

# Academy Improvement Plan 2023-24



St Katharines C of E Primary

## Excalibur MAT Key OBJECTIVES FOR 2023/24

### ***Achievement gap issues***

*Writing attainment below reading in most schools, often significantly. This issue impacts disadvantaged pupils, and most have achievement gaps in writing. Overall, standards in reading have risen, but remain below national averages for some schools.*

### **Objective 1 –Quality of Education Writing**

**Raise standards in writing across the trust primary schools, so that standards rise to at least national average attainment in both key stages:**

- Improved teaching of the editing and redrafting process
- Improving the use of feedback to address errors in spelling, punctuation and grammar in all writing across the curriculum
- Ensuring transcription practice is embedded in teaching, dictation, handwriting and spelling are taught effectively
- Extended writing practice across the curriculum, golden sentence, paragraphs and essays

### **Objective 2- Quality of Education Reading**

**Further improve the reading curriculum and guided reading teaching, so that most pupils achieve standards expected for their age at the end of Y1, KS1 and KS2 by:**

- Direct instruction for new vocabulary in daily guided reading lessons, building to etymological approaches
- Focus on reading aloud for fluency and accuracy
- Carefully targeted comprehension questions and effective review and feedback in lessons
- Improve teacher assessment in KS1 reading

### **Objective 3- Quality of Education Foundation subjects**

**Further improve the teaching of foundation subjects so that children know and remember more:**

- Improve the implementation of foundation subjects, using retrieval practice to embed component knowledge, and assessment which systematically checks' pupils understanding
- Improve teachers' subject knowledge and implementation of geography

### **Objective 4 - Quality of Education SEND**

**Ensure strong implementation of the curriculum for pupils with SEND, through:**

- careful identification of key knowledge across the curriculum
- effective adaptations to help pupils learn it

<b>Objective 5- Behavior and attitudes</b>	<p><b>Good or better behaviour and attitudes in all schools through:</b></p> <ul style="list-style-type: none"> <li>• Clear and consistently well implemented policy and procedures, including positive relationships</li> <li>• Clarity around how leaders meet the needs of pupils with SEND needs, and demonstrable improvements for these pupils</li> <li>• Implementation of trauma informed approaches for pupils with specific needs</li> <li>• Improvement to rates of attendance in some schools, and reduction in persistent absence</li> </ul>
<b>Objective 6 - Early Years</b>	<p><b>Improve the curriculum in the Early Years by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring knowledge and skills are specified in detail in plans</li> <li>• Ensuring knowledge and skills are carefully sequenced, and prepare pupils for Y1 National Curriculum</li> <li>• Curriculum provision for rich experiences for talk</li> <li>• Enhancements to continuous provision which consolidate new learning and language</li> </ul> <p><b>School Specific Actions:</b></p> <ul style="list-style-type: none"> <li>• Review the EYFS environment/provision to ensure that resources and the (limited) physical space are organised to better enable independent high-quality learning.</li> <li>• To improve opportunities for PD with the purchase of balance and pedal bikes and to build this learning into the weekly timetable.</li> <li>• To embed forest school learning into both long- and medium-term plans to reflect the ELGs.</li> <li>• Identify key high quality non-fiction texts in support of themed learning and add these to the EYFS reading spine.</li> </ul>
<b>Objective 7- Leadership and Management</b>	<p><b>Develop the strategic role of subject leaders by:</b></p> <ul style="list-style-type: none"> <li>• Training and development to build expertise and understanding of their roles</li> <li>• Leaders' understanding of the progression model and sequencing in their subjects Monitoring schedule and CPD programme in place to develop teachers' subject knowledge</li> <li>• Leaders being instrumental in implementing improvements to retrieval and assessment</li> <li>• Leaders accountable to governors for impact of their subject, and use the subject leader handbook</li> </ul>
<b>School Key Objectives 23-24</b>	
<b>Objective 8 – Quality of Education Mathematics</b>	<p><b>Improve problem solving and reasoning in mathematics by:</b></p> <ul style="list-style-type: none"> <li>• Weekly teaching of problem solving as part of a taught MOT session (within maths lessons)</li> <li>• Secure teacher confidence with us of 4'Cs approach (Can Do) and other strategies (bar modelling etc.)</li> <li>• Staff CPD around new Can-Do materials to support problem solving</li> <li>• Monitor QLAs for <i>Remember It</i> tests using Can Do spread sheet – with specific focus on problem solving</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers to revisit <i>Remember It</i> problem solving content that ‘most’ children have found difficult and re-teach</li> </ul>
<b>Objective 9 – Quality of Education</b> <b>Phonics and Early Reading</b>	<b>Introduce and embed the teaching of high-quality phonics and early reading through the introduction of Little Wandle SSP</b> <ul style="list-style-type: none"> <li>Whole staff training prior to the beginning of the year</li> <li>Resources organized to support high quality teaching and learning</li> <li>Keep up and rapid catch-up interventions in place throughout KS1 and into LKS2</li> <li>Leaders monitor effectiveness of teaching through planned sequence of observation and support</li> </ul>
<b>Objective 10 – Quality of Education</b> <b>Religious Education</b>	<b>Improve the quality of teaching in RE in line with other foundation subjects</b> <ul style="list-style-type: none"> <li>Explore range of planning resources to support high quality RE teaching (including Understanding Christianity)</li> <li>Discreet weekly teaching is delivered <i>in line with recommended time</i></li> <li>Teaching approaches and pedagogy are in line with those in other foundation subjects (retrieval, questioning)</li> <li>Quality tasks used during teaching of RE units including high quality written work to support teacher assessment</li> <li>Identify opportunities for (newly returned) subject lead to access training and support for RE leadership</li> </ul>
<b>Objective 11 – Personal Development</b> <b>SIAMs</b>	<b>Develop and plan for opportunities for spiritual development across the curriculum using already established mapping document</b> <ul style="list-style-type: none"> <li>Use school definition of spiritual development to map opportunities including those that are cross-curricular</li> <li>Use PSA subscription in support of above</li> </ul>
<b>Objective 12 – Leadership and Management</b> <b>SIAMs</b>	<b>Ensure that the Church school self-evaluation process is sufficiently robust so that the Christian vision enhances aspects of learning across the whole curriculum (SIAMs April 23)</b> <ul style="list-style-type: none"> <li>Access trust wide SIAMs development group for leaders at all levels</li> <li>Use PSA subscription to support governors to develop a cycle of strong self-evaluation practice</li> </ul> <b>Review the school values of Friendship, Honesty, Respect and Effort to reflect the theological underpinning of the school vision</b> <ul style="list-style-type: none"> <li>Review values <i>with all school partners and stakeholders</i> within context of vision and theological underpinning</li> <li>Parent, pupil, staff and governors Qnaires (Forms)</li> </ul>

## OBJECTIVE 1 Raise standards in writing

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Improve the editing and redrafting process</b>	<p>Clear co-constructed success criteria for writing tasks including grammatical features and basic punctuation</p> <p>CPD in modeling the redrafting process</p> <p>Implement editing stations in KS2 writing lessons</p> <p>Visualiser stops in KS1 writing lessons</p>	<p>Accuracy of pupils' writing improves</p> <p>Pupils' independence in developing their writing is improved</p> <p>Standards rise to above national average/ in line with national average</p>	NJ and CD	End of Term 2 – monitor for progress		Quality of Education
<b>Teaching of transcription, spelling and handwriting</b>	<p>Dictation in daily phonics</p> <p>Handwriting <i>scheme</i> taught 3 times per week</p> <p>Spelling taught discretely</p> <p>Targeted feedback for handwriting and</p>	<p>EGPS standards rise in line or exceeding national average</p> <p>Spelling and handwriting teaching effective and embedded</p>	CD and NJ	<p>Begin September 23</p> <p><i>Review December 23 with a view to the purchase of SoW</i></p>		Quality of Education

	expectations carried into all writing tasks	Increased stamina and reduction of cognitive load				
<b>Improving feedback to address secretarial errors</b>	<p>Improve self and peer review processes in writing lessons</p> <p>Improve the use of live modelling for improving accuracy</p> <p>Agree manageable policy for marking and feedback of basic errors</p>	<p>Pupils improve their work regularly</p> <p>Teachers model the improvement process, using find and fix strategy</p> <p>Errors are addressed quickly, and pupils held to account for accuracy of their writing</p> <p>Standards rise to national average/ beyond national average</p>	NJ, CD and KS	<p>Begin September 23</p> <p><i>Review December 23 with a view the purchase of SoW</i></p>		Quality of Education
<b>Extended writing across the curriculum</b>	<p>Agreed appropriate extended pieces for history, geography, science and RE</p> <p>Embed the 'golden' sentences, paragraphs, and <i>essays</i> from Chris Quigley (<i>in line with unit plans and suggested activities</i>)</p>	<p>Writing deepens pupils' understanding of the curriculum</p> <p>Extended writing tasks are appropriate and rooted in the needs of the subject discipline</p>	BLT – KS, NJ, CD and VE + CB as RE lead	Throughout the year – ongoing with first moderation/monitoring Dec 23		Quality of Education

	<p>Teacher modelling for disciplinary writing</p> <p>Develop disciplinary scaffolds for writing tasks based on 'Closing the Writing Gap' strategies</p>	<p>Writing is modelled effectively</p> <p>Accurate and well-crafted writing across the curriculum supports grammatical accuracy, spelling and handwriting</p> <p>Golden sentences, paragraphs, and essays are taught across the curriculum</p>				
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## OBJECTIVE 2: Improving guided reading

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Direct instruction for new vocabulary in guided reading</b>	<p>Daily explicit vocabulary teaching using Reading Reconsidered strategy</p> <p>Daily implicit vocabulary teaching using reading using reading journals according to reading reconsidered</p> <p>Etymological approach</p>	<p>Vocabulary is identified and taught in depth in GR</p> <p>Further tier 2 vocabulary emphasized and taught in the reading approach</p> <p>Word root meanings explored as part of the teaching</p>	CD, NJ and KS	<p>Introduce 29.9 KS2 CPD (SDM)</p> <p>5.12 &amp; 7.12 '23 Learning Walk of KS2 GR lessons</p> <p>21.11 CB &amp; CD observe KS</p> <p>30.11 VE &amp; NJ observe KS</p>		Quality of Education
<b>Reading aloud for fluency and accuracy</b>	<p>Implement 'Control the Game' from reading reconsidered</p> <p>Improved fluency practice in KS1, particularly Y2</p>	<p>Accuracy and prosody feature in all guided reading lessons</p>		See above		Quality of Education
<b>Improved comprehension and the</b>	Plan comprehension questions which involve	Comprehension monitoring is planned,		SDM 25.1.24		Quality of Education

<p><b>quality of written and oral responses by pupils</b></p> <p><b>Pupils review and improve their comprehension of texts</b></p>	<p>prediction, summary and inference making</p> <p>Plan activities which develop comprehension monitoring, through '<i>Read Write Discuss</i>' process</p>	<p>questioning promotes active reading and response</p> <p>Y2 pupils reading is carefully tracked, leading to strong teaching of fluency and comprehension</p> <p>Catch up is rapid and effective for Y2 pupils</p> <p>Open ended responses are discussed and reviewed, written answers are detailed</p> <p>Standards <i>maintained</i> in line/ beyond national averages</p>		<p>20.2.24 &amp; 22.2.24 Learning walks</p>		
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### OBJECTIVE 3 - Improved implementation of foundation subjects

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Spaced retrieval in place across foundation subjects with a focus on humanities and science</b>	<p>Implement quadrant quizzing in history geography and science</p> <p>Use knowledge organizers to generate recall questions</p> <p>Focus on key concepts to link questions</p> <p>Walkthrus (Practice and Retrieval)</p>	<p>Teaching is designed so that pupils regularly retrieve older knowledge</p> <p>Older knowledge is regularly retrieved</p> <p>Curriculum monitoring shows that pupils learn the intended curriculum well</p>	BLT – KS, NJ, CD and VE	<p>12.10.23 BLT Team (KS, NJ, VE &amp; CD) review quizzing &amp; retrieval, exit quizzes)</p> <p><i>Walkthrus retrieval</i></p>		Quality of Education
<b>Quizzing ensures teachers check that component knowledge is secure, and is used to address gaps and misconceptions</b>	<p>Improve teachers' use of formative questioning</p> <p>Implement exit quizzes</p>	<p>Assessment is used effectively in foundation subjects, low stakes testing is embedded</p> <p>Teachers can identify what pupils need to</p>		<p>1.2.24</p> <p>To include LE visit (TBC)</p> <p><i>Pupil voice with books – monitor quizzing</i></p>		Quality of Education

	<p>Use performance and rehearsal strategies (Walkthrus Practice and Retrieval)</p> <p>Ensure that exit quiz outcomes inform next steps</p>	<p>learn next in the progression model</p> <p>Curriculum monitoring helps leaders know how well leaders learn the curriculum, through quiz outcomes</p>				
<p><b>Improve teachers' subject knowledge and implementation in geography</b></p>	<p>Attend geographical association training and subject leader network</p> <p>Finalise intent for fieldwork and place studies</p>	<p>Teachers understand the sequence and progression model</p> <p>They plan effective fieldwork in most year groups</p> <p>Place studies are effectively taught and increase pupils' understanding of human and physical geography, locally and further afield</p>	CD	<p>CD to attend Geographical Association training on Thursdays:</p> <ul style="list-style-type: none"> <li>• Nov 30th</li> <li>• Feb 8<sup>th</sup></li> <li>• May 9<sup>th</sup></li> </ul> <p>22.02.24 – SDM CD to feedback to staff</p> <p>16.05.24 – SDM CD to feedback to staff</p>		Quality of Education

## OBJECTIVE 4 - Inclusive teaching- effective curriculum and adaptations for SEND pupils

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Identify critical content for SEND pupils to learn</b>	Subject leaders, SENDCo and teachers to review curriculum plans and identify the crucial content including vocabulary	<p>SEND pupils learn successfully alongside their peers</p> <p>Teachers, TAs and subject leaders can identify the crucial content for SEND pupils</p> <p>Block plans identify 'Must Knows' for all pupils'</p>	NJ + all SLs	Geography, History & Science unit plans identify key knowledge from the start of term 1 <i>and for all units thereafter.</i>		Quality of Education
<b>Adaptation is focused on critical content</b>	<p>Review curriculum planning and teachers identify critical learning to be learnt</p> <p>Teaching assistants are appropriately briefed and prepared Important knowledge, vocab and skills are</p>	<p>Pre teaching, interventions and in lesson adaptations carefully planned around the subject intents</p> <p>Case studies show that teachers understand SEND pupils' needs and have identified crucial learning</p>	NJ + class teachers	<p>03.10.23 – SDM – Kate Hinks 'Writing good ISPs'</p> <p>TD day 3 – 10.11</p> <ul style="list-style-type: none"> <li>Pupil Progress Prep</li> <li>ISP and Class Action Planning</li> <li>Planning for adaptations</li> </ul>		Quality of Education

	carefully broken down in learning.	Interventions have a clear purpose and measurable impact				
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## OBJECTIVE 5 - Good or better behavior and attitudes across the schools

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Clear and consistently upheld behaviour policies for all pupils including those with additional needs</b>	<p>Review policy</p> <p>Ensure expectations, rewards and sanctions are taught, reviewed with pupils and reinforced by all</p> <p>Ensure policy takes approach to SEND needs into account</p> <p>Include behaviour discussions in learning walks/ monitoring activities</p>	<p>Clear and appropriate rules, rewards and sanctions are understood and articulated by pupils</p> <p>Strengths and difficulties for SEND pupils are carefully considered</p> <p>Discussions with staff and pupils show that all understand expectations, rules and consequences</p>	NJ and KS + all	<p>TD Day 2 – 04.09.23</p> <p>Setting whole staff expectations across the school.</p>		Behaviour and Attitudes
<b>Implement trauma informed strategies</b>	<p>Staff training with MAT</p> <p>Adaptation to policy</p> <p>Trauma informed based behaviour plans for those needing support</p>	<p>Marked improvement for pupils needing help to manage behaviour</p> <p>Support available for co-regulation, leading to improved self-regulation and reduction in incidents</p>		<p><b>SDMs</b></p> <p>20/9/2023</p> <p>Session 1</p> <p>Introduction</p> <p>31/1/2024</p> <p>Session 2</p> <p>Primaries</p> <p>1/5/2024</p> <p>Session 3</p> <p>Strategies</p>		Behaviour and Attitudes

<b>Improve attendance</b>	<p>Revise policy to include early warning letters at 95%</p> <p>Introduce parental contracts</p> <p>Ensure attendance is reviewed regularly, patterns and needs identified</p>	Improvement to 96% (94.4 July 23)	NJ (HT)	<p>Early warning letters &amp; parent briefing in term 1</p> <p>Attendance audits Terms 2, 4 &amp; 6</p>		Behaviour and Attitudes

## OBJECTIVE 6 - Improve the curriculum in the early years

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Ensure curriculum is effectively planned and sequenced, knowledge is identified in detail</b>	Develop long and medium-term planning for each area of learning Knowledge organizers for topics Subject leaders work with EY team to plan learning and vocabulary in prep for Y1	Curriculum planning is detailed and clearly progressive  Knowledge organizers show the expected vocabulary to be taught  Curriculum plans for the NC show the EY expectations	CF	September 23 Review December 23 against new planning documents		Early Years
<b>Improve curriculum for speaking and listening</b>	Develop story times and questioning  Investigate Tales Toolkit  Work with EY team on modelling language	Most pupils achieve age related expectations in C and L  Talk is taught discretely, rich language development planned leading to strong progress	CF	Early Excellence Training (see dates below)		Early Years
<b>Improve continuous provision to help pupils learn and</b>	Plan basic CP according to common play behaviours	Planning for CP is in place and adapted each week/ fortnight	CF	Early Excellence Training (see dates below)		Early Years

practice new knowledge and skills	Develop enhancement planning Plan adult enhancements to deliberately teach and reinforce vocabulary Attend MAT training and coaching groups	Observations show that CP is purposeful and progressive  Activities all help children learn or practice something new  Adult enhancements effectively reinforce language and learning from the curriculum intent				
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#### **Excalibur Early Excellence Training 23-24**

Launch day (F2F) – **Thursday 21st September** 10-12.30 (Group 1) and repeated for Group 2 - 1- 3.30pm. To be hosted in centrally located school, probably Swindon -TBC

Term 2 online twilight – **22<sup>nd</sup> November** 3.30-5pm

Term 2 – cluster meet at school number 1 (schools grouped into the same groups as Writing moderation) – **Thursday 7<sup>th</sup> December** 3.30-5pm

Term 3 online twilight – **Thursday 25<sup>th</sup> Jan** 3.30-5pm

Term 4 - cluster meet at school number 2 - **Thursday 29<sup>th</sup> February** 3.30-5pm

Term 5 - online twilight – **Thursday 25<sup>th</sup> April** 3.30-5pm

Term 5 – cluster meet at school number **Thursday 6<sup>th</sup> June** 3.30-5pm (writing focus and GLD)

#### **Objective 6 continued... School Specific Actions**

Review the EYFS environment/provision to ensure that resources and the (limited) physical space are organised to better enable independent high-quality learning.	Attend Early Excellence training and review provision in the light of this  Contact EE to request support for planning environment and	Children access equipment and learning materials more independently.  Materials support high quality learning in the provision	CF and NJ	Completed by end of T4	£3,000 - £5,000	Early Years
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	subsequent purchase of high quality materials to support strong provision	Areas in classroom are better defined and resourced				
To improve opportunities for PD with the purchase of balance and pedal bikes and to build this learning into the weekly timetable	Explore options, purchase bikes and receive training	Use of bikes is planned into weekly timetable  PD is strengthened for all children	CF	End of T2	£1,500	Early Years
Embed forest school learning into both long- and medium-term plans to reflect the ELGs.	Forest school opportunities are mapped long-term and built into both medium (and short) term plans  Forest school timetabled across the term	Forest school is used to strengthen provision and support areas of focus i.e. PD, fine motor, pattern etc...	LM and CF	End of T2	None	Early Years Quality of Education
Identify key high quality non-fiction texts in support of themed learning and add these to the EYFS reading spine.	Using EY knowledge organisers and medium-term plans identify 2 – 3 key non-fiction texts for each termly theme	High quality texts are identified and in the classroom for children to access during each term	<u>CF</u>	End of T3	£200 - £300	Early Years Quality of Education

## OBJECTIVE 7 - Improvement to subject leadership

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
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<p><b>Training and development to build expertise and understanding of their roles</b></p> <p><b>Leaders' understanding of the progression model and sequencing in their subjects</b></p>	<p>INSET- Quigley 1<sup>st</sup> September to understand components of evaluation</p> <p>Ensure subject leaders know and understand their intent, schema and end points</p> <p>Attendance at subject leader networks, humanities, English and Maths</p> <p>Ensure leaders have planned EY learning in their progression models</p>	<p>Leaders can articulate intent and know their progression model well.</p> <p>Subject report in subject leader handbook reflects this</p> <p>Leaders can articulate how EY prepares pupils for the next stage</p>	<p>SL's + NJ</p>	<p><a href="#">See also block planning doc.</a></p> <p>See also SL release schedule</p>		<p>Leadership and Management</p>
<p><b>Monitoring schedule and CPD programme in place to develop teachers' subject knowledge</b></p> <p><b>Leaders are instrumental in implementing</b></p>	<p>Plan monitoring schedule and series of staff meetings</p> <p>Attendance at MAT network events to improve subject knowledge,</p>	<p>Core and humanities are well implemented including effective teaching strategies from Walkthrus</p> <p>Retrieval and low stakes assessment are embedded</p>	<p>SLs + NJ</p>	<p>See CPD/SDM planning</p> <p>See monitoring schedule</p> <p>BLT planning and SDM sessions</p>		<p>Leadership and Management</p>

<b>improvements to retrieval and assessment</b>	<p>geography, English, Maths</p> <p>Subject leaders to lead work on retrieval and assessment in key foundation subjects, and to develop examples from their own practice</p>	Core and humanities leaders have led at least one staff meeting				
<b>Leaders accountable for impact of their subject, and use the subject leader handbook</b>	<p>Work with SLT and MAT staff to review the curriculum</p> <p>Complete ongoing subject review document from the handbook</p> <p>Build evidence of how well pupils learn the curriculum and gaps in learning through the monitoring process</p> <p>Evaluate how well taught curriculum</p>	<p>Leaders know the strengths and weaknesses in the implementation of the core and humanities</p> <p>Subject leaders can explain how well the implementation matches their intended curriculum</p> <p>They can give examples of how well SEND pupils learn the curriculum</p> <p>They are experienced in</p>	SLs + NJ	See also SL schedule		Leadership and Management

	<p>matches the intent, and plan CPD for teachers' pedagogical knowledge where appropriate</p> <p>Triangulate evidence and follow up with CPD</p>	<p>triangulated monitoring with the support of MAT staff/ SLT</p> <p>Monitoring is a balance of lesson visit, pupil discussion and book checks</p> <p>Leaders can explain any gaps in learning and next steps</p> <p>SLT and governors are well informed about the curriculum</p>				
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## Objective 8 – Quality of Education

### Mathematics

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
Improve problem solving and reasoning in mathematics	<ul style="list-style-type: none"> <li>Weekly teaching of problem solving as part of a taught MOT session (within maths lessons)</li> <li>Secure teacher confidence with use of 4'Cs approach (Can Do) and other strategies (bar modelling etc.)</li> <li>Staff CPD around new Can-Do materials to support problem solving</li> <li>Monitor QLAS for <i>Remember It</i> tests using Can Do spread</li> </ul>	<ul style="list-style-type: none"> <li>Children are more confident when tackling a range of reasoning maths problems.</li> <li>Improved reasoning scores in end of year and end of key stage tests.</li> <li>Teachers confidently using Can Do materials to support teaching of reasoning and problem solving.</li> <li>Weekly problem solving session planned for and delivered</li> </ul>	KS	<p>14.12.23 – SDM: problem solving 1</p> <p>08.05.24 – SDM: Problem Solving 2</p> <p>21.03.24 Learning Walk &amp; Pupil Voice</p>	Can Do Maths renewal & Solve It purchase cost	Quality of Education

	<p>sheet – with specific focus on problem solving</p> <ul style="list-style-type: none"> <li>Teachers to revisit <i>Remember It</i> problem solving content that ‘most’ children have found difficult and re-teach</li> </ul>					
<p><b>Improve speed of recall and retention of x tables facts</b></p>	<ul style="list-style-type: none"> <li>Review practice methods in KS2</li> <li>Identify and implement effective teaching strategies</li> <li>Ensure x tables teaching has dedicated curriculum time across the year</li> <li>Whole school relaunch of x table Rock Stars</li> </ul>	<ul style="list-style-type: none"> <li>Improved MTC performance</li> <li>Children retain and use x table knowledge to support calculation</li> </ul>	KS	Ongoing Y4 MTC – to monitor		Quality of Education

## Objective 9 – Quality of Education

### Phonics and Early Reading

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Introduce and embed the teaching of high-quality phonics and early reading through the introduction of Little Wandle SSP</b>	<ul style="list-style-type: none"> <li>Whole staff training prior to the beginning of the year</li> <li>Resources organized to support high quality teaching and learning</li> <li>Keep up and rapid catch-up interventions in place throughout KS1 and into LKS2</li> <li>Leaders monitor effectiveness of teaching through planned sequence of observation and support</li> </ul>	<p>All staff trained</p> <p>EYFS and KS1 staff confident to deliver high quality phonics teaching</p> <p>Children not on track receive timely intervention</p> <p>EYFS GLD data to reflect improved phonics in word reading.</p> <p>Strong phonics data in Y1 &amp; Y2 retake maintained.</p>	CD	<p>Scheme implemented, resources purchased and delivery by beginning of T1</p> <p>All training by end of T1</p> <p>Interventions in place T2</p>	Little Wandle Subscription	Quality of Education

## Objective 10 – Quality of Education

### Religious Education

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<p><b>Improve the quality of teaching in RE in line with other foundation subjects</b></p>	<ul style="list-style-type: none"> <li>Explore range of planning resources to support high quality RE teaching (including Understanding Christianity)</li> <li>Discreet weekly teaching is delivered <i>in line with recommended time</i></li> <li>Teaching approaches and pedagogy are in line with those in other foundation subjects (retrieval, questioning)</li> <li>Quality tasks used during teaching of RE units including</li> </ul>	<p>Teachers have high quality resources for the high-quality teaching of RE</p> <p>RE teaching/pedagogy in line with other foundation subjects</p> <p>Children receiving 1hour weekly (or equivalent) of RE teaching</p> <p>Writing in RE in line with other subjects</p>	CB	End of Term 4		Quality of Education

	<p>high quality written work to support teacher assessment. See also Chris Quigley golden sentences, paragraphs and essays – in line with other blocked subjects</p>					
<p><b>Subject Lead has training opportunities to support the whole school development of RE</b></p>	<ul style="list-style-type: none"> <li>Identify opportunities for (newly returned) subject lead to access training and support for RE leadership</li> </ul>	<p>RE lead has attended training.</p>	<p>CB/NJ</p>	<p>Training dates TBA</p>		<p>Quality of Education</p>

**Objective 11 – Personal Development****SIAMs**

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<b>Develop and plan for opportunities for spiritual development across the curriculum using already established mapping document</b>	<ul style="list-style-type: none"><li>• Use school definition of spiritual development to map opportunities including those that are cross-curricular</li><li>• Use PSA subscription in support of above</li></ul>	All staff have a clear understanding of agreed definition of SD  Opportunities for SD are mapped and built upon to create a comprehensive plan in line with A/B curriculum	NJ	July 24	PSA subscription	Personal Development

## Objective 12 – Leadership and Management

### SIAMs

TARGET	ACTIONS	SUCCESS CRITERIA	WHO IS RESPONSIBLE	WHEN IT IS TO BE ACHIEVED BY	COST	SEF REFERENCE
<p><b>Ensure that the Church school self-evaluation process is sufficiently robust so that the Christian vision enhances aspects of learning across the whole curriculum (SIAMs April 23)</b></p>	<ul style="list-style-type: none"> <li>Access trust wide SIAMs development group for leaders at all levels</li> <li>Use PSA subscription to support governors to develop a cycle of strong self-evaluation practice</li> </ul>	<p>Leaders at all levels can articulate how the Christian Vision is lived out in term of AIP, Collective Worship and Spiritual Development through an agreed monitoring schedule (annual)</p> <p>Appointment of key persons in the AC</p>	<p>NJ + SIAMS AC member</p>	<p>July 24</p> <p>Dates for monitoring TBA</p>		<p>Leadership and Management</p>
<p><b>Review the school values of Friendship, Honesty, Respect and Effort to reflect the theological underpinning of the school vision</b></p>	<ul style="list-style-type: none"> <li>Review values <i>with all school partners and stakeholders</i> within context of vision and theological underpinning</li> <li>Parent, pupil, staff and governors</li> </ul>	<p>Values can be articulated in line with school vision, the links and meaning held within the motto and the story of the Mustard Seed that underpins that</p> <p>There is a Golden Thread between,</p>	<p>NJ, Academy council</p>	<p>End of Term 2</p>		<p>Leadership and Management</p>

	Qnaires (Forms)	vision, motto and theological underpinning				
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