

St John's Gosport C of E Primary School  
School Improvement Plan 2023 - 2024

I. Quality of Education		Target: All pupils will make accelerated progress		Priority coordinator		
Objectives/ Intent	Actions/ Implementation	Success criteria/ Impact	Monitoring arrangements (Outputs)	Evaluation process and time line	Resources (Input)	SIP link
<p>80% of lessons are good, 20% of lessons are outstanding</p>	<p>CPD/ PDMs</p> <p>Modelling and scaffolding</p> <p>Coaching – the Teaching and Learning Lead, and members of the SLT, lead instructional coaching in the classrooms to ensure high quality teaching and learning across the school.</p> <p>Peer to peer coaching plan is established with observational support, team teaching and planning.</p> <p>Monitoring of T&amp;L (according to the SIP and Monitoring Schedule)</p>	<p>Improved outcomes are evident for ALL learners and where relevant reflected in national tests.</p> <p><b>Lesson observations evidence pupil voice about skills and knowledge, showing pride in the learning and presentation, displaying learning behaviours and language.</b></p> <p>SLT observe children engaged in their learning with quicker progress and better attainment.</p>	<p>Learning walks by SLT</p> <p>Pupil Progress Meetings (at each data drop)</p> <p>Pupil conferencing and book reviews</p>	<p>Are all children making progress?</p> <p>Do staff feel there is a impact following CPD?</p> <p>Are the children able to explain how they are making progress?</p>	<p>Time allocated over the year in PDM</p>	1.1
<p>The broad and balanced curriculum is ambitious and broad, particularly for those who are disadvantaged; developing their knowledge and skills</p>	<p>Teachers use metacognitive strategies, based on Rosenshine's principles, which is embedded in planning and teaching of all subjects.</p>	<p>Teachers are modelling and teaching strategies to children which are reinforced with visuals and mnemonics.</p> <p>The MITA triangle is evident in classrooms and books to support independence in learning.</p>	<p>SLT to check coverage through timetables</p> <p>Pupil conferencing</p>	<p>How independent have children been when accessing the curriculum?</p>	<p>Planning time for staff</p> <p>Training for staff</p>	1.2

<p><i>allowing them to be independent learners and remember key concepts long term</i></p>	<p>Teachers make adaptations to tasks so that all children, including children with SEND, can access their learning.</p> <p>All children are challenged in their learning.</p> <p>Teachers promote appropriate discussion about the subject matter being taught so learners talk confidently about the subject and skills learned.</p> <p>Curriculum coverage is appropriate for each year of learning, containing a progression of skills and knowledge.</p> <p>Learning is made relevant to children, with 'hands on' and 'real life' experiences which enables learning and information to 'stick' so that they can remember key concepts long term.</p> <p>Subject leads and SLT to carryout triangulation days in the Autumn Term: Science, Geography, PE and Art.</p>	<p>For children with SEND teachers use Hampshire Small Steps Curriculum to adjust learning. Individual Learning Plans (ILPs) contain SMART targets to accelerate learning and attainment.</p> <p>Children are motivated and have self-drive in lessons; they know how to plan, monitor and evaluate their own learning. They want to do well.</p> <p>Learners develop detailed knowledge and skills that they can transfer, as well as embed across the curriculum and, as a result, achieve well.</p> <p>Subject leads have a strong understanding of how their subject is taught and how well children learn in their subjects across the school.</p>	<p>Book Looks</p> <p>Learning walks</p> <p>ILP triangulation</p> <p>Deep dives (PE, Geography, Art and Science)</p>	<p>How are teachers planning opportunities for the children to remember concepts long term?</p> <p>Is this the same for all children?</p> <p>How are disadvantaged children being provided for and challenged?</p> <p>What scaffolds are in place to allow children to access the curriculum and work towards becoming independent?</p> <p>Is work adjusted - not just by adult support or outcome?</p>	<p>Kapow to support our curriculum planning</p> <p>Hampshire Learning Journeys</p>	
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				How has the learning been made relevant to children and is the learning hands on?		
<i>Teachers use secure subject knowledge to plan effectively.</i>	<p>Subject leaders have completed long term plans, with unit overviews and knowledge organisers and planning is shared with staff and governors.</p> <p>All subject leads have worked with curriculum lead to secure curriculum coverage.</p>	<p>Teachers are clear about what and how they teach.</p> <p>Subject matter is clearly presented and modelled.</p> <p>Work given to learners matches the intention of the curriculum and expectations are demanding.</p> <p>Subject leads have developed curriculum portfolios including quality learning journeys and examples of work.</p>	<p>Book sampling, lesson observation and pupil conferencing by subject leads – shared with SLT and governors.</p> <p>Governor Road Show, which enable governors to question staff about their subject areas.</p>	<p>Does planning for subjects evidence good subject knowledge?</p> <p>Are teachers pro-active in seeking support and do they use their subject leads for professional conversations?</p> <p>How well are teachers using Knowledge Organisers to support learning?</p>	<p>Kapow to support curriculum planning</p> <p>Hampshire Learning Journeys</p> <p>CPD for staff</p> <p>Subject network meetings</p>	1.3
<i>Use of feedback and assessment is strong; used successfully to allow pupils to make accelerated progress.</i>	<p>PDM to reinforce the use of effective AfL to address misconceptions and identify next steps in learning.</p> <p>AfL to be embedded as good practice.</p>	<p>Teachers have had cpd in the use of AFL and know how to adapt learning. SLT are observing effective use of AFL Misconceptions are identified and addressed</p> <p>Next steps of learning are based on ALF.</p>	<p>Teachers check pupils' understanding systematically, identify misconceptions accurately and</p>	<p>Are teachers using inputs to assess gaps in learning? Is the lesson adapted to meet the needs of all</p>	<p>PDM</p> <p>INSET</p> <p>Walk Thrus</p>	1.4

	<p>Editing and reviewing skills are embedded across the curriculum.</p> <p>All feedback is appropriate and acted upon by all pupils</p> <p>All adults systematically check on learning throughout the lesson.</p> <p>Task design enables children to demonstrate learning.</p>	<p>The feedback and marking policy is used consistently across the school- live marking can be seen in books and in lessons.</p>	<p>provide clear next steps</p> <p>Book Looks</p> <p>Pupil Conferencing</p> <p>Pupil Progress meetings</p> <p>Data drops</p>	<p>pupils? Are initial assesments used to plan journeys ?</p> <p>Are children responding to marking and feedback? Is the use of AFL timely and effective? Is there evidence that the effective use of AFL has allowed pupils to make accelerated progress?</p>		
<p><b>Reading</b> is prioritised to allow pupils to access the whole curriculum</p> <p><i>The teaching and assessment of reading is rigorous and sequential, supporting children's confidence, fluency and love of reading.</i></p>	<p>Embedding of Little Wandle (year 2 of the programme)</p> <p>Increased comprehension</p> <p>Teachers assess children's reading at all levels to address gaps quickly and effectively.</p> <p>Interventions are used to support the teaching of reading for children falling</p>	<p>Data and tracking shows a rapid improvement in progress of reading and phonics across school.</p>	<p>Pupil Progress Meetings ILPs</p> <p>Insight</p> <p>English Hub Project</p> <p>Lesson observation and book monitoring</p>	<p>Do all staff follow the SPP and make regular assessments?</p> <p>Are children with gaps identified early so that catch-up can be put in place?</p>	<p>Participation in English Hub Project for the teaching of phonics</p>	1.5

	<p>behind. (Little Wandle Catch Up, Lexia, Precision Teaching)</p> <p>Carry out an audit of reading and phonics across the school every half term.</p> <p>Reading books link closely to the phonic / reading age book bands. Narrow gap between chronological age and expected reading age. This is monitored and tracked closely by all teachers</p> <p>Creative opportunities to enhance reading experiences are made full use of ie. Buddy Reading, Reading Ambassadors, reading areas in every classroom, 100 reads, home reading challenges</p> <p>Reading is well resourced in classrooms and the school library offering children a diverse range of texts.</p> <p>Reading workshops for parents.</p>	<p>School data compared with Hampshire and National – evidence of sustained improvement from Summer 2023.</p> <p>Additional screening checks- planned with the English Hub- show that children are predicted to make more progress this year: November 2023 and February 2023</p> <p>Monitoring evidences that reading is a priority throughout the curriculum, with well-planned Reading Workshops-for parents/carers across the school- additional groups where appropriate, intervention and opportunities for reading for pleasure.</p> <p>Regular audits have taken place and action plan targets are followed up.</p>	<p>SLT listening to readers</p> <p>Phonics Lead listening to readers</p> <p>End of key stage /NFER data.</p>	<p>Are home reading books well matched?</p> <p>Do all staff prioritise reading?</p> <p>Do parents understand the phonics programme and expectations for home reading?</p> <p>Does the phonics lead coach staff to ensure consistency in the teaching of early reading?</p> <p>Is reading encouraged through all subjects?</p> <p>Does St John’s feel like a school that promotes a love of reading?</p>		
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	<p>Reading information on the school website</p> <p>Listening to readers and discussion with target learners (LA / HA / PP / SEND/ lowest 20% – SLT)</p> <p>Work as a partner school with the English Hub to ensure the provision for phonics and early reading is strong- 5 days of support through the year.</p> <p>Children read in school to an adult at least once a week and reading diaries are checked.</p> <p>All children take part in reading for pleasure time each day.</p> <p>Reading areas are engaging with a diverse range of texts also based on the children's preferences.</p> <p>Enhance reading opportunities around school: reading shed, more reading</p>	<p>SLT have tracked the progress of groups of learners.</p> <p>Reading diaries are completed at home and at school so that parents can be involved in supporting their child's learning</p> <p>Reading is more evident around the school and children bump into books wherever they go- including outside.</p>		<p>Do staff know which children are working below the expected level in reading? Are those children reading each day?</p> <p>Do staff read daily to children?</p> <p>Do parents know how to support children with reading at home?</p> <p>Are children making progress in reading?</p> <p>Is fluency in reading prioritised?</p> <p>Do children like reading?</p>		
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	areas, reading displays including reading ambassadors etc.			Are children who are disadvantaged making accelerated progress in reading?		
<i>The development of strong <b>oracy</b> and vocabulary acquisition is a priority in all areas of the curriculum.</i>	<p>Teachers plan specific vocabulary which is age appropriate that will be taught and support learning.</p> <p>Vocabulary is displayed, taught and referred to throughout the curriculum.</p> <p>Teachers plan and deliver activities to support children developing their oracy skills and vocabulary acquisition : Agree, build, challenge, sentence stems, oral rehearsal, use of scripts and story mapping, actions and vocabulary prompts,</p> <p>Any gaps in oracy and vocabulary will be identified quickly for new entrants and followed up in other year groups.</p>	<p>All outcomes are clearly defined on planning.</p> <p>Oral outcomes are planned through journeys- performance poetry, debates, news reports etc. Success criterias are created with children.</p> <p>Tier two language is explored through all lessons and referred to through the day.</p> <p>Teachers actively plan to improve oracy skills through a range of scaffolded tasks: using agree, build, challenge, think, pair, share, etc.</p> <p>Children with gaps are identified early and start an intervention to support their oracy and language development: Nursery Narrative and Speech Links.</p> <p>Pupils who are disadvantaged have opportunities to explore language before the lesson through pre-teaching. Key vocabulary is on display in the classroom and it is sent home.</p>	<p>Subject Lead – CG</p> <p>Learning Walks</p> <p>Pupil Conferencing</p> <p>Lesson Observations</p>	<p>Do staff understand progress in oracy and how to develop this?</p> <p>Is oracy promoted in all subjects?</p> <p>Is oracy and vocabulary acquisition planned into each unit?</p> <p>Are staff pre-teaching vocabulary where SEN is highlighted or for disadvantaged pupils who are below their peers?</p>	<p>Subject Lead – CG</p> <p>Agree, Build. Challenge</p> <p>The PDL curriculum</p>	1.6

	CPD for Oracy Lead and support through Curriculum Lead and English Lead.			Is vocabulary for foundation subjects taught well, displayed and referred to through the unit?  How do staff know that children understand new vocabulary?		
<i>Pupils can apply growing <b>mathematical</b> knowledge, concepts and procedures.</i>	Teachers check learners' understanding systematically, using AfL to identify misconceptions and/or gaps accurately and provide clear, direct next step feedback or tasks. Entrance and exit tickets are used to adapt the learning journeys.  Learning builds on learners' prior learning and develops deep understanding of the concepts and approaches covered.	Evidence that teachers have used assessment to support children and to identify next steps in mathematics.  Mathematics planning identifies key groups requiring additional support and adults working with these children.  Adaptations are evident in planning and learning for all pupils including those with SEND and GDS pupils.  Planning/books evidence CPA approach including reasoning, applying and fluency. School data shows sustained and accelerated improvement from September 2023.	Maths Lead to monitor in class observations, books, pupil conferencing.  Maths lead to monitor on-going assessments and ensure that data is robust.  Pupil Progress Meetings	Is planning progressive and designed to address gaps?  Does each unit include two or three key problems that are followed by skills lessons?  Is learning adapted?  Do children create a range	HIAS Inspector/ Teacher Adviser to support new maths lead  Maths Lead to attend Core Provision	1.7

	<p>Task design and learning objectives reflect the key learning.</p> <p>Teachers use the CPA approach when planning units of work with opportunities for reasoning, fluency and application in every lesson. Challenge and intervention is appropriate for all groups, especially those at deeper learning. In every lesson, pupils are encouraged to activate prior knowledge and review their learning.</p> <p>Arithmetic is taught every day in Years 2 - 6</p> <p>Mastery in maths through the Maths Hub continues</p> <p>Retrieval activities are carefully planned to support long term memory and fluency. (3Is)</p> <p>Parents are supported to encourage children to use maths strategies at home.</p>	<p>Daily arithmetic time allows teachers to address all domain areas ensuring that previous learning is revisited. Children use this time to work on personal gaps. Children make progress during this time.</p> <p>Teachers have identified children with language barriers so they have extra time to go over key language.</p> <p>Children who are below or working towards in maths are making progress against the maths objectives on INSIGHT.</p> <p>QLA is used to identify areas of development across the school and any particular trends.</p> <p>CPD has taken place and coaching is delivered where further support is identified.</p> <p>Teachers understand the progression in calculation and fractions documents – Hampshire documents</p>	<p>Maths testing data shows progress.</p>	<p>of models and images using concrete resources for each new problem- are these referred back to?</p> <p>Is there strong evidence of reasoning?</p> <p>Are all children appropriately challenged?</p> <p>Do staff use data to plug gaps?</p> <p>Are children showing progress in testing data?</p> <p>Are pupils with SEND making progress against maths objectives on INSIGHT?</p>		
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	<p>QLA is explored from NFER tests and end of Key Stage testing.</p> <p>CPD is delivered to support and develop teacher knowledge. Where needed, more personalised support will be given to improve teaching and outcomes.</p> <p>CPD for new subject lead-attend core provision and work with teacher advisor-HIAS.</p>					
<p><b>Homework</b> is consistent across the school.</p>	<p>Homework is sent for all year groups to include: Reading, spellings, times tables, half termly projects.</p> <p>Homework club available</p> <p>Investigate additional mathematics home online learning.</p>	<p>Parents have been informed about homework on half termly basis in Curriculum Newsletters and how to access homework platforms.</p> <p>Parents have been contacted when children have not completed homework. If they are not completing homework, they are directed to homework club.</p> <p>Paper copies of times tables and spellings are provided for children without access to the online apps.</p>	<p>Subject Leads to monitor completion of homework at home.</p> <p>Teachers to monitor homework completion</p>	<p>Do parents understand what the homework expectations are?</p> <p>Are teachers communicating with parents when children are not completing their homework?</p> <p>Are pupils using spelling</p>		1.8

				<p>shed for spellings?</p> <p>Are parents recording in reading diaries?</p> <p>Are children accessing TTRS at home?</p> <p>Is there a consistent approach to homework across the school?</p>		
<p>Increase and deepen staff understanding and confidence in the use of school assessment (especially the SEND assessment) so that assessment and data has been used effectively to increase challenge for all children particularly disadvantaged children.</p>	<p>PDM to focus on pupils with ILPs and setting smart targets</p> <p>SENDco to monitor provision for pupils with SEN in class</p> <p>PDM to focus on small steps targets on INSIGHT</p> <p>Performance management targets to include assessments for pupils with SEND/disadvantaged so that objective tracking and progress can be prioritised</p>	<p>Staff are confident in knowing how to adapt planning to meet the needs of all pupils</p> <p>Teachers know how to assess against previous objectives and can use this information to plan ILP targets and lessons leading to better progress.</p> <p>Staff know what expected looks like within their year groups and because of this, they plan good lessons that include challenge at all levels.</p>	<p>SLT to analyse data, including disadvantaged children, before PPM</p> <p>SENDCo to monitor provision for pupils with EHCPs and ILPS in class.</p> <p>SLT to monitor books and lessons with a</p>	<p>Do all staff use assessment information to inform planning?</p> <p>Are lesson plans adapted following AFL?</p> <p>Do all teachers know how to track objectives to ensure that progress for</p>	1.9	

	<p>Books to be monitored to ensure learning is appropriate for pupils with SEND</p> <p>External and internal moderation</p> <p>Revisit NFER testing data and question level analysis to ensure planning is adapted</p> <p>EYFS and Year 6 to attend moderation training</p> <p>Year 2 to attend life after TAF through county Develop a tracking system for all disadvantaged groups. Teachers to create venns for PPM that clearly identify the different groups including attendance concerns.</p> <p>SLT to attend parent meetings for all children in disadvantaged groups- focus on attendance and show missed learning.</p>	<p>EYFS and Year 6 will attend further training through county to build their confidence in moderation.</p> <p>Staff are confident in talking about their groups of children and the evidence they have against objectives secured. They are aware of gaps and can talk about the strategies and interventions in place to support learning particularly disadvantaged pupils.</p> <p>Parents of children on the SEN register understand their child's ILP target and the progress they have made.</p> <p>All teachers are aware of all disadvantaged groups; barriers to learning are understood by all and gaps are closed.</p> <p>Attendance for disadvantaged groups is improved</p>	<p>focus on disadvantaged groups- are they included in the learning and making progress?</p> <p>SENDCo to monitor ILP target setting and parent attendance for meetings.</p> <p>Attendance for disadvantaged groups to be monitored and reported to Govenors.</p>	<p>pupils with SEND can be seen?</p> <p>In performance management and pupil progress meetings, can teachers share and discuss their data with a focus on disadvantaged pupils? Is the gap between PP and non-PP closing?</p> <p>Is our PP data inline or better than national PP data?</p>		
<p>Improve outcomes for pupils who are disadvantaged and/or with SEND</p>	<p>Inclusive practice is embedded across the school in all subjects.</p>					

	<p>School and national data is understood by members of SLT and used to identify trends and set targets. All staff are able to identify barriers and gaps in learning. Planning reflects next steps and individual needs.</p> <p>During pupil progress meetings, discuss SEND pupils including which children will reach expected in subjects.</p>					
<p>Improve writing outcomes</p>	<p>Improve editing and reviewing skills in writing.</p> <p>Revisit handwriting policy- teachers to model expected cursive handwriting.</p> <p>Ensure basic SPAG gaps are addressed early to strengthen skills in writing.</p> <p>Regular moderation using exemplification materials</p> <p>Focus on ambitious vocabulary – tier two words- across the school.</p>					

2. Behaviour and Attitude		Target:			
Objectives/ Intent	Actions/ Implementation	Success criteria/ Impact	Monitoring arrangements (Outputs)	Evaluation process and time line	Resources (Input)
<p><i>School has high expectations for pupil's behaviour and conduct.</i></p> <p><i>Expectations are clear and understood by all stakeholders.</i></p>	<ul style="list-style-type: none"> <li>• Share the behaviour policy with all staff</li> <li>• Ensure updates to behaviour policy are shared with parents, children and governors and update on the school website</li> <li>• Home- school agreements to be sent home</li> <li>• Learning walk to review impact of learning behaviour recognition board. Monitor staff's use of language and application of behaviour policy.</li> <li>• Additional training for lunchtime supervisors during inset day- handbook to be created with clear steps for dealing with behaviour incidents.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders understand the behaviour policy</li> <li>• Staff's expectations for behaviour is high and the policy is followed.</li> <li>• Children understand what good learning behaviours look like so learning is good.</li> <li>• The use of language by staff is consistent.</li> <li>• Staff understand the restorative approach for behaviour incidents.</li> <li>• Lunchtime staff follow the behaviour policy and positive language is used.</li> <li>• Lunchtimes are successful because children are engaged in activities and the staff deal with any issues swiftly and appropriately.</li> </ul>	<p>Lesson observations</p> <p>Pupil conferencing</p> <p>Behaviour Support Lead to observe and offer coaching in all classes</p> <p>6 weekly review of data at Inclusion Meeting</p> <p>SLT to monitor lunch times- duty each day</p> <p>School council to share their observations of lunchtimes</p> <p>Pupil survey</p>	<p>Do all staff follow the behaviour policy consistently?</p> <p>Are any behaviour trends identified quickly with support given to follow up?</p> <p>Do children feel happy and safe at lunch time?</p> <p>Do staff feel well supported?</p> <p>Do children know how to regulate?</p>	<p>CPD: Behaviour Policy</p> <p>Staff Code of Conduct</p> <p>Staff Handbook</p> <p>Class Charter</p> <p>Behaviour Recognition</p> <p>Board</p> <p>Lunchtime Supervisor</p> <p>Handbook</p>

				Do children know what they need to do to get back on track?		
<p><i>Pupils behave with high levels of respect.</i></p> <p><i>Difference is valued and nurtured and bullying and discrimination are never tolerated.</i></p>	<ul style="list-style-type: none"> <li>• Introduction of No Outsiders including the Equalities Act on transition days</li> <li>• Displays to be created by each year group</li> <li>• 6 key texts to be used in each year group to explore difference and acceptance</li> <li>• Andrew Moffatt (No Outsiders) to visit -1.11.23- to share a text with each year groups.</li> <li>• Andrew to deliver a PDM for all staff</li> <li>• Safeguarding – planned within each year group</li> <li>• Half termly No Outsiders collective worship</li> <li>• Parent survey</li> <li>• Staff survey</li> <li>• Pupil survey</li> <li>• DSLs to review CPOMs weekly</li> <li>• INSET Day: safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• There is mutual respect between staff and pupils leading to strong relationships.</li> <li>• Pupils are respectful towards each other</li> <li>• Pupils accept difference and talk about all children being welcome at St John's.</li> <li>• Pupils understand that people may have different views and they are able to listen in a respectful manner.</li> <li>• Staff actively promote respect and inclusivity using the language of No Outsiders.</li> <li>• Pupils and staff understand the equalities Act and the protected characteristics.</li> <li>• Staff swiftly deal with any incidents of bullying, racism, etc.</li> </ul>	<p>Observation of pupil behaviour during unstructured time</p> <p>Observation of delivery of texts by staff</p> <p>DSL analysis of CPOMS and behaviour data</p> <p>CPOMs monitored by DSLs and reviewed weekly.</p> <p>SLT and governors to monitor safeguarding-checking the checkers.</p>	<p>Do children feel safe in school? Do they feel their concerns are addressed?</p> <p>Do staff and children use the language of No Outsiders</p> <p>Do children respect the views of others?</p> <p>Do all staff proactively follow up any incidents of bullying, harrassment and</p>		

	<ul style="list-style-type: none"> <li>• Termly safeguarding training</li> <li>• Regular staff meetings and Lsa training to focus on procedures in dealing with incidents of bullying etc.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders feel confident in knowing that any incidents of bullying, racism, prejudice, are dealt with effectively.</li> <li>• Staff feel confident in dealing with such incidents.</li> <li>• CPOMs records are up to date and effective</li> </ul>	<p>Safeguarding monitoring shared at governors.</p> <p>Pupil conferencing</p>	<p>discrimination ?</p> <p>Are all incidents recorded on CPOMs and followed up?</p>		
<p><i>School attendance is improved and persistent absence is reduced to be in line with or less than national.</i></p> <p><i>Pupils with specific needs demonstrate improved behaviour and attendance.</i></p> <p><i>If pupils struggle, the school will take effective action to support them to succeed</i></p>	<ul style="list-style-type: none"> <li>• Attendance Policy reviewed and attendance flowchart updated for 23/24</li> <li>• Parents are supported in improving their child's attendance</li> <li>• MHBS Lead (DR) to offer coaching support for staff-focus on IBMP/EHCP. 3 x sessions a week</li> <li>• All IBMPs to be reviewed on a rota</li> <li>• LSA training to include Thrive focus</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance procedures and processes are consistent and followed leading to improved attendance.</li> <li>• Parents have received: information about their child's attendance; guidance and support from AO; referral to EHH/LIT as appropriate.</li> <li>• Pupils with specific needs have behaviour and learning plans that are effective and followed by staff to support them in being successful.</li> <li>• Parents are involved in setting and reviewing ILP targets</li> </ul>	<p>AO daily monitoring of registers: following up all unaccounted for absence immediately, contacting parents of children with long term health conditions and persistent absence.</p> <p>Senior leaders to follow case studies from SEN Register/ Pupil Premium register:</p>	<p>Has attendance and persistent absence data improved (compared to local and national) as a result of school procedures and intervention?</p> <p>Do all staff follow IBMPs?</p> <p>If IBMPs are not successful, is there an early intervention</p>		

	<ul style="list-style-type: none"> <li>• Data to be analysed 6 weekly by Inclusion Team</li> <li>• Continue support through external agencies such as the MHST, CAMHS, PBS and EP services</li> <li>• ILPs to be reviewed 3 x year with a focus on targets, progress and attendance.</li> <li>• SC and GH to review ILP targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel their children are well-supported.</li> <li>• Pupils with specific needs feel successful in school.</li> <li>• Teachers feel well-supported by the MHBS Lead and SENDCO</li> <li>• If external support is needed, the Inclusion Team will act swiftly.</li> </ul>	<p>What is the attendance of the child?          What progress have they made?          Are targets on the ILP being met – are they relevant? Have they been updated?</p>	<p>to adapt plans?</p> <p>Is learning personalised to support children with specific needs?</p> <p>Is attendance improved?</p> <p>Are ILPs used as a working document with targets updated regularly and shared with parents 3 x a year? Can the SENDco see how these targets are followed up in class?</p> <p>Data regarding referrals to be revisited every 6 weeks (along with attendance) at</p>		
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				the Inclusion Meetings.		
<p><i>Pupils attitudes towards learning are positive; they are resilient in overcoming challenge and take pride in their achievements. Relationships are positive, respectful and pupils feel safe.</i></p>	<ul style="list-style-type: none"> <li>• Learning behaviour recognition boards to be set up in classrooms- one per 6 strands- created with the children. To be reviewed regularly with texts sent home.</li> <li>• Pupil surveys to gather information on the views on pupils. Share findings with staff, governors and parents.</li> <li>• Weekly HT to be given for 6 strand and Christian Values.</li> <li>• Pupils to attend the town hall ceremony for respect awards</li> <li>• CPD on the learning environment to ensure it supports a sense of belonging, promote independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to understand what good learning behaviours look like and are motivated to do well.</li> <li>• Pupils know what their targets are and know how to seek help if they are struggling.</li> <li>• Pupils say they feel safe in school and that they know what to do if they are worried about anything.</li> <li>• Children feel they can speak to adults if they need to and they feel their concerns are taken seriously.</li> <li>• Children are motivated to earn HT awards for 6 strands and Christian Values.</li> </ul>	<p>Children's Survey: Can children talk about what it means to be respectful? What are they proud of in their learning and at school? What would they do if they had a concern or felt worried about something? Do children feel they belong? Do children feel safe?</p> <p>Lesson observations</p>	<p>Are children positive about their learning?  Can they explain what they have done well?  Are teachers focussing on the 6 strands through their use of praise? Have teachers created personal targets for their class to focus on with an image to match?  Are parents receiving positive texts?  Do children feel that behaviour</p>		

			Parent surveys	incidents are dealt with effectively?  Do children feel their concerns are dealt with?  Do children feel like they belong?		
<i>Courageous advocacy is promoted in school.</i>	<ul style="list-style-type: none"> <li>• Pupil voice is to be high priority so that pupils are given opportunities to lead on new ideas to support behaviour and attitudes in school.</li> <li>• ELSAs to introduce well-being leads within school.</li> <li>• Pupils to engage with community activities as often as possible: choir, church, residential care homes, nurseries, charitable events etc.</li> <li>• All staff to ensure displays show the voice of children.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Groups of children feel they have a voice when it comes to school improvement: School Council, Collective Worship Council, Reading Ambassadors, Agents of Change, Head Boy and Head Girl, Prefects and Well-Being Leads, Service Pupils.</li> <li>• Pupils often participate in community events: choir, church, charitable events etc.</li> <li>• The school website shows how pupil voice is a priority for the school.</li> <li>• Displays in school show how children have a voice</li> </ul>	SLT to monitor website  Pupil surveys  PDL group to monitor planning and displays  PDL lead to collect evidence	Do pupils feel they have a voice?  Do they feel they can contribute to decisions made in school?  Do children feel a sense of belonging and responsibility?  Are pupils given opportunities to engage and		

		and an impact on their own learning and the experiences of others.		contribute to the wider community?  How have these opportunities been built into the curriculum and planned across the school – is the St John's Learning Journey evident?		
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<b>3. Personal Development</b>		<b>Target: To develop strength of character, the curriculum and the school's effective wider work, which supports all to be confident, resilient, independent life-long learners</b>				
<b>Objectives/ Intent</b>	<b>Actions/ Implementation</b>	<b>Success criteria/ Impact</b>	<b>Monitoring arrangements (Outputs)</b>	<b>Evaluation process and time line</b>	<b>Resources (Input)</b>	<b>SIP link</b>
<p><i>Promote opportunities to develop character attributes (e.g. resilience, confidence, self belief)</i></p>	<p>Opportunities to participate in e.g. sporting events, musical concerts and shows, presenting in Class Collective Worship.</p> <p>Opportunity to work with other members of the school community or our local community e.g. gardening club</p> <p>Further develop the 7 steps of metacognition to support children to become self-motivated and resilient with increasing independence, so that they can overcome challenges in their learning and relationships</p>	<p>Personal Development is exceptional. The school consistently promotes the extensive personal development of its pupils by going beyond what is expected, to ensure pupils have access to a wide and rich set of experiences.</p> <p>Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>	<p>SLT to ensure that a breadth of opportunities are offered.</p> <p>HT to monitor disadvantaged groups- how many attend clubs? Are there other areas of interest for this group of interest?</p>	<p>Do children feel there are a range of extra-curricular activities for them to attend?</p> <p>Do disadvantaged pupils attend clubs and trips?</p> <p>Are pupils given opportunities to excel at what they are good at?</p>		3.1

<p><i>To review and strengthen the use and impact of pupil leaders so that their roles are respected and deeply embedded across all aspects of school life.</i></p>	<p>Head Boy and Girl, Prefects, Agents of Change, Collective Worship leaders, Reading Ambassadors, School Council and other pupil bodies, which will present pupils with a chance to develop attributes.</p>	<p>The way in which the school develops pupils' character is exemplary and worthy of being shared by others.</p>	<p>SLT to oversee the groups and ensure that they are meeting regularly.</p>	<p>Do pupils play an active role in the decisions made at school?</p> <p>Do pupils have a voice?</p> <p>Do pupils see themselves as leaders?</p> <p>Are disadvantaged pupils supported to attend breakfast and after school club?</p>		<p>3.2</p>
<p><i>To provide learners with meaningful opportunities to gain the skills necessary for future learning and to become well rounded, active, respectful citizens who contribute positively to society.</i></p>	<p>Enhance children's understanding of British Values as well as tolerance of diversity, through curriculum activities and communication.</p> <p>As part of the school's PDL curriculum, create opportunities to strengthen children's aspirations and</p>	<p>The school provides these opportunities in a coherently planned way, in the curriculum and through extra-curriculum activities and they considerably strengthen the school's offer.</p> <p>Children are taught how to keep safe in and out of school and they can talk confidently about how their teachers teach them about safety.</p>	<p>Have these activities been planned in to LTP and are all children given wider opportunities?</p> <p>Monitor pupil views on what is offered and other things they would</p>	<p>Do pupils talk about their aspirations and hopes for the future?</p> <p>Are pupils taught how to set themselves</p>		<p>3.3.</p>

	<p>ambitions e.g. Careers' Day, Everybody Does Days</p> <p>Promote musical appreciation including opportunities for children to engage in musical performance.</p> <p>Promote extensive opportunities, through the delivery of the Sports Premium Plan, for the children to be active and engaged in sport.</p> <p>Increase awareness of healthy living amongst parents and pupils through the curriculum and workshops with the Inclusion Team.</p> <p>Strengthen individual and collective expertise so that children, parents and staff are well supported when dealing with mental health issues.</p> <p>At PDM, staff to create a list of all activities that add value to the lives of children including teaching how to keep safe.</p>	<p>Parents and children feel that children's aspirations are raised through the opportunities they are given in school and through extra-curricular activities. Inspirational visitors are planned in regular to raise aspirations.</p> <p>Regular work on No Outsiders sends a clear message to all- everyone is welcome in our school. No one is the same but everyone is equal.</p>	<p>like to be engaged with at school.</p>	<p>goals to achieve?</p> <p>Do children know how to respect difference?</p> <p>Do children have a positive impact on the local community?</p> <p>Is the extra curricular offering wide enough to appeal to all children?</p>		
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	<p>Identify curricular visits and residentials which are relevant to our children and enhance their real life experiences.</p> <p>Create a display that shows the journey through St John's .</p>	<p>'Hooking in' experience are refined and linked closely to the school curriculum, helping children develop a life-time love of learning.</p> <p>Staff understand the important of enhancing real life opportunities particularly for disadvantaged pupils?</p>	<p>St John's Journey display is evident and up to date.</p> <p>SLT track long term plans and 'hooks' for learning.</p>	<p>Are trips and visits mapped out to ensure there is range of experiences from EYFS to Year 6?</p> <p>Do teachers identify the purpose of the visits?</p> <p>Are disadvantaged pupils able to access the trips and residentials?</p> <p>How do teachers plan to ensure disadvantaged children are able to access all areas of the curriculum?</p>		3.4
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<p><i>To offer wide extra-curricular opportunities.</i></p>	<p>To build up a wide range of clubs and promote engagement by ensuring a forensic analysis of take-up and appropriate targeting of children.</p>	<p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit.</p>	<p>Monitor the range of extra curricular clubs for all pupils, especially Pupil Premium pupils.</p> <p>Monitor PP data for trips</p>	<p>Do all disadvantaged pupils attend extra curricular clubs?</p> <p>How do disadvantaged pupils benefit from extra - curricular clubs?</p>		
<p><i>To provide high quality pastoral support.</i></p>	<p>To explore additional ways in which the school can support the pastoral care of our children and families e.g. Barnardos, NCATS, NSPCC, funding/grants</p> <p>Link to PP strategy (wider strategies)</p>	<p>Families are confident that school can support them in accessing the appropriate support they need.</p> <p>School staff are able to seek appropriate external support for children</p>	<p>Inclusion Team meetings- review data, actions and impact.</p> <p>SLT to review data on INSIGHT</p> <p>DSLs to review CPOMs</p>	<p>Are the Inclusion Team having an impact on disadvantaged groups?</p> <p>Is data, actions and impact reviewed regularly?</p>		

<b>4. Leadership and Management</b>		<b>Target: All leaders will have a positive impact on improving outcomes for all.</b>				
<b>All leaders in school have a responsibility, within the parameters of their role, to positively impact on others. Leaders include: The Headteacher, SLT, Teaching Staff, LSAs, the pupils, subject leaders, the Inclusion Team, Governors, Site Manager and site team, the School Business Manager and Admin Team, the Lunchtime Senior Supervisor and Supervisory Assistants.</b>						
<b>Objectives/ Intent</b>	<b>Actions/ Implementation</b>	<b>Success criteria/ Impact</b>	<b>Monitoring arrangements (Outputs)</b>	<b>Evaluation process and time line</b>	<b>Resources (Input)</b>	<b>SIP link</b>
<i>Leaders have a clear ambitious vision for the provision of high quality CPD and subject support for all staff.</i>	<p>Weekly PDM for teachers and support staff linked to SIP focus areas led by SLT or external providers.</p> <p>Staff able to access CPD via the Learning Zone for appropriate subject training, role support etc (face to face, online)</p> <p>Strengthen the impact of subject leaders by targetting support when required and focus training on areas where there is less knowledge. Ensure leaders have time to carry out their roles.</p> <p>Refining mechanisms for measuring impact of leaders e.g. by providing coaching and training about impact, reviewing leadership impact</p>	<p>Leaders have ensured that teachers receive focused and highly effective professional development.</p> <p>Teachers' subject, pedagogical content knowledge is consistently built up over time. This has consistently translated into improvements in teaching of the curriculum.</p> <p>Subject Leaders have been given regular MAST time to carry out their roles; to work alongside staff in the classroom, during PPA and have been able to gather evidence of their subject through book looks, lesson observation and pupil conferencing.</p> <p>Leaders are accountable to governors and LA and able to evidence impact of their actions.</p>	<p>Half-termly monitoring plan developed in accordance with SIP and PDMs.</p> <p>Book reviews</p> <p>Learning walks</p> <p>Pupil conferencing</p> <p>Data analysis- with pupil progress meetings and additional progress meetings with a focus on disadvantaged groups.</p>	<p>Are staff making good use of CPD sessions and using CPD books effectively? Can the impact of strategies developed through CPD be shared within PDMs?</p> <p>Is coaching and feedback having an impact on teaching and learning in the classroom?</p>		4.1

	<p>reports and considering agendas for leadership meetings.</p> <p>Maximise the impact of T&amp;L walks by leaders to ensure efficient and targeted coaching for individual staff/ groups of staff, where inconsistencies are identified, e.g. in use of T&amp;L strategies, use of behaviour policy. Teachers visit other practitioners where appropriate to observe good practice</p> <p>High quality INSET Day training linked to SIP or legal requirements.</p> <p>Participation in SPP programme with other local schools providing opportunities for leaders and staff to improve an agreed area of review.</p> <p>Promote teacher engagement in the range of fully funded NPQs available by sharing information and linking study to Per Man.</p>	<p>Leaders have:</p> <ul style="list-style-type: none"> <li>- moderated judgements and fed back to staff</li> <li>- provided further training (inc peer observations) for coaching conversations</li> <li>- formalised the use of Walk Thrus in individual and collective coaching</li> <li>- promoted opportunities for sharing good practice such as sharing of books in PDM.</li> </ul> <p>INSET Days completed as follows:</p> <p>1.9.23: Safeguarding, KCSIE and Child Protection Staff Code of Conduct Expectations Curriculum and T&amp;L</p> <p>4.9.23: Outdoor Activity training</p> <p>2.1.24: Vision, disadvantaged and inspection</p> <p>22/23.7.24 Transition/ Curriculum Planning</p> <p>NPQs and Further Education are part of Performance Management conversations for all staff.</p>	<p>Pupil progress meetings</p> <p>Moderation – internal and networking with other schools</p> <p>Moderation through HIAS training</p>	<p>Are governors visible in school and participating in observations and monitoring? Do these activities allow governors to gain an insight to practice in school?</p> <p>Do governors support and challenge leaders?</p> <p>Do leaders respond to issues and inconsistencies in teaching and learning in a timely fashion?</p>		
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<p><i>Leadership of SEND is enhanced through CPD and engagement so that the impact is aligned to strategic priorities and outcomes are in line with curriculum delivery.</i></p>	<p>SENDCO attends and receives appropriate training.</p> <p>SEND audit to provide information about key actions.</p> <p>SENDCO updates school policy and local offer</p> <p>SENDCO ensures efficient and effective use of interventions and tools to support children with SEND by strengthening use of provision maps and individual learning plans reflect this,</p>	<ul style="list-style-type: none"> <li>• SENDCO has completed NASENCO.</li> <li>• HIAS Inspector has visited and audited school procedures and processes for SEND</li> <li>• SENDCO networks with local schools and attends LA SEN training</li> <li>• SEN information is available to parents and other stakeholders</li> <li>• Provision maps are in place and parents are informed.</li> <li>• Parents attend ILP/progress meetings once a term</li> </ul>	<p>Monitoring of provision for pupils with SEND and vulnerable groups- ILP and EHCP focus</p> <p>Pupil progress meetings</p> <p>ILP monitoring</p> <p>INSIGHT objective monitoring</p> <p>Learning walks</p> <p>Books</p>	<p>Is the provision for pupils with EHCPs and ILPs meeting the needs of pupils?</p> <p>Are children with SEND making accelerated progress from their starting point?</p> <p>Does objective tracking show progress through the year?</p> <p>Are ILP targets being followed up and amended?</p> <p>Do parents understand their child's targets,</p>	<p>4.2</p>
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				progress and support?		
<i>Leaders create inclusive culture for all. They engage effectively with pupils and other in their community including, parents/carers and local services and share strong values, policies and practice.</i>	<p>Involve all stake holders in school improvement.</p> <p>Plan and promote opportunities for parents/carers and other services to visit the school e.g. workshops, learning show case days, Collective Worship, parent report/progress meetings.</p>	<ul style="list-style-type: none"> <li>• School surveys have been undertaken throughout the year with staff, parents and learners which have ensured that improvements are constantly been made.</li> <li>• Parents and stakeholders have visited and supported the school throughout the year.</li> <li>• Parents feel supported through workshops and school communications.</li> </ul>	<p>Data collected from surveys</p> <p>Data collected on parental engagement in workshops and school events.</p>	<p>Are parents engaging in school?</p> <p>Are the parents of disadvantaged children attending school events?</p> <p>Has the school responded to feedback data?</p>		4.3
<i>Leaders ensure that safeguarding remains at the highest profile with the school culture. (Ref to Safeguarding Action and Monitoring Plan 2023- 2024)</i>	<p>All staff have attended annual KCSIE and Safeguarding training,, including procedures for low level concerns.</p> <p>Induction for all new staff includes Safeguarding and Child Protection training.</p> <p>All staff receive half termly updates and training.</p>	<p>September 2023</p> <p>All staff have attended training, read relevant polices and documentation and signed a safeguarding register. Staff know procedures to report low level concerns.</p> <p>All staff have received training, documentation and signed the Induction Form.</p> <p>There is a record of safeguarding training and updates.</p>	<p>HT and Safeguarding governor check SCR on a half termly basis to include staff training</p> <p>HT and DHT to carry out safeguarding checks.</p> <p>HIAS safeguarding inspector to</p>	<p>Do all stakeholders feel that safeguarding is a priority in school?</p> <p>Are regular checks carried out following the safeguarding monitoring plan- check the checkers?</p>		4.4

	<p>All reports are recorded on CPOMS and relevant staff are alerted to information shared.</p> <p>The Safeguarding Monitoring Plan is used consistently by leaders and governors,</p>	<p>All staff know how to use CPOMS and report safeguarding issues to DSLs.</p> <p>Planned monitoring has taken place and is documented. Immediate action is taken for identified issues.</p>	<p>follow up review from June 2023</p> <p>Pupil surveys</p> <p>Staff surveys</p> <p>Parent surveys</p> <p>Standing item on FGB agenda</p> <p>Standing item on FGB agenda</p> <p>CPOMs monitoring – DSL meetings</p>	<p>Do pupils feel safe and well supported?</p> <p>Do staff follow up concerns effectively?</p> <p>Are records completed in line with school policies and KCSIE?</p>		
<p><i>Leaders engage highly effectively with staff and are aware, and take account, of the main pressures on them.</i></p>	<p>Well being survey conducted by governors.</p> <p>Well being group re-established by cross section of staff.</p> <p>Well-being Facebook page to support staff</p> <p>Ensure induction meetings and exit interviews take place (governors)</p> <p>Performance Management interviews allow staff an opportunity to feedback to leaders on well being.</p>	<p>Staff consistently report high levels of support for well being issues.</p> <p>All staff feel secure within the school setting to discuss that support the improvement of quality of work to achieve agreed outcomes.</p> <p>Colleagues have a forum to support each other.</p> <p>Improvements are made as a result of feedback.</p> <p>Leaders have received feedback from staff and actions taken as appropriate.</p>	<p>Ofsted staff survey</p>	<p>Do staff feel supported and able to express concerns?</p> <p>Do leaders take into account the pressures on staff and consider ways in which to reduce these?</p>	<p>Measure that qualitative impact on staff performance and retention</p> <p>Performance management</p>	<p>4.5</p>

	<p>Offer pastoral support to staff in the form of supervision when required (EPS)</p> <p>Implement recommendations for DfE Staff Well Being Audit</p>	<p>Staff are aware of employee support line and other help that is available.</p> <p>Leadership respond and adapt to needs of staff when feasible.</p>		<p>Do governors understand the pressures on staff including leaders?</p> <p>Do leaders understand the impact on staff when introducing new initiatives? Are staff given time to embed these?</p> <p>Do staff know where to seek external support if needed?</p>		
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5. Early Years		<b>Vision Statement:</b> The EYFS Curriculum provides no limits or barriers to the children’s achievements regardless of their background, circumstances or needs. These high expectations are shared by all staff.  <b>Target:</b>				
Objectives/ Intent	Actions/ Implementation	Success criteria/ Impact	Monitoring arrangements (Outputs)	Evaluation process and time line	Resources (Input)	SIP Link
<i>To continue to develop the enabling environment</i>	<b>Indoor Environment:</b> <ul style="list-style-type: none"> <li>• To shadow and label all resources and storage containers.</li> <li>• To create a plan of the progression of resources e.g. Duplo to Lego</li> <li>• To ensure that the environment is language rich with high quality texts.</li> <li>• To carefully plan the environment to be flexible to accommodate children’s changing interests and needs.</li> </ul> <b>Emotional Environment:</b> <ul style="list-style-type: none"> <li>• To ensure that the emotional environment is visible and children feel like they are safe and they belong.</li> <li>• Explicit lessons on ways to talk about and express their feelings.</li> </ul>	The environment will be effective in supporting and challenging the children to achieve their full potential.	FD and SLT LA OFSTED			5.1

	<p><b>Outdoor Environment:</b></p> <ul style="list-style-type: none"> <li>To develop a progressive calculated risk-taking strategy to be shared and consistently supported by all staff.</li> <li>To continue to offer opportunities for enhanced physical play to involve problem solving, physical play and creativity in the company of other children.</li> </ul>					
<p><i>To continue to develop the role of the adult</i></p>	<ul style="list-style-type: none"> <li>FD to ensure and motivate staff to engage with the pedagogy of role of the adult building on AP training.</li> <li>FD to continue the training programme for LSAs.</li> <li>To ensure that adult/child interactions during child and adult initiated time include communicating and modelling language, showing, explaining, demonstrating, encouraging, questioning and providing a narrative</li> </ul>	<p>Children have made better than expected progress due to high quality interactions using Sustained Shared Thinking strategies from scaffolds and adult interactions.</p> <p>Varied individual learning outcomes are supported by all adults in all areas due to excellent relationships and good knowledge of the children and their next steps</p>	<p>FD SLT OFSTED</p>			<p>5.2</p>

	<p>for play and to extend and move their play on.</p> <ul style="list-style-type: none"> <li>• To ensure all adults facilitate and set challenges appropriate to children's needs and play.</li> <li>• All adults to establish high expectations with the children that demonstrate respect at tidy up and leave the area ready for the next learning.</li> <li>• To establish clear expectations and routines for the entire EY environment – everyone is accountable</li> </ul>					
<p><i>To continue to develop the enhanced aspect of continuous provision</i></p>	<ul style="list-style-type: none"> <li>• To ensure planning reflects observations and assessments of children and their interests and that this becomes the enhancements as soon as possible.</li> <li>• To continue Pupil Voice collection after adult led tasks to inform future planning.</li> <li>• All provision is as open-ended as possible using</li> </ul>	<p>Adults will use 'in the moment' planning to develop adaptations to extend children's play so they make better than expected progress.</p> <p>When in provision children can independently access the enhancements to show adults their extended learning and can talk about it</p>	<p>SLT LA OFSTED</p>			<p>5.3</p>

	high quality resources which are revisited and reflected upon as a team.					
<i>To embed the new whole school PDL curriculum into EYFS</i>	<ul style="list-style-type: none"> <li>• To plan in specific weekly adult led discussions and activities as part of the school agenda.</li> <li>• To raise the profile of the Characteristics of Effective Learning by planning in opportunities to show these.</li> <li>• To foster the shared language of No Outsiders in the unit.</li> </ul>	<p>All children will be able to use the language of No Outsiders to express their emotions and their developing opinions</p> <p>Consistent modelling of the language and the characteristics of effective learning will enhance children's understanding</p>	SLT LA OFSTED			5.4
<i>Ensure all subject leads know what their subject looks like in EYFS</i>	<ul style="list-style-type: none"> <li>• Ensure time is given to share good practice with relevant subject leads when appropriate.</li> </ul>	Subject leads will have a clear understanding of what their subject looks like in EYFS and will be able to explain this clearly and confidently to all stakeholders.	SLT LA OFSTED			5.5

<p><i>To ensure that children from all vulnerable groups including those with SEND achieve the best possible outcome.</i></p>	<ul style="list-style-type: none"> <li>• Teachers to use early identification toolkit to identify children's needs on entry and in the first few weeks.</li> <li>• RBA to be carried out</li> </ul>	<p>Children make better than expected progress because gaps are identified early, addressed and reassessed to check that rapid progress is made</p>	<p>SLT and SENDCO LA OFSTED</p>			<p>5.6</p>
<p><i>To ensure that handwriting especially boys' writing is of the highest priority</i></p>	<ul style="list-style-type: none"> <li>• Regular explicitly taught mark making leading to writing sessions are planned from September.</li> <li>• To ensure that gross and fine motor skills are addressed in planning.</li> <li>• FD to explore progression in mark making document and cascade to all Year R staff.</li> </ul>	<p>Clear progression of fine motor and gross motor skills ensures no child is left behind and children develop a love of mark making and writing</p>	<p>SLT and SENDCO LA OFSTED</p>			<p>5.7</p>