

Development Area	Rationale	Actions	Governor involvement
<p>1. Standards at the end of EYFS (Reading/writing focus)</p>	<ul style="list-style-type: none"> <li>• 20% difference between school and Local Authority in children achieving a GLD</li> </ul> <p>Staff have discussed the following:</p> <ul style="list-style-type: none"> <li>• Opportunities to push higher attainers in both Nursery and Reception</li> <li>• The need for more focused teaching for Reception children</li> <li>• Development of the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS lead and HT to write a development plan to address issues</li> <li>• EYFS staff to visit other settings to broaden experience</li> <li>• Small amount of budget money is available to support changes to the environment</li> <li>• Separate provision for N and R</li> <li>• LA adviser to support with developing the teaching of reading and writing</li> </ul>	<p>Governors briefed in Head teacher's report in Autumn 1 Curriculum committee to receive regular updates</p>
<p>2. Standards at end of KS1 (Reading/writing focus)</p>	<ul style="list-style-type: none"> <li>• 24% difference between school and LA in reading and 22% difference in writing</li> <li>• Drop in reading from 63% to 46% in reading at end of KS1</li> <li>• English is being taught in KS1 through the Read, Write Inc programme which means that a large proportion of children are being taught English by a Teaching Assistant and are not being taught the National Curriculum for English.</li> </ul>	<ul style="list-style-type: none"> <li>• English to be taught in classes, following the National Curriculum using a text based approach with appropriately scaffolded and differentiated activities</li> <li>• Phonics is being taught in classes as a separate session</li> <li>• Training is to be delivered regarding the teaching sequence for writing, Talk for Writing, phonics and reading skills</li> <li>• Support is being given by LA adviser</li> <li>• Staff to visit other settings to build their expertise</li> </ul>	

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<p>3. Raise standards in writing across school</p>	<ul style="list-style-type: none"> <li>• See above</li> <li>• Lower writing scores at the end of KS2</li> <li>• Early findings about writing indicate that the focus is currently about producing a piece of writing each week rather than a teaching sequence which develops knowledge and skills and allows for editing and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• HT is English specialist and will support KS2 staff in developing their expertise – a KS2 teacher will be developed as KS2 English lead</li> <li>• Training to refresh understanding of the teaching sequence including edit and improve</li> <li>• Refresh marking policy</li> <li>• KS2 TAs to be in English lessons</li> </ul>	
<p>4. Enhance provision for children at lunchtime</p>	<ul style="list-style-type: none"> <li>• Early findings show that although behaviour around school and in classes is good, there are incidents of boisterous play during lunchtime</li> <li>• Equipment and activities for children are limited</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime rotas to be refreshed</li> <li>• Playground Pals and School Council to develop play activities</li> <li>• Training for staff around playtime games</li> <li>• Training to be put in place for lunchtime staff</li> <li>• LA adviser for behaviour to visit and make recommendations</li> </ul>	

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5. Enhance engagement of key groups	<p>Interviews with staff and the Ofsted questionnaire have revealed the following perceptions:</p> <ul style="list-style-type: none"> <li>• Lack of CPD opportunities for support staff</li> <li>• Lack of opportunities for staff contribution to school development</li> </ul> <p>Discussions with parents and staff suggest that whilst parents are very supportive of school, opportunities for involvement and finding about school life could be developed further</p> <p>There are some opportunities for pupil voice to be heard but this could be developed further.</p> <p>Governors are supportive but could have greater involvement with school life.</p>	<ul style="list-style-type: none"> <li>• One staff meeting rather than separate staff meetings for teachers and support staff</li> <li>• Encouraging and valuing participation: display, painting the library</li> <li>• Clear CPD opportunities, linked to appraisal and priorities</li> <li>• Head teacher drop-in for parents</li> <li>• Meet the Teacher at the start of the year</li> <li>• Termly curriculum newsletters</li> <li>• Weekly newsletter from the Headteacher</li> <li>• Weekly celebration assembly</li> <li>• Develop further opportunities</li> <li>• Link governors with subject areas</li> <li>• Use the skills audit to highlight training needs</li> </ul>	
6. Continue to develop assessment and tracking procedures in English and maths	<ul style="list-style-type: none"> <li>• Assessment procedures and tracking are not as robust and clear as they could be, especially in Key Stage 2 where there is a focus on Teacher Assessment.</li> <li>• Tracking of children with SEND is not as effective as it could be.</li> <li>• Termly overviews of attainment and progress could be clearer</li> </ul>	<ul style="list-style-type: none"> <li>• NFER test materials to be used termly</li> <li>• Teacher assessment to be used to track children not achieving year group objectives</li> <li>• Reading and comprehension ages to be tracked</li> <li>• New whole class trackers to be used and triple trackers</li> <li>• EYFS to use new trackers to show termly progress across development bands</li> </ul>	