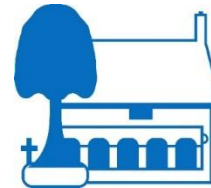


School Improvement Plan 2020-21



**MORETONHAMPSTEAD
PRIMARY SCHOOL**

**Part of the
Link
Academy
Trust**

Stronger Together



This plan has been created by the Academy Head in consultation with staff. It identifies our strategic areas for development for the academic year and was written following consideration of:

- *Feedback from the most recent OfSTED inspection, monitoring and professional discussion within school and within MAT leadership*
- *Local & National developments, and MAT key priorities*
- *Our school vision and values*

Website: <http://moretonhampstead.thelink.academy/website>



OUR CORE VISION AND VALUES (under review)

fairness ambition resilience positivity kindness (under review)

We encourage our children to:

- Ask questions and to try and find the answers through investigation and exploring, whilst learning from mistakes.
- Become enthusiastic, curious, confident and resilient learners.
- Develop self-discipline, self-respect and self-esteem.
- Be confident to be themselves.
- Appreciate, value and take pride in their own work and the work of others.
- Display kindness, good manners and respect for each other, staff and visitors.
- Become responsible members of our community, showing tolerance and co-operation.
- Work confidently with other children from within the Link Academy.
- Develop their awareness of the environment and recognise their personal role in conserving and developing it.

As a whole, we encourage positive links between our partner schools within the Link Academy and with our parents, local community, local secondary school, other primary schools and the wider world

OUR SCHOOL AIMS

For every child to achieve well and to become well-rounded citizens and ensure that all children have the skills & opportunities to enjoy learning and to make progress.

We strive for the highest standards for our children in a happy, polite and safe school environment.

We strive to find, liberate, celebrate and promote the gifts and talents inherent in all children.

We strive to motivate, inspire and nurture curiosity.

We strive to ensure that all children have the skills to enjoy learning.

We strive for every child to achieve well and to become well-rounded citizens who can effectively contribute to their wider community.

We strive to fully prepare our children for their next steps in education and for their lives ahead.

THE PLAN FOR 2020-21




This plan is in two parts.



- **Section A details both our Multi-Academy Trust and individual school Key Improvement Priorities.**
- **Section B is our maintenance plan. This details aspects of the school that require continuous and updated attention in order to sustain and improve current standards.**

| | Objective | Actions to be taken | Evidence that it has been achieved |
|---|--|---|---|
| 1 | Pupils' handwriting, presentation and spelling improve further | Scheme introduced Timetabled sessions Targeted interventions No-nonsense spelling introduced and spelling conventions explicitly taught Spelling Frame | <i>Improvements made in timetabling discrete slots for handwriting. Revisit no-nonsense spelling and Debbie Hepplethwhite schemes with new staff.</i> |
| 2 | Pupils fully understand what impact their word, sentence and punctuation choices when writing have on the reader | Staff training Pupil Voice Book scrutiny Whole class Reading Explorers introduced | <i>Explicit links made in KS2 pre-lockdown. Revisit by concentrating on word choices through the schools' vocabulary focus and then sentence level and punctuation.</i> |
| 3 | The curriculum in mathematics is developed in KS1 and the Early Years so that understanding of concepts is fully developed and all pupils are supported to reach even higher standards | Use of images and manipulatives to support understanding; 5 a day Reducing worksheets; encouraging children to record and verbally reason. Cross school moderation. New calculation policies introduced | <i>2017 KS1 maths data in quartile 5; 2018 quartile 4 and 2019 Quartile 1 (DCC Soap)</i> |
| 4 | Activities planned in mathematics are better matched to children's learning needs in the EYFS | EYFS calculation policy introduced Focused objective-led teacher sessions in EYFS | <i>Staff changes have resulted in improvement in some areas esp. use of concrete resources; not fully developed esp. in outdoor provision. Maths activity and provision will form key part of appraisal actions for new appointment in Jan 21</i> |

Section A: HOW THE LINK PLAN FOR 2020 – 2021 LINKS TO THE SCHOOL'S:

| | PRIORITY 1 | PRIORITY 2 | PRIORITY 3 | PRIORITY 4 | PRIORITY 5 | PRIORITY 6 |
|---------------------|---|--|--|--|---|--|
| | <i>Quality of Education</i> | <i>Quality of Education/ Teaching & Learning</i> | <i>Quality of Education</i> | <i>Curriculum/Quality of Education</i> | <i>Leadership/ CPD</i> | <i>Personal Development, Behaviour & Welfare</i> |
| MAT Level | Curriculum Groups will focus on MFL (Spanish), History, Geography, Art & Design as well as the new RSE to deliver enhanced curriculum coverage. | Quality First Teaching will be a significant focus to ensure the gap is closing for disadvantaged pupils while also impacting on the highest quality teaching and learning for all pupils. | Data and Educational Outcomes will continue to identify priority areas of the curriculum, particularly English teaching and the development of vocabulary | Develop the IT infrastructure in every Academy to enable remote learning to be more effective and to support the 'closing the gap' agenda, as well as engaging, motivating and challenging all learners. | Curriculum Groups will continue to be a vehicle for the development of Middle Leadership. Middle Leaders will lead Trust delivery of a high-quality computing curriculum and use IT to enhance the teaching of all curriculum subject skills | |
| School Level | To create and embed a new coherent and progressive curriculum to positively impact on planning, teaching & delivery thereby developing pupils' engagement, skills, knowledge and independence | To embed SEND Pathway and develop staff confidence- teachers are teaching the 'whole child' and provision for our SEND pupils is efficient, consistent and impactful | To raise profile of reading, writing and development of vocabulary so consistent practice & implementation ensures thorough coverage, progression in skills and impacts positively on outcomes | To develop staff confidence and provision of Blended Learning across the school to enrich learning experiences both in and out of the school environment | To develop subject leaders who are confident to support the implementation of a progressive and effective curriculum which meets the needs of our children | To develop whole school practice, procedures and policy aligned to relational learning and scientific understanding of children's development to engender mutual respect |

| Section A: Key School Improvement Priorities for 2020-21 | | | | | | | - |  |  |
|--|--|---|-----------------------|---|---|---|---|---|---|
| 1 | Create and embed a new coherent and progressive curriculum to positively impact on planning, teaching & delivery thereby developing pupils’ engagement, skills, knowledge and independence | | | | | | | | |
| | Actions to be taken | Key personnel and training | Resources req’d/ Cost | Key dates | Impact | Monitoring RAG A Sp Su | | | |
| | Ensure a high-quality, broad and progressive curriculum is in place Develop sound subject leadership Implement redesigned curriculum rolling programme LTP with entry and exits and outdoor learning links Subject leads will regularly monitor their subjects comprehensively and review impact with AH Subject Leads carry out subject reviews and book scrutiny at staff inset and have identify priorities for improvement Introduce Spanish and Jigsaw and publish MFL/ PSHE@ Moreton statements Termly STEM projects Introduce Trust SRE Policy | All staff £600 | | Ongoing across year Review Sept 20 | Full curriculum in place by Spring; Coverage is achieved across the year; clear progression through skills in foundation subjects Staff understand whole school curriculum intent, implementation and impact and progression, across all subjects; Subject leads have taken ownership of their subjects and re/establish effective monitoring processes Subject leads can clearly articulate the journey of a child within a subject Subject leads will be confident to undertake OfSTED ‘deep dives’ |  | | | |

| 2 | Embed SEND Pathway and develop staff confidence- teachers are teaching the 'whole child' and provision for our SEND pupils is efficient, consistent and impactful | | | | | | |
|---|---|--|--|---|---|--|--|
| <p>Introduce new PPM recording document. Implement consistent and robust approach to PPMs; encourage staff to take ownership: <i>What is current situation? What % of class/yr is currently below expected progress? What is in place?</i> <i>What evidence do you have for accurate assessments?</i> <i>What key areas of academic need have you identified?</i> <i>What is in place for gap filling in those areas?</i> <i>What key groups have you identified? What is in place for gap filling?</i> <i>What specific intervention have you identified?</i></p> <p>Implement 'Bounce Back Provision Mapper' Implement whole school 'Bigger Picture' document Introduce and train staff in use of SIMs to record data</p> | All staff | | | <p>Gaps in learning identified and activities planned to support the gap closing</p> <p>Effectiveness of intervention is triangulated</p> <p>SLT/ subject leads have whole school picture at their finger tips in core subjects</p> |  | | |
| <p>Review SEND Register; introduce new SEND files; Train, introduce and use provision maps effectively to rapidly support Graduated Response Tool training Boxall Profiling training</p> <p>Lego Therapy training Ensure visual timetables in all classes SpeechLink assessments and resourcing Ed Psych consultations; PARM reviews and actions are completed, monitored effectively New support plans introduced IHH courses SEND children highlighted during PPMs</p> | All Staff RK/SM | | <p>Autumn term 09.09.20 14.10.20</p> <p>Aut 2</p> <p>Ongoing</p> | |  | | |
| <p>To develop QFT to improve outcomes, focus on exploring the best approaches to delivering to mixed-age groups, esp maths. What is QFT? Whole staff training in approach and expectations, including pre and post teaching</p> <p>Research best practice in partner schools</p> | Whole staff training | | <p>July 2020. Revisit 04.09.20</p> | <p>All teachers/TA's understand QFT and how used effectively across all lessons Outcomes and progress will continue to improve. Lessons are engaging, challenging and children make good progress</p> | | | |

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| 3 | To raise profile of reading, writing and development of vocabulary so consistent practice & implementation ensures thorough coverage, progression in skills and impacts positively on outcomes | | | | | | |
| To engage in action research with the Trust English HUB for wider Trust impact, shared practice, etc. | DP | | | Writing and reading standards, outcomes and progress will continue to improve | | | |
| <p>Vocabulary Training x6 sessions. 'Closing the Vocabulary Gap' Revisit Tier 1, 2, 3 vocab. training during INSETs. Improve precision in vocabulary choices through quality feedback; Build progressive bank of vocabulary in foundation subjects Continue to develop how we build in vocabulary and key skills within LTP; Displays/ learning environments effectively support and develop pupils' vocabulary. Explore introducing WEEE (word, explain, explore, example) as a teaching strategy ReThink Reading as appropriate for NQT</p> | DP | Learning walk Oct 20 | | <p>Pupils are articulate youngsters, interested in language and with the skills to decode and decipher; Increase in vocab used and proficiency seen in learning walk and scrutiny; Improved vocabulary choices in children's writing and understanding of effect</p> <p>Vocabulary will be specific, precise and identified in planning</p> | - | | |
| <p>Subject Lead to produce action plan to strengthen provision of Accelerated Reader and motivation for children to read, including: Arrange visit to school using AR effectively; 20 minutes reading in school everyday with Home reading expectations set: R/ KS1: 10-15 minutes/ LKS2: 20 minutes (or 20 pages) UKS2: 25 minutes (or 25 minutes) Home/school diaries will be checked and house points will be awarded for those that have achieved this each week. Notify parents of AR result through 'Home Connect'; Intro. certificates based on Reader Certification Levels attainment in quizzes, celebrated in achievement assemblies; Invest in texts to enable Honour Reader. Significant milestones for individual children will be celebrated on Facebook and in newsletters;</p> <p>Each class will have their collective wordcount celebrated weekly in assemblies; the weekly school wordcount will also be shared. A display in the hall will record these wordcounts and published in newsletter;</p> <p>Whole class AR tests will be taken on key (Babcock teaching sequence) texts.</p> <p>TA role in improvement developed and recognised</p> | <p>DP</p> <p>DP/AE</p> <p>AE</p> | Tedburn Oct 20 | | <p>The profile of reading will be raised; pupils will be further engaged in reading; parent engagement has improved</p> <p>Children who are reading less than expected will be identified</p> <p>Staff CPD and achievement towards whole school development</p> | | | |

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| 4 | To develop staff confidence and provision of Blended Learning across the school to enrich learning experiences both in and out of the school environment | | | | | | |
| <p>(See Blended Learning action plan)- being revised for Spring Term</p> <p>Microsoft TEAMS to be used by staff and pupils;</p> <p>Ed-Tech training sessions;</p> <p>Computing Lead to support and lead staff CPD in relation to online training;</p> <p>Staff able to set up and contribute to channels within Teams.</p> <p>Sharepoint/ Notebook</p> <p>INSET and training on use of TEAMS and how can be used effectively to support learning in school and at home;</p> <p>Introduce KS2 to Teams and allow rehearsal.</p> <p>Set up pupils with Teams logins/email addresses;</p> <p>Launch new school website;</p> <p>Set up e-school accounts for all pupils; allow children rehearsal time in school; publicise effectively with parents.</p> <p>Staff trained on Viewsonic boards and how to use effectively</p> <p>Computing lead to attend Computing HUBs to ensure best practice and current research is fed back to school</p> <p>IT lead liaise with Limbtec to ensure any technical issues are resolved quickly; hardware is audited.</p> <p>Introduce Twinkl curriculum as a foundation for computing; Subject lead to monitor coverage and progression</p> <p>Publish and review 'Computing@Moreton' statement</p> | <p>All teaching staff</p> <p>LP</p> <p>FG</p> | | <p>Add dates from AH action plan</p> | <p>School will meet DfE expectation relating to online provision;</p> <p>TEAMS used effectively across KS2 to support learning in school and at home; pupils will be confident to use Teams; pupils will be engaged by the computing curriculum and wider blended learning</p> <p>-Teams will be a central port of call for planning and shared docs.</p> <p>-The more detailed action plan will be achieved</p> <p>Computing is taught effectively across school with pupils having access to a high quality computing curriculum.</p> <p>Technology works effectively and issues resolved quickly; hardware is sufficient</p> <p>Intent-Implementation-Impact are clear</p> | | | |
| <p>Ensure all children, staff and parents are aware of dangers of technology and how to keep themselves safe online, send out regular safety guidance and organise safer internet day.</p> | | | <p>Ongoing across year</p> | <p>Children stay safe online</p> <p>Parents given advice on how to keep their children safe online.</p> | | | |

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| 5 | To develop subject leaders who are confident to support the implementation of a progressive and effective curriculum which meets the needs of our children | | | | | | |
| <p>Subject leads will proactively engage in Trust HUB groups (Maths/Eng/Science/Hist Geog) to support Teaching and Learning and curriculum development and have clear impact</p> <p>Subject Leads will feedback to staff effectively</p> | WB NK LP DP HE LW | Release time – ½ day for each subject area each term | Ongoing across the year | <p>Staff to have clear tasks to complete linked to appraisal targets</p> <p>Staff to complete actions plans as needed and demonstrate impact of work they have done</p> <p>Staff to support other staff as and when required and liaise with other leads across the academy</p> | | | |
| <p>Subject leads to support subject development and refine and finalise ‘@Moreton’ statements.</p> <p>Staff to continue to focus on key curriculum areas – ensure curriculum INTENT is clear each subject</p> <p>Staff to ensure IMPLEMENTATION of each curriculum area –monitor progression and skills being developed</p> <p>IMPACT – staff to look at the impact across each term and progress children are making.</p> <p>Monitor impact and delivery of @Moreton statements</p> <p>Monitor standards of coverage and progression across the school.</p> <p>Lead book scrutinies and subject focused insets</p> <p>Review Ofsted framework and expectations with staff- top level views/ deep dives/ bringing it together</p> <p>Develop ‘Teams’ staff curriculum folders to support new teachers and subject leads</p> | All staff | | Ongoing across the year | <p>Staff know the ‘Journey of a Child’ in our school. Curriculum designed so that the purpose and IMPACT is clear – mapped out across 2 year rolling programme</p> <p>Curriculum in IMPLEMENTED effectively across school</p> <p>Progression within each subject is clear and children are developing and building subject specific skills</p> <p>Curriculum to have a clear IMPACT on outcomes for children – children making good progress across the curriculum.</p> | | | |

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| 6 | To develop whole school practice, procedures and policy aligned to relational learning and scientific understanding of children's development to engender mutual respect | | | | | | | |
| <p>WB to join Trust- wide group, establishing a shared Relational Behaviour Policy to develop an understanding of how adverse experiences and trauma may impact on emotional development and wellbeing and to raise empathy and understanding for children who may be finding school hard.</p> <p>Amend Policy to match The Moreton Way and specific classroom processes and ensure it aligns to renewed vision and values.</p> <p>Introduce new behaviour chart and consistent system for rewards and sanctions for use across school</p> <p>Introduce new (Behaviour) Support Plans.</p> <p>Enrol as test school in Exeter University engagement in the 'Together' trial tbc</p> | | | Cross school | Dec 20 | Positive relations across school. | | | |
| | | | | Dec 20 | Adults feel able to read pupil behaviour in terms of underlying needs and provide for these needs in terms of what they are doing and how they are being with them; Adults are supported to develop the skills they need to form secure relationships with the children they work with, use coaching skills to support their development and practical skills to support their inclusion; Adults are reflective practitioners who can be responsive to children's needs and adapt to different situations | | | |
| | | | | From Mar 21 | | | | |

Section B: School Maintenance Plan for 2020-21

| Area for maintenance | Objective | Actions to be taken | Key personnel | Resources required | Key dates | Success criteria | Monitoring RAG | | |
|-------------------------|--|---------------------|---------------|----------------------------|-----------|--|----------------|----|----|
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| 1. Quality of Education | | | | | | | | | |
| 1a | Maths- see separate action plan Calculation policies embedded Maths@Moreton embedded Progression maps in maths shared with all staff White Rose review and assessments introduced | HE | | | | Pupil attainment and progress measures are in line with, or exceeding partner schools and national data. CAPED has improved GD outcomes | | | |
| 1b | Reading- see separate action plan Reading@Moreton embedded Accelerated Reader system reinvigorated/ diagnostic tools inform assessment and monitoring Progression maps in reading, writing and maths shared with all staff | DP | | 27/01 AR staff training | | AR and VIPERS will be evaluated and embedded-new initiatives do not become gimmicks. Pupils will be motivated to read Pupils will read confidently and fluently with full understanding of the texts read. Comprehension skills of children continue to improve | | | |
| 1c | Writing- see separate action plan Writing@Moreton embedded Handwriting system agreed and monitored Progression maps in reading, writing and maths shared with all staff | DP | | | | Pupils will understand the impact of their word choices on the reader through school focus on vocabulary. Handwriting and spelling of children continue to improve, particularly those of identified intervention groups. | | | |
| 1d | To review and embed our Feedback Policy. Ensure pupil progress is the focus and feedback can be seen as impacting in their outcomes. Continue to use Marking & Feedback Books, ensuring new staff are brought up to speed Explore ‘progressing in editing’ | All | | | | Teacher workload will improve. -Planning opportunities will improve. -Pupils will be more invested in their learning, taking greater responsibility for acting on feedback. -Pupils will self-assess, self-mark and peer mark -Feedback policy focuses on excellent quality, consistently good feedback. | | | |


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| 1e | <i>Create a coherent and progressive programme of outdoor learning to engage all and support identified pupils. Work towards bronze ECO Award</i> | | | | | | | |
| | Establish outdoor learning curriculum map, linked to LTP | AH | | 09/20 | Outdoor learning programme implemented across the school | | | |
| | Establish a new Eco-Team committee with at least one child from each year group. To meet at least once each half term and communicate with the rest of the school | SM | | 10/20 | Children who want to become involved have opportunity to have a voice and be active re eco-issues in the school | | | |
| | Update Eco-Team notice board | SM | | 10/20 | All pupils have a better understanding on eco-issues in the school and have an opportunity to take part in working towards Bronze Award (eg. Different classes complete the 10 areas of the Environmental review either in class or outdoor learning sessions). | | | |
| | Create Eco-team section on website and update progress; Complete Environmental review and share with school | SM/AH | | 01/21 | | | | |
| | Produce an action plan based on environmental review and share with the school | SM/AH | | 03/21 | | | | |
| | Apply for Eco-Schools Bronze Award | SM/AH | | 03/21 | Achieve Bronze Award status for the school | | | |
| | Invest in year 1-6 developing the curriculum outdoors resource Wild Tribe | | Release time SDSP £100 | | | | | |

2. Behaviour and Attitudes

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| 2a | <p>To monitor attendance, ensuring home learning is continued where families shield. Understanding shown of the issues around Covid.</p> <p>Introduce new electronic means of registration through e-schools to ensure consistency in expectation across school</p> <ul style="list-style-type: none"> - Attendance to go on newsletter weekly -Reintroduce 'attendance of the week' -Regular updates re: Covid, seasonal illness and time off. -No holidays authorised -Policy followed -Attendance monitored by Head <p>New consistent letters introduced and sent out where necessary each half term and meetings held with parents if persistently absent.</p> | WB FG Gov monito ring Spr 1 | | Ongoing | <p>School attendance aiming to be at least in line with Devon and National averages; hit target 96.1%</p> <p>-</p> | | | |
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3. Personal Development

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| 3a | <p>BLP/ (Growth Mindset) – develop more confident, self-assured learners; attitudes to learning; pride; respect; independence; resilience; higher standards of learning behaviour – renew approach at start of the year (annually)</p> <ul style="list-style-type: none"> -Link certificates and rewards directly with the language of BLP -Establish displays in classes --Raise expectations of learning behaviours -Talk the language of BLP at all times. -Relate 'behaviour' to learning behaviours at all times -Develop our pupil voice so that their impact on school is clear -Establish assembly themes overview - Link to Community Group & School Council <p>IIH course participation for identified pupils</p> | | Support from EIT | | <p>Learning Behaviours will be established across all year groups</p> <p>They will dominate, minimising disruption</p> <p>Staff will consistently use the language of BLP</p> <p>Pupils will become more independent and use self-help strategies</p> <p>Establish by end of year so that we can be in a position to build Growth Mindset</p> <p>Be in strong position to renew approach each year</p> <p>Children are more resilient and independent</p> | - | | |
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| 3b | Leadership and support of newly qualified and Early Career staff through drop ins, constructive feedback | | | Nov 20- July 21 | New staff are confident in their roles and are valued; they are supporting school improvement and meeting expectations in attainment and progress | | | |
| | Give opportunity to join NQT/ Early Career programme over 4 days Focus on: Effective behaviour management; Managing other adults; Planning for a great lesson; Managing the workload; feedback & marking; Challenge & Differentiation; Developing good learners; Data- progress & outcomes. | | | | | | | |
| | Establish clear procedures for in-house support for new teachers | | | | | | | |
| | Introduce 30 min weekly mentor meetings for NQT; statutory assessments completed | HE | | Oct 20 | | | | |
| | New to SATs training arranged | | | Dec 20 | | | | |
| 3c | L2 safeguarding refresher | | | | All staff confident in safeguarding procedures All staff have up to date knowledge in CSE, Prevent, Encompass and Early Help (All volunteers aware of safeguarding procedures) | | | |
| | Appoint new L3 trained deputy Safeguarding Lead. | | DP | Oct & Nov 2020 | | | | |
| | Safeguarding Audit completed | | | 18.12.20 | | | | |
| | Safeguarding of the Month shared with all and published | | | | | | | |
| | Update staff handy guide | | | | | | | |
| 4. Leadership and Management | | | | | | | | |
| 4a | HT Induction- Professional Studies Programme | | | | AH has depth of understanding of the role; Skills and understanding are developed. |  | | |
| | 1. Role of AH in the Link Academy Trust | | | | | | | |
| | 2. Managing Staffing & Parental Issues | | | | | | | |
| | 3. Effective Financial Management | | | | | | | |
| | 4. Stakeholders & Communications | | | | | | | |
| | 5. Achieving the best support for pupils | | | | | | | |
| | 6. The challenges of our Trust/ Promotion of small, rural schools | | | | | | | |
| | Engage positively and productively in School Support and Challenge Days and Support Hub (PH, WB, Jill) & respond to actions. | | | | | | | |
| | Be open to support and learn from others, including EIT | | | | | | | |

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| 4b | <p>AH to review core visions and values in our school, launching The Moreton Way</p> <p>Stakeholder review: Collaborate with staff, pupils and our community, including Community Group and School Council.</p> <p>Vision and Values constantly shared, expected, published and displayed.</p> <p>Values elicitation session with SC- 11.11.20</p> <p>Vision & Values Day with LL- 20.11.20</p> <p>INSET launch day: 04.01.21</p> <p>Seek support from Jill</p> | | | | <p>AH can lead and articulate clear values and moral purpose including to exemplify and articulate school aims, vision and values</p> <p>Staff and children live and breathe our core visions and values- vision is shared by all. Vision is displayed around school and promoted regularly.</p> <p>Staff will feel supported</p> | | | |
| 4c | <p>Staff Appraisal cycle introduced to follow Link policy.</p> <p>Support staff appraisal cycle begun</p> <p>Support Teams training</p> <p>New Staff Handbook introduced</p> <p>Staff Personnel Policy file established</p> | FG | | <p>Oct 20</p> <p>Dec 20</p> <p>Dec 20</p> | <p>Staff will feel supported</p> <p>Staff appraisal actions link closely to ATSIP; create opportunity for whole school development and staff responsibility</p> <p>Support staff appraisal links closely to ATSIP and offers opportunities for responsibility for areas of school development</p> <p>Underperformance is challenged in a timely manner; coaching and modelling</p> | | | |
| 4d | <p>Develop clear and systematic approach to use of data and managing assessments across the academy/ Power BI</p> | | Link support | | | | | |

| 5. Early Years Provision | | | | | | | | |
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| 5a | <p>To facilitate high quality continuous provision across the EYFS, including the flow of indoor/ outdoor provision</p> <p>Develop outdoor learning environment Appoint new p/t EYFS classteacher to lead improvements Publish 'EYFS Intent-Implementation-Impact' document</p> | | | Oct 20 | <p>EYFS continuous provision will flow indoors/outdoors with clear learning zones</p> <p>-New staff member (LW) will be integrated into the team</p> | | | |
| 5b | Pilot revised Baseline Assessment | BL | | Oct 20 | | | | |
| 5c | <p>Review how well maths activities planned are matched to children's learning needs in the EYFS; publish 'EYFS Maths @ Moreton' statement, referring to EEF Guidance Report 'Improving Maths in the EY and KS1'.</p> <p>Monitor effective phonics teaching; publish 'Phonics@Moreton' statement</p> <p>Embed and monitor agreed processes for teaching of early reading. Publish 'EYFS Reading @ Moreton' statement</p> | | | Jan 21 | <p>Phonics teaching sessions follow the same format</p> | - | | |
| 6. Community and Environment | | | | | | | | |
| 6a | <p>Work Strategically to increase numbers, following historical reduction in numbers:</p> <p>Continue to promote school via Facebook</p> <p>-Launch and maintain new school website for information and promotion</p> <p>-Promote school through local media</p> <p>-Launch new Sway newsletter</p> <p>-Ongoing - work with parents for word-of-mouth</p> <p>-Work with Business Manager on marketing and promotion,</p> <p>-Pre-school leaflet circulated</p> <p>-Promotional videos</p> <p>-Promotional banner</p> <p>-Links with estate agents and property developers</p> | | | | <p>-Stabilised numbers.</p> <p>-Numbers will continue to increase over time.</p> <p>Website promotes and reflects the clear vision established from the perspective of all stakeholders</p> | | | |

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| 6b | Establish Community Group | | | Jan 21 | Community group supports school development and community engagement | | | |
| 7. Premises | | | | | | | | |
| 7a | Outdoor classroom roof replacement Develop outdoor learning environment around outdoor classroom Develop outdoor learning environments behind classrooms | FOMs | | Oct 20 | | | | |
| 7b | Appoint contract cleaning firm | | | | | | | |
| 7c | Appoint new Grounds maintenance team | | | | Grounds are better cared for and maintained | | | |
| 7d | Prepare for H&S Review | WB FG | | | | | | |