expectations is clear.</li> <li>• Gather external evidence from monitoring during INSET days and moderation meetings.</li> <li>• Appropriate leader to attend Local Authority meetings and development sessions to disseminate information and updates of statutory assessment across the school. Personalise provision map across the school, particularly in Writing, Reading and Number, choosing children based on assessments. Provide training for new staff to ensure school goals and age-related expectations are clear and support Teaching &amp; Learning Assistants knowledge for leading the sessions.</li> <li>• Through highly informative Parent/Carer evenings, FSA meetings, Team Around Me meetings and termly workshops for Parents/Carers pupils and parents are clear on what is being taught and what they need to know to meet age related expectations.</li> <li>• Provide staff with guidance on using Target Tracker and ensure assessment resources and strategies across school are appropriate and consistent.</li> <li>• Support staff in securing their assessment techniques to inform next steps which are vocalised and evident in all subject planning.</li> <li>• Support class teachers in all areas of the school with the use of Target Tracker as an assessment tool. Attend training and provide updates to relevant people as necessary.</li> <li>• Support teachers in Science so planning/teaching is clearly matched to National Curriculum expectations, coverage is comprehensive, and teachers are accurate when assessing children against topic objectives and the wider scientific areas. There is a focus on working scientifically.</li> <li>• Develop Science tracking system across the school to ensure at least 80% of children are on track in each year group.</li> <li>• There will be a series of Maths and English workshops aimed at Early Years families, delivered by subject leaders for parents and carers. These will be designed to help parents understand how to support their child with Reading, Writing and Maths at home.</li> <li>• Pupils will learn in stimulating and purposeful environments which will promote language, learning and collaboration between peers in all parts of the school.</li> <li>• Analyse the data across the school to identify year groups, classes and groups of children within classes who may need support</li> <li>• Support teachers to ensure that all children are making expected or above expected levels of development with a focus on tracking those working above AA across the school.</li> <li>• Governor to receive updated training on Target Tracker.</li> <li>• Maths Leader to audit Maths resources in KS1 to ensure all pupils can access stimulating equipment that supports mathematical processes and thinking.</li> <li>• Governors to track pupil attainment and progress throughout the year through updates, attending book scrutinies, Pupil Progress Meetings and conferences with subject leaders.</li> <li>• SENCO to investigate strategies to engage and support pupils with SEN support to communicate in verbal, numerate and written skills. E.g. ICT aides, physical resources, training for staff, inclusion teacher, personalised planning, pre National Curriculum training and working alongside external professionals.</li> </ul>	<p>Charlotte Parry (Assessment Leader)</p> <p>Alison McKenzie (English and Early Years)</p> <p>Tim Jeffery (Maths Leader)</p> <p>Rosie Little (KS1)</p> <p>Sally Riseborough/ Olivia Bartlett (KS2)</p> <p>Sarah Jewell (Science Coordinator)</p>	<p>Assessment Weeks 6 times a year</p> <p>Moderation meeting Term 2</p> <p>Parent/Carer Evenings Oct 2018 and February 2018</p> <p>Early Year parent workshops Term 3</p> <p>Pupil Progress Meetings</p>	<p>Leadership Release Time &amp; Enhanced PPA Release Time</p> <p>1 day per term for Postholders for monitoring</p> <p>External moderation staff meeting</p> <p>Pupil Progress Meetings held 3 times a year</p> <p>Assessment of Learning weeks 3 times a year</p> <p>Assessment for Learning weeks 3 times a year</p> <p>Governor Meeting/ training Term 3</p>	<p>At each KS1&amp;2 statutory point (Year 1 Phonics, KS1 and KS2) whole cohort results will be in line with or exceed National and Local Authority figures.</p> <p>At EYFS statutory point whole cohort results will be in line or exceed Local Authority figures and will be positively narrowing national figures.</p> <p>Improved % of children achieving age related expectations across all three subjects or GLD. Progress measures will be positive and exceed national averages</p> <p>Parents and carers will be able to support children in English and Maths effectively so that they achieve their targets.</p> <p>Children are regularly taking part in challenges which require problem solving skills and embedding concepts at a deeper level. They can identify when concepts are being applied and which they are using.</p> <p>Pupil Progress Meetings three times a year and Gap Analysis tool through weekly planning will identify groups of pupils or individuals who need support.</p> <p>Governors are fully aware of the assessment procedures in school and understand how pupils are assessed and teachers make sound judgements.</p>



<p>Staff will receive high quality training allowing them to deliver inspiring Whole Class Reading sessions which both promote the love of reading and increase reading standards across the school.</p>	<p>Alison McKenzie</p>	<p>WCR review October and February</p> <p>Monitoring sessions – Term 2</p> <p>SLT book scrutiny – from Term 2</p>	<p>Daily session taught in registration classes</p> <p>Drop in/ monitoring sessions by Core SLT</p> <p>Termly book/ Learning Journey scrutiny led by SLT</p> <p>Half termly book/ Learning Journey scrutiny led by Unit Leaders</p>	<p>Staff will be confidently teaching Whole Class Reading and the children will be making good or better progress in reading. Parental involvement and knowledge of whole Class Reading will increase, allowing children to further progress. Reading for pleasure will remain as a high priority for staff and students alike Whole Class Reading will be skills- focused, with a greater emphasis on the child enquiring about vocabulary. Working walls and public displays will be populated with relevant and useful vocabulary for the children; they will celebrate and promote pupils’ voice; they will regularly be changed. Evidence in books of children editing and reassessing their written work, making improvements, particularly to their choice of vocabulary. Children who are identified as needing support to be appropriately provided for.</p>
<p>Children have a wide and varied vocabulary both in written and spoken forms in all areas of the school. Ensure Knowledge Organisers identify key vocabulary linked to the topic studied and the chosen vocabulary meets National Curriculum expectations. Carry out regular moderation of children’s work alongside Subject Leaders Ensure National Curriculum expectations are met, and class teachers are confident using effective EAL strategies Support adults when planning PDMs to ensure there is a vocabulary focus within the sessions. Ensure daily reading linked to a theme is planned for carefully and evidenced on the Medium-Term Planning. Work alongside Subject Leads to ensure there are links made across the curriculum and technical or subject specific vocabulary is taught and expectations in school match National age-related expectations. Support less experienced/less confident staff to pre-teach vocabulary. Research and evaluate Speaking and Language activities with the Education Endowment Fund Toolkit. Alongside Subject Leaders implement effective strategies across the curriculum. Evaluate effectiveness. EYFS staff to attend appropriate training to ensure environment promotes language All parts of the school will evidence pupils’ voice in a range of subjects and a range of learning experiences. EYFS continue to develop the use of the outside provision and adult led opportunities with a particular focus on the Nursery. To continue to assess pupils who require additional Speech and Language support and ensure appropriate action is taken. To continue to develop skills of the EYFS team to record observation comments that focus on the assessment criteria and characteristics of effective learning in order to clearly identify next steps in learning. To involve children and parents in assessing and recording children’s learning, with a particular focus in EYFS. Relevant and high-quality training to be provided to all EYFS staff.</p>	<p>Alison McKenzie</p>	<p>Pupil voice review October 2018</p> <p>Pupil survey Term 2</p> <p>Training from CJ – Term 1</p> <p>EYFS action plan from June 2018</p>	<p>Performance Management meetings 3 times a year</p> <p>Learning environment walks twice a year</p> <p>Support from Early Years SLE (see EYFS action plan)</p> <p>Training to be provided by Clare Jones.</p>	<p>Improved subject knowledge across school. Clear understanding by all staff of expectations related to children’s age. Consistency of effective approaches across school. Range of pupils’ books show many opportunities for speech and language and writing which lead to high level work outcomes. The Performance Management process will show that teachers requiring support have made progress. Where appropriate, the children in their classes will be working at or above expected levels. Classrooms will show evidence of pupils’ voice and an environment which stimulates discussion appropriate for the age/needs of the child. Majority of learning Journeys will evidence that all key adults are contributing to their education and supporting them.</p>

Section 2: Personal Development, Behaviour and Welfare	Link teacher – Aaron Meredith	Link Governor – Paul Chapman		
<b><i>Children are equipped to become active and responsible citizens in school and in the wider society.</i></b>				
<b>SDP Objectives:</b> <ul style="list-style-type: none"> <li>• 3.1 Children are encouraged to have high aspirations for themselves through exploring the world of work beyond education.</li> <li>• 3.2 Children make healthy choices for their physical and mental wellbeing.</li> <li>• 3.3 To promote cultural diversity by celebrating what makes us British and learning about the world through an enriched curriculum.</li> <li>• 3.4 Continue to deliver an enriched curriculum which allows pupils to experience a range of high-quality learning experiences through a stimulating environment, use of ICT, outdoor learning, educational school trips and curriculum themed days.</li> <li>• 3.5 To evaluate the impact of assemblies, PSHE and RE/ME in terms of SMSC</li> <li>• 3.6 To promote spiritual, moral, social and cultural development opportunities outside the classroom to include cultural, sporting &amp; educational visits and residential trips.</li> <li>• 3.7 Promote opportunities to participate in and respond positively to cultural events.</li> </ul>				<p style="text-align: center;">UNCRC Article 28: Every child has the right to learn at the highest level they can.</p> <p style="text-align: center;">UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</p>
Action/ strategically planned tasks to deliver targets	Responsibility	Timescale	Resources/ Cost/ Monitoring	Success Criteria
<p>To promote Cultural Diversity by celebrating what makes us British and learning about the world through an enriched curriculum.</p> <p>Use weekly PSHE assemblies as a platform for children to learn about aspirations, careers and opportunities available to them – including meeting external visitors.</p> <p>All pupils to participate in Aspirations Day where they will have the opportunity to reflect on what they may like to do in the future and meet people from a range of careers. Lead teacher to register to Primary Futures to connect to people from a wide range of jobs and backgrounds through a secure online database and invite ECS business contacts, Governors and parents who work to talk to children about how what they learn in the classroom relates to the world beyond education.</p> <p>Develop opportunities for children to participate in peer-to-peer assessment sessions across school - promoting the school values and improving life skills.</p> <p>Continue to develop and offer opportunities for pupils to access higher ability tutoring to improve opportunities when they enter secondary school.</p> <p>Ensure there are key questions asked in Computing and Science lessons which highlight the links between the skills taught in school and the application of these skills to the world of work.</p> <p>Continue to develop role of School Council, Digital Leaders, Y6 Prefects, Play Buddies, Sports Leaders throughout the school to promote early leadership skills.</p> <p>Display ECS British Values in prominent places around the school to promote opportunities for discussion and receptive language.</p> <p>Governors to run a pupil voice survey.</p>	<p>Aaron Meredith</p> <p>Sarah Burring</p> <p>Rebecca Hoodless</p>	<p>Assembly review December/March and June</p> <p>Pupil survey term 2</p> <p>Pupil leadership roles to be fulfilled by term 1</p>	<p>Assembly timetable</p> <p>Aspiration Day – Term 4</p> <p>Most Able Pupil tutoring weekly</p> <p>British values posters</p> <p>Pupil voice survey</p>	<p>There will be a strong PHSE curriculum which meets the needs of the school. There will be effective and consistent teaching of PHSE across the school.</p> <p>Children will make clear links from their learning in class to the application in the real world and be able to confidently articulate how their learning meets their needs.</p> <p>To identify children's initial aspirations.</p> <p>Raised aspirations through Aspiration Day.</p> <p>Opportunities for pupils to talk to professionals from a wide background.</p> <p>Inspirational assembly and workshops about raising aspirations of all.</p> <p>Governors to run pupil survey to find out how much they value the opportunities offered at ECS.</p>

<p>Support all staff in wearing appropriate clothing for PE. This will include trainers, jogging bottoms, polo shirts and fleeces, some of which will be provided by the school.</p> <p>Invite athletes to the school to talk to the children about how they found work in sport. This could be coaches, managers or sportspersons themselves.</p> <p>Continue to develop and offer the opportunity to learn to swim with a comprehensive top up offer if pupils struggle.</p> <p>Continue to develop a range of opportunities for pupils to participate in sports up to competition level.</p> <p>Continue to celebrate and encourage pupils to share their successes and achievements out of school to build self-confidence and to inspire others.</p> <p>In order for children to make healthy choices for their mental wellbeing, children need to be initially supported in understanding what healthy mental / emotional wellbeing looks like. An ongoing focus on selecting 'Healthy Choices' for lunchtime and snack will support the link between eating well and feeling better. Throughout the year there will be differentiated assemblies for Key stage One, Early Years and Key stage Two children on exploring mental health and the impact of poor mental health.</p> <p>Workshops will be held for parents and carers on understanding adult mental health as well as child mental health. Various activities will take place throughout the week to explore 'how to make healthy choices' – both physical as well as emotional. What do you do if someone has upset you? What can you do if you feel sad? Angry?</p> <p>Teaching and Learning Assistants will receive training to deliver an increased number of social skills groups. Children who present with emotional / social difficulties will be selected to participate in a 6-week intervention. How to make / keep friends, share and manage feelings will be explored in the sessions.</p> <p>There will also be a series of Parent and Carer workshops, organised by Family Support Advisor on 'How to help manage your child's feelings at home,' These will be aimed at raising parent awareness of children's mental health and how to deal with challenging emotional incidents. FSA will also liaise with Plymouth Health Workers team so that information and signposting sessions are held for parents and carers for Early Years pupils at school.</p> <p>Offer a range of extra- curricular clubs that do not all centre around sports skills including drama, languages, Art, Science, crafts. These will all offer opportunities for social interactions and use of the spoken word.</p> <p>Re-establish pupil voice opportunities through School Council, school displays, pupil survey. Members to wear badge so they are easily identified.</p> <p>SLT and school community promote and maintain a positive and respectful ethos in school and establish further links with global citizenship and sustainability.</p> <p>Training and workshops for whole school community on teaching and learning about global citizenship and sustainable development.</p>	<p>Paddy Kumar (PE lead)</p> <p>Sally Riseborough</p>	<p>PE review – June 2019</p> <p>Mental Health focus week – Term 2</p>	<p>PE kit for staff</p> <p>Aspiration Day/ assembly timetable</p> <p>Swimming timetable</p> <p>Celebration assembly</p> <p>Mental wellbeing assembly</p> <p>Healthy choices focus on food choices</p> <p>Provision maps</p> <p>Extra- curricular club list</p> <p>School Council</p> <p>Parent/Carer coffee mornings</p>	<p>Children will be more likely to wear the correct PE kit if their teacher is, also it should help boost the role of PE if all staff participate as a non-negotiable.</p> <p>Children will become aware of other ways into which professions can be made that are not necessarily academic based. This will encourage all children to play to their strengths.</p> <p>Vulnerable children will be supported in small groups and develop social skills which will empower them in the playground and beyond.</p> <p>Provision maps will show interventions which are linked to wellbeing.</p> <p>Governors will analyse the extra-curricular registers to ascertain participation levels from across the school.</p> <p>Governors to run pupil survey to find out how much they value the opportunities offered at ECS.</p> <p>Parents are given the opportunity to engage with school and other parents.</p> <p>Extra-curricular clubs register will allow teachers to assess which pupil groups are accessing their clubs.</p>
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<p>Parent/Carers' Coffee mornings to be planned termly to continue parental engagement and ensure parents are actively participating in whole school events/campaigns.</p> <p>Work alongside Subject Leaders to organise lunchtime and after school clubs that offer children a wide range of opportunities and experiences. Collect data to track participation across the year and analyse against outcomes. Ensure that over the year, ECS offers a range of extra-curricular clubs that do not all centre around sports skills. These may include: drama, languages, art, craft, science, outdoor club so children may express themselves in a variety of ways and develop further interests.</p> <p>Continue to develop and run Early Morning Learning across the school to aid in calm, supportive and positive start to the school day.</p>				
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Section 3: Leadership and Management	Link teacher – Aaron Meredith Supported by Rosie Little, Curriculum Lead	Link Governor – Carol Wood
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***Professional Development motivates and challenges staff to innovate effectively.***

<p><b>SDP Objectives:</b></p> <ul style="list-style-type: none"> <li>• 3.1 Staff are empowered to take greater ownership of professional development for themselves.</li> <li>• 3.2 Pupils are inspired by an enriched curriculum which allows pupils to experience a range of high-quality learning experiences through a stimulating environment, use of ICT, outdoor learning, educational school trips and curriculum themed days.</li> <li>• 3.3. To continue to ensure teaching and assessment leads to at least good or better progress for nearly all pupils and that senior teachers/leaders/NLE/SLEs are utilised as role models and for quality assurance in-school and across the region.</li> <li>• 3.4 To agree a plan which ensures long term financial sustainability and investigates possibilities on revenue funding from the site.</li> </ul>	<p>UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>
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Action/ strategically planned tasks to deliver targets	Responsibility	Timescale	Resources/ Cost/ Monitoring	Success Criteria
<p>Update staff through Performance Management to ensure all staff know the expectations and opportunities at different points in their career.</p> <p>Ensure the Performance Management cycle for all teachers is implemented and runs consistently across school.</p> <p>Organise Teaching and Learning Review staff meetings each term to provide opportunity for every member of staff to develop their own teaching practice Carry out moderation /work scrutiny with teachers to develop their knowledge and sustain high expectations across the curriculum.</p> <p>Learning walks are carried out by teaching staff and take place termly. Walkers feel areas of development are being addressed. All staff to have the opportunity to undertake a walk and host others by the end of the year.</p> <p>Provide opportunities for subject leaders to attend book scrutinies run by SLT to model how to assess books effectively and set appropriate and clear next steps for staff.</p>	Core SLT	<p>October 2018</p> <p>PM review March 2019</p> <p>Sept 2018 learning Walk</p> <p>Observation week Oct/March/May</p> <p>PPM Nov/ March/ July</p>	<p>Leadership release time</p> <p>Subject leaders timetable to attend book scrutiny</p> <p>Governors to be included in observation week</p> <p>Most Able Pupil register to be kept up to date</p>	<p>Staff are supported as they begin working at ECS and throughout their career at the school. There are clear expectations of each role in school.</p> <p>There is consistency in practice across the school.</p> <p>Sustained outstanding leadership and management at all levels. Higher % of outstanding teachers</p> <p>Subject leaders are proactive and able to confidently meet their responsibilities and the National Curriculum expectations for their subjects.</p> <p>Development of staff's own pedagogical knowledge and meta-cognition</p>

<p>Check planning has clear differentiation for both less and more able pupils. Check planning has extension activities and appropriate levels of challenge for all. Suggest efficient ways to differentiate work if progress for a group of pupils is less than expected.</p> <p>Ensure that all interventions are resourced, and staff appropriately trained to deliver programmes.</p> <p>Check that all children are able to access provision in subject/area of responsibility as appropriate to their needs. Identify resources or support as required.</p> <p>Continue to identify our Most Able Pupils on a register along with enrichment opportunities identified throughout the year.</p> <p>Governors to participate in observation week so they can experience learning across the school.</p>			<p>Pupil Progress Meetings</p> <p>Performance Management</p>	<p>There is clarity in judgements of the quality of Teaching and Learning across the school. Staff have a greater awareness about their own practise.</p>
<p>Re-establish British Council links with schools abroad to help develop our pupils as active global citizens.</p>	Sarah Burring	February 2019	Joining fee Release time	<p>Nearly all pupils and staff are able to talk about how they have linked rights with global citizenship and sustainable development.</p> <p>Nearly all pupils will be able to understand what makes the British culture unique and similar to other cultures.</p>
<p>Use DFE/Ofsted websites to maintain knowledge of changes to education.</p> <p>Identify other opportunities to deepen knowledge of developments in teaching and learning.</p> <p>Share learning with support staff and teaching staff.</p> <p>Encourage innovation in subject/area of responsibility.</p>	Core SLT	Termly	<p>Core SLT Meetings</p> <p>SLT meetings</p> <p>Relevant nationally recognised qualifications</p>	<p>School leaders are aware of changes in education and understanding in pedagogy which occur at a national and global level</p> <p>School improvement work is based on accurate research evidence on effectiveness from national and international sources.</p> <p>Staff are willing to try new approaches but remain evidence focussed in terms of measuring impact</p>
<p>To identify and apply for bid funding to support specific projects which will benefit the school.</p> <p>To investigate the Early Years income against expenditure.</p>	Aaron Meredith	Termly	<p>Regular meetings with Finance Director</p> <p>Regular updates to Governing Body</p>	<p>Successful applications for bid funding will support and benefit the school grounds/ pupil provision/ opportunity for revenue funding.</p> <p>Governors will be able to identify how sustainable EYFS current set up is on a financial basis.</p>

Section 4: Teaching, Learning and Assessment

Link teacher – Charlotte Parry

Link governor – Paul Chapman

***Children are able to make connections in learning through innovative teaching.***

**SDP objectives:**

- 4.1 To embed Responding to Children’s Learning policy which was put in place May 2018.
- 4.2 Planning and learning reviews start with pupils’ prior knowledge so that any misconceptions or gaps in their learning are addressed in a timely and effective manner.
- 4.3 Innovative teaching supports children in questioning ideas and exploring knowledge to an even greater depth from their individual starting point.

UNCRC article 12

Every child has the right to say what they think (when it affects them) and be heard.

- 4.4 Teachers make accurate assessment of non-core subjects which lead to skills being accessed at a deeper level.

Action/ strategically planned tasks to deliver targets	Responsibility	Timescale	Resources/ Cost/ Monitoring	Success Criteria
<p>Initial training on Responding to Children’s Learning Policy for new staff so expectation and understanding behind the policy is clear.</p> <p>SLT book scrutinies/ Unit Meetings/ Staff Meetings/ INSET look at giving appropriate feedback/setting challenges to consolidate learning or move it on.</p> <p>Governors given the opportunity to look through books at Governor Meetings to see the impact of the marking policy.</p> <p>Governors to be invited to attend weekly SLT book scrutinies from Term 2.</p> <p>SLT to ensure staff have all the necessary resources to implement this policy successfully.</p> <p>External and internal moderation of pupils’ learning against the teacher judgement for non-core subjects.</p>	Alison McKenzie	Review December 2018	<p>Book scrutiny timetable</p> <p>Training as appropriate</p>	<p>There is consistency in practice across the school.</p> <p>Development of staff’s own pedagogical knowledge and meta-cognition</p> <p>There is clarity in the expectations from marking and how to move pupils’ learning forward.</p> <p>Staff have a greater awareness about their own practise.</p>
<p>Curriculum review of Long Term and Medium-Term Planning to be led by Curriculum Lead and support effective short-term planning to ensure children are making links in their learning and deepening their understanding.</p> <p>Curriculum mapping format is adaptable, systematic and manageable for cross curriculum learning. Subject leaders to work collaboratively with subject leaders from schools from DTSA/ Plymouth and access external training (where necessary) linked to school goals to develop opportunities for children to apply and transfer skills across the curriculum (maths storytelling, art and literacy, PE and English).</p> <p>Curriculum Leader, Phase Leaders and Subject Leaders evaluate children’s progress towards the age-related curriculum and identify strengths and weaknesses. Monitoring of all areas to be completed with actions needed and appropriate timescales for improvements. Core subjects to be monitored each half term and other subjects at least once in the academic year.</p> <p>Support for class teachers is ensuring assessment is accurate and consistent across school through regular moderation meetings and Pupil Progress Meetings three times a year.</p> <p>Learning environments are monitored and support is provided to ensure the areas are engaging, increase the children’s interest in topics and promote opportunities for learning outside the classroom.</p> <p>Teachers make sound and accurate judgements in non-core subjects using the statements provided in the National Curriculum. They are confident in assessing pupils through a range of work and use these assessments to plan for their next stage in learning.</p>	Rosie Little	Termly review	<p>Staff meeting</p> <p>CPD opportunities where relevant</p> <p>Pupil progress Meetings</p> <p>Moderation of non-core subjects</p>	<p>Sustained ethos and vision across school which is supported by planning that evidences children being taught the wider curriculum.</p> <p>Curriculum is highly engaging, something for all stakeholders to take pride in and that all pupils are engaged in.</p> <p>Learning environment promotes pupils’ voice and opportunities for writing, discussion and topics that interest pupils.</p> <p>Pupils are assessed accurately and as a result have stimulating and challenging next steps set. Pupils are motivated and encouraged to access skills at a deeper level promoting lifelong learning.</p>
<p>Staff are making regular and accurate assessments of the pupils’ learning through Target Tracker.</p> <p>Staff make assessment judgements on a half termly basis.</p> <p>Staff use this tracking information to identify and address through planning any gaps in learning or opportunities for pupils to work towards/at greater depth.</p>	Charlotte Parry	Half termly	<p>INSET training</p> <p>Half termly Step assessments to be made</p> <p>Prior Knowledge box on planning</p>	<p>There is consistency in practice across the school.</p> <p>There is evidence of teachers using gap analysis tool to consider starting points and inform planning.</p> <p>Staff have a greater awareness about the next steps for the pupils in their class.</p>

***In all parts of our Early Years provision we will promote that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.***

**SDP Objectives:**

- 5.1 The Early Years learning environment continues to improve in order to strengthen language development.
- 5.2 An exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- 5.3 Learning environments are highly stimulating (indoor/outdoor) and support and maximise all areas of learning for all children.
- 5.4 Teaching and learning is consistently of a very high quality and is highly responsive to children's needs.
- 5.5 Children demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others and their environment.
- 5.6 Governors to ensure all appropriate actions are adhered to and completed as stated in the Early Years action plan.
- 5.7 Personalised planning and teaching within a stimulating and language rich environment leads to a higher percentage of boys exceeding GLD by the end of Early Years.
- 5.8 Track groups and cohorts' attainment throughout Early Years provision from their different starting points.
- 5.9 Closely monitor Disadvantaged and Boys' attainment across all subjects and ensure the provision is set up to diminish differences through personalised planning and exceptionally high-quality activities, teaching and learning. Governors to monitor by attending regular conferences with EY leaders, visiting EY setting and delivering updates at meetings.

UNCRC Article 28  
Every child has the right to learn at the highest level they can.

Action/ strategically planned tasks to deliver targets	Responsibility	Timescale	Resources/ Cost/ Monitoring	Success Criteria
<p>Phonics teaching is highly effective and makes use of accurate assessment to ensure that high quality sessions are responsive to the children's needs.</p> <p>Practitioners provide an exceptional range of resources and activities that reflect and value the diversity of children's experiences. The promotion of equality, diversity and British values is at the heart of the setting's work.</p> <p>Children demonstrate exceptionally positive behaviour and high-levels of self-control, cooperation and respect for other that are appropriate for their age. They consistently demonstrate the characteristics of effective learning.</p> <p>They highly stimulating learning environment and wide range of activities ensure children are highly motivated and very eager to join in.</p> <p>Practitioners are very effective in supporting children's growing understanding of how to keep themselves safe, healthy and manage risks.</p> <p>Track groups of children, including those who have special education needs and/or disabilities, disadvantage children and the most able, to ensure they are making substantial and sustained progress in relation to their starting points.</p> <p>To raise the attainment of disadvantaged pupils in the Early Years, with a particular focus on disadvantage boys to improve progress and narrow the attainment gap between their national counterparts.</p> <p>Evaluation of the impact of staff practice through performance management, supervision and highly focussed professional development leads to highly effective teaching and continual improvement.</p> <p>Children are provided with experiences that will aid their transition into Year 1. Practitioners ensure that they are extremely well prepared academically, socially and emotionally for the next stage of their education.</p> <p>Leaders use highly successful strategies to engage parents, including those from different groups, in children's learning at home and at school.</p>	Alison McKenzie	Ongoing Started June 2018	See action plan	<p>Refer to Early Years action plan for specific success criteria against actions.</p> <p>Pupils of all ages are using appropriate expressive and receptive language in all areas of the curriculum.</p> <p>Pupils are motivated and inspired to write for themselves as part of role play activities</p> <p>Provision from Nursery to reception reflects progression and challenge.</p> <p>Provision is holistic and themed, relevant and cross curricular.</p> <p>Key skills such as reading, writing and maths are explicitly promoted within all aspects of provision.</p> <p>Continuous provision has scope for personal development.</p> <p>EYFS will promote a love of reading through themed learning, planning opportunities and an environment which encourages discussion and role play around and inspired by books.</p> <p>EYFS will utilise all opportunities to promote and teach high quality phonic sessions so children progress through the phonic phases and become competent at segmenting and blending accurately.</p>

<ul style="list-style-type: none"> <li>To develop staff subject knowledge of early reading and writing, including their Phonological understanding.</li> <li>To observe Phonic session across the Early Years unit and support staff to identify both strengths and areas of improvement.</li> <li>Early Years Teachers to attend CPD Phonic Training.</li> <li>To invest in and purchase new decodable Phonics books for children to use as part of their home/school reading scheme in order to improve attainment in reading.</li> </ul>				
<p><b>Objective EY1:</b> Phonics teaching is highly effective and makes use of accurate assessment to ensure that high quality sessions are responsive to the children's needs.</p>	<ul style="list-style-type: none"> <li>To develop staff subject knowledge of early reading and writing, including their Phonological understanding.</li> </ul>	CJ to deliver Phonics training to all EY staff following observations.	January 2018	
	<ul style="list-style-type: none"> <li>To observe Phonic session across the Early Years unit and support staff to identify both strengths and areas of improvement.</li> </ul>	AMc & EU to complete observations of Reception Phonic session and feedback to staff  AMc & CJ to complete observations of Nursery and Pre-school Phonics and feedback to staff.	January 2019	
	<ul style="list-style-type: none"> <li>Early Years Teachers to attend CPD Phonic Training.</li> </ul>	LA & FN to attend English Hub Phonics training at Mayflower Primary School. Staff to feedback ideas in unit meeting.	January 2019	
	<ul style="list-style-type: none"> <li>To invest in and purchase new decodable Phonics books for children to use as part of their home/school reading scheme in order to improve attainment in reading.</li> </ul>	EU to contact supplier and purchase new decodable reading books.  HD to update reading list with new titles.	April 2019	
<p><b>Objective EY2:</b> Practitioners provide an exceptional range of resources and activities that reflect and value the diversity of children's experiences. The promotion of equality, diversity and British values is at the heart of the setting's work.</p>	<ul style="list-style-type: none"> <li>Regular circle times/assemblies as a platform to learn about different values, religions and communities.</li> </ul>	Reception to attend weekly PSED assemblies on Monday.	October 2018	
	<ul style="list-style-type: none"> <li>To develop links with Parents for whom English is an Additional Language to visit the EY children to teach rhymes and games in home languages.</li> </ul>	EU to organise parents to visit Reception and teach polish Nursery rhymes. Class teachers to continue learning and parents to revisit next term.	February 2019	
	<ul style="list-style-type: none"> <li>To display home languages, dual language books, key vocabulary and visual aids within the learning environment.</li> </ul>	AMc to purchase dual language books to be used across the setting.  EU to provide welcome languages for all staff.  Key Vocabulary to be displayed on boards and in toilet areas.	February 2019	
	<ul style="list-style-type: none"> <li>To introduce and promote a wide variety of languages through greetings, songs and nursery rhymes.</li> </ul>	Class teachers to use a range of language greetings during the register.  Children to sing nursery rhymes/songs in different language's during circle time.	October 2018	
	<ul style="list-style-type: none"> <li>For all Early Years staff to attended EAL Training to improve staff understanding and implement new learning strategies.</li> </ul>	LR to deliver EAL training to all Early Years Staff. Staff to reflect on practice and ideas.	January 2019	
<p><b>Objective EY3:</b> Children demonstrate exceptionally positive behaviour and high-levels of self-control, cooperation and respect for other that are appropriate for their age. They consistently demonstrate the characteristics of effective learning.</p>	<ul style="list-style-type: none"> <li>To ensure that all children are able to access the provision and resources as appropriate to their development level.</li> </ul>	EU & AMc to deliver Early Excellence training to all staff on continuous provision.  Teachers to ensure that each area within the classroom matches the different stage	January 2018	
	<ul style="list-style-type: none"> <li>To introduce 'Characteristic' characters into the setting so children have an understanding of their learning behaviours and what is expected of them.</li> </ul>	EU to deliver and introduce 'Characteristics' to staff. Teachers to create resources and embed within the setting.	February 2018	



	<ul style="list-style-type: none"> <li>To ensure that all Pre-school staff have a consistent and relentless approach to behaviour management, including low level disruption during carpet sessions.</li> </ul>	CJ & AMc to observe behaviour during carpet time and offer suggestions to support staff and children.	February 2018
<b>Objective EY4:</b> They highly stimulating learning environment and wide range of activities ensure children are highly motivated and very eager to join in.	<ul style="list-style-type: none"> <li>To use visual prompts and question boards to help engage children in outdoor activities without adult support.</li> </ul>	Teachers to put up question prompts and visual photographs in key learning areas in the outdoor provision.	December 2019
	<ul style="list-style-type: none"> <li>All display boards to follow 'scarp book approach' and display a diver range of activities, languages, child voice and DMS.</li> </ul>	AMc & CP to share display expectations document and training on INSET day.	September 2018
	<ul style="list-style-type: none"> <li>To introduce a learn-to-cycle programme for Pre-school to develop confidence, spatial awareness and physical skills.</li> </ul>	EU & AMc to organise and resource 'Balancability' for Pre-school.	March 2019
<b>Objective EY5:</b> Practitioners are very effective in supporting children's growing understanding of how to keep themselves safe, healthy and manage risks.	<ul style="list-style-type: none"> <li>To introduce the 'Brushing Bus' into Pre-school and Reception to encourage children to take part in dental hygiene and look after their health.</li> </ul>	Teachers to embed the routine of the 'Brushing Bus' after lunch and model how to brush teeth correctly.	January 2018
	<ul style="list-style-type: none"> <li>Staff to organise visits from health professionals to talk to the children about the importance of keeping healthy.</li> </ul>	EU to organise visit from Dental Hygiene to visit the Early Years Unit.	January 2018
	<ul style="list-style-type: none"> <li>To ensure that all children understand what to do in an emergency situation or if they were lost.</li> </ul>	All Early Years staff to teach children to keep themselves safe through role play, opened-ended questions, resources and stories.  Encourage Parents/Carers to learn names and home address with their child.	November 2018
<b>Objective EY6:</b> Track groups of children, including those who have special education needs and/or disabilities, disadvantage children and the most able, to ensure they are making substantial and sustained progress in relation to their starting points.	<ul style="list-style-type: none"> <li>To provide Early Years staff with guidance on using Target Tracker and ensure that assessment strategies are appropriate and consistent.</li> </ul>	AMc and CP to deliver training on Target Tracker for new EY staff to ensure their assessment techniques are being used to inform next steps in planning and the environment.  AMc to add EY assessment deadlines to the school calendar.	September 2018
	<ul style="list-style-type: none"> <li>To present assessment and tracking data to show how well the children make progress through the Nursery, Pre-school and Reception; including disadvantaged children who start in the two-year-old provision.</li> </ul>	AMc & CP to lead Pupil Progress Meetings for Nursery, Pre-school and Reception. Early Years Governor to attend.  AMc & CP to create data document to track pupil attainment and progress. The document will analyse and present patterns and trends across the Early Years in relation to their national counterparts.  Analysis of conversion matrix to analyse starting points against current attainment to be aware of children who are not making at least good progress.	January 2019
	<ul style="list-style-type: none"> <li>Track the progress and achievement of children from entry to the two-year-old provision, Pre-school and Reception to establish the proportion achieving combined in Reading, Writing and Maths through Early Years.</li> </ul>	AMc & CP to lead Pupil Progress Meetings for Nursery, Pre-school and Reception. Early Years Governor to attend  Half termly monitoring of Early Years data.	January 2019
	<ul style="list-style-type: none"> <li>To assess pupils who require additional Speech and Language support and ensure appropriate action is taken.</li> </ul>	AMc to develop link with the settings link SALT, Carolyn Wright. A  All children currently receiving SALT or require to be added to the SEN Tracker.  NHS referrals to be made for children who require Speech and Language support.	September 2018

	<ul style="list-style-type: none"> <li>To assess children presenting communication and language concerns using BLANK Levels as part of their baseline assessment.</li> </ul>	<p>AMc to link with SALT to organise BLANK Level Training for staff.</p> <p>All EY staff to assess children using BLANK Levels on entry to the setting.</p>	April 2019
	<ul style="list-style-type: none"> <li>To develop a SEN tracker to closely monitor all of the pupils identified with SEN support and external professionals working with the children and their families. This will ensure timely and effective strategies or interventions to improve attainment and narrow the gap.</li> </ul>	<p>AMc to create SEN Tracker to monitor children with SEN Support, EHCP, EAL, SALT, CAMHs, CDC referrals, EP involvement, Medical needs.</p> <p>EY staff to update tracker regularly to ensure information is up to date. Any Children Causing Concern to be raised in weekly unit meeting.</p>	October 2018
<p><b>Objective EY7:</b> To raise the attainment of disadvantaged pupils in the Early Years, with a particular focus on disadvantage boys to improve progress and narrow the attainment gap between their national counterparts.</p>	<ul style="list-style-type: none"> <li>To raise the attainment of disadvantaged pupils by the end of Reception in Managing Feelings and Behaviour.</li> </ul>	<p>EYPP in Pre-school and PP funding in Reception to be used to run and resources social interventions.</p> <p>CM and AMc to attend AET Training and share strategies with staff.</p> <p>Develop links with Parents during EML, Family Support Advisor, Parent/Carer Progress Meetings, Bring Your Events and Pre-school Workshop.</p>	<p>September 2018</p> <p>January 2019</p> <p>September 2018</p>
	<ul style="list-style-type: none"> <li>To raise the attainment of disadvantaged pupils by the end of Reception in Exploring and Using Media and Materials.</li> </ul>	<p>Music, singing and dancing to take place regular within the setting alongside the use of Makaton.</p> <p>Pre-school to timetable a 'Music and Movement' session weekly in the hall.</p> <p>Nursery practitioners to provide a range of resources in the outdoor environment to develop gross motor skills including sprays, rollers, large brushes, chinks.</p> <p>All teachers to develop outdoor music areas with instruments, streamers and ribbons to encourage children to move rhythmically.</p> <p>All teachers to develop a creation station in each area where children are able to select high-quality open-ended resources to extend their learning and development.</p> <p>EU to develop the opportunity for Reception children to use 'real tools' to enrich learning experiences.</p>	<p>October 2018</p> <p>September 2018</p> <p>Ongoing</p> <p>October 2018</p>

			September 2018
	<ul style="list-style-type: none"> <li>To raise the attainment of disadvantaged pupils by the end of Reception in Maths.</li> </ul>	<p>AMc &amp; TJ to provide Early Years staff with training on developing and supporting learning in Shape, Space and Measure in the Early Year Environment.</p> <p>Differentiated and Teacher led Maths Session to be delivered daily in Nursery and Pre-school.</p> <p>SLT and Maths Coordinator to scrutinise Learning Journeys with a focus on SSM and Number.</p> <p>External Moderation of Learning Journeys (with 9 other local schools) and sharing of best practice with a focus on SSM.</p>	<p>March 2019</p> <p>September 2018</p> <p>Termly</p> <p>April 2019</p>
	<ul style="list-style-type: none"> <li>To raise the attainment of disadvantaged pupils by the end of Reception in Writing.</li> </ul>	<p>EU &amp; FN to develop opportunities for writing in all areas, with a particular focus on deconstructed role and writing for boys.</p> <p>Moderation of Writing with Year 1 colleagues – see Priority 13.</p>	<p>February 2019</p> <p>January 2019</p>
<p><b>Objective EY8:</b> Evaluation of the impact of staff practice through performance management, supervision and highly focussed professional development leads to highly effective teaching and continual improvement.</p>	<ul style="list-style-type: none"> <li>Staff to attend weekly training with the SLE and Early Years Leader to continue to develop and improve practice in focus areas.</li> </ul>	<p>EY Leader to organise and add relevant training for all EY staff to the school diary.</p> <p>AMc and EU to deliver regular training during weekly Unit Meetings based on the needs of the EY Unit and current EY trends.</p> <p>SLE to conduct regular visits to the EY Unit to identify and assess areas for improvements which can be developed on a weekly basis.</p>	<p>September 2018 – July 2019</p>
	<ul style="list-style-type: none"> <li>To continue to develop the skills of the EYFS staff to record observations that focus on assessment criteria and the characteristics of effective learning in order to identify next steps in learning.</li> </ul>	<p>EU to implement a child friendly version of the CoEL to embed the language and process into the children's everyday learning.</p> <p>All staff are to familiarise themselves with each of the three CoEL and ensure they apply them throughout their teaching to correctly spot gaps and potential targets for individual children.</p> <p>EU and AMc to deliver training for all EY staff in regard to CoEL so that they are confident to implement this knowledge during their observations and assessments.</p>	<p>February 2019</p>
	<ul style="list-style-type: none"> <li>Ensure that the staff supervision and Performance Management cycle for all teachers and support staff is implemented and runs consistently across the unit.</li> </ul>	<p>All observations of EY staff to be carried out by EY Leader, SLE and Core SLT to ensure one vision across the unit.</p> <p>All staff invited and required to attend regular in-house EY training and training delivered from the SLE.</p>	<p>October 2018</p>

		Ensure that there is an opportunity for peer to peer assessment whereby TLA's are able to watch skilful practitioner's teacher Phonics/Maths sessions for their own CPD.	
<b>Objective EY9:</b> Children are provided with experiences that will aid their transition into Year 1. Practitioners ensure that they are extremely well prepared academically, socially and emotionally for the next stage of their education.	<ul style="list-style-type: none"> <li>To moderate internally with Year 1 colleagues to ensure consistent judgements are being made and that the evidence needed to secure a development band or ELG is clear.</li> </ul>	Reception Teachers meet with Year One teachers for an in-depth hand over in preparation for the Yr1 transition. Regular pupil progress meetings to discuss children's progress alongside the EY Leader and Assessment Leader.	January 2018
	<ul style="list-style-type: none"> <li>Identify how early years might provide children with experiences that will aid their transition into Y1 and to support a seamless data handover. Identify the learning pathways from the early years development matters into the national curriculum.</li> </ul>	Reception staff attend 'trailing' sessions to ensure their judgements are accurate across the city and in comparison to other schools. Reception/Yr1 relationship is fundamental to the children's transition. EY teachers deliver a thorough handover including; previous assessments, progress markers and learning journey evidence to properly inform Year 1 teachers before they children start in September. Current intervention and medical referrals are passed over to Year 1 teachers, so that all children can be properly supported from day one.	April 2018
	<ul style="list-style-type: none"> <li>Ensure all children are Year One ready and confident to leave Reception, ready for their next stage of learning.</li> </ul>	Reception staff will need to organise a transition meeting for all children to meet their new teacher. Reception staff will need to begin to plan effectively to ensure children are well prepared for their next stage of learning through continuous provision and guided sessions. Reception will begin to plan learning with links to the Year One national curriculum to begin the transition process for learning. Year One teachers will need a sound knowledge of the Early Years Framework to ensure they create an effective leaning environment whereby the children can independently free flow for part of the day, for the first term in Year one.	July 2019
<b>Objective EY10:</b> Leaders use highly successful strategies to engage parents, including those from different groups, in children's learning at home and at school.	<ul style="list-style-type: none"> <li>To deliver both Literacy and Mathematic workshops for families, to help Parents/Carers support their child with Reading, Writing and Maths at home.</li> </ul>	EU to arrange a Phonics taster session for parents to understand how we teach early Reading and Writing in early September to enable consistency between home and school. EU to organise a second Phonics taster session to show the parents progression across the phonics phases as children begin to strengthen their reading and writing skills. EU and TJ to organise and Maths taster session alongside the Maths co-ordinator to ensure parents feel confident in supporting their children's learning in school and at home.	March 2019
	<ul style="list-style-type: none"> <li>To carry out highly informative Parent/Carer/Key Worker meetings, FSA meeting and Team Around Me meetings ensure parents are clear on their child's development and what both the setting and home can do to support them further.</li> </ul>	All educational and healthcare professionals currently involved with a particular child are invited to TAM's alongside the child's parents to offer and ensure a holistic approach to individual needs and support required. All EY to complete a shared SEND Provision list to ensure all information is accurately shared with the appropriate members of staff. All staff ensure a rigorous effort to keep the document up to date with any new information and actions required so that each child is supported fully.	October 2018 – ongoing

	<ul style="list-style-type: none"> <li>To distribute a Parent questionnaire to seek, evaluate and acts of the views of Parents to drive continual improvement.</li> </ul>	AMc & KP to write and distribute a questionnaire to all EY Parents/Carers. Feedback to be shared with SLT.	February 2018
	<ul style="list-style-type: none"> <li>To encourage Parents to complete weekly home learning, WOW moments, proud cloud (Nursery) and family learning.</li> </ul>	<p>Regular celebration of home learning and family home learning on Facebook to spark interest and engagement.</p> <p>All staff activity required to celebrate wows, proud cloud and home learning within the class during circle time/golden times.</p> <p>All teachers to regular send home wow templates so that parents can capture experiences and send them in to be included within learning journeys in school.</p> <p>All classrooms to have accessible wow templates for parents to fill in should they wish to do it in school.</p>	October 2018
	<ul style="list-style-type: none"> <li>To involve children and parents in assessing children's learning.</li> </ul>	<p>All parents invited to attend Parent/Carer Pupil Progress meeting regularly to discuss their children's progress, three times a year.</p> <p>Learning journeys always available for Parents/Carers to discuss their child's progress during EML/after school with the class teacher.</p> <p>Parents/Carers invited to actively participate in their child's learning by attending 'Bring your Events' throughout the year whereby they can come in and observe the children during Phonics, Independent Learning and Maths sessions.</p> <p>EY Teachers complete summative assessments to provide a snapshot of where the child is academically and generate targets following this which are shared with Parents/Carers.</p>	October 2018/February 2019 and July 2019